

PESSPA Manual

2026/2027



association for
PHYSICAL EDUCATION
Approved Curriculum Resource
2026 - 2028



**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 have 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.

AFPE APPROVED CURRICULUM RESOURCE

The **EDSTART PE Curriculum** has now been officially approved as afPE Approved Curriculum Resources (ACR).

This means the curriculum has been independently reviewed and recognised as:

- Evidence-informed
- Inclusive, holistic and accessible for all pupils
- Aligned with National Curriculum and best practice in physical education

This approval reinforces our shared commitment to delivering high-quality PE, School Sport and Physical Activity that supports children's physical development, confidence and enjoyment of movement.



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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' Wellbeing 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.



CHRISSE 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, coordination and positional awareness. We provide opportunities for all children to build core strength, stability, balance, spatial awareness, coordination and agility through our **MOVING EDSTART** and **PLAYING EDSTART** units of work.

KEY STAGE ONE

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 coordination, 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 One 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 TWO

During this stage, children will develop a positive approach to PE following their achievements and development in Key Stage One. 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**.

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, coordination, 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.

KNOW, GO, SHOW APPROACH

The **EDSTART KNOW, EDSTART GO, EDSTART SHOW** model is designed to support a truly holistic approach to teaching and learning in physical education. By separating learning into three clear strands, it provides teachers with a simple but powerful structure to plan, deliver, and review lessons that develop the whole child. Lessons are not limited to physical activity alone but ensure children grow cognitively, physically, and socially. This model also strengthens assessment by making success criteria explicit in each area, helping pupils understand what progress looks like and giving teachers a consistent framework to ensure all children achieve in every lesson.

EDSTART KNOW (cognitive learning) focuses on what children understand and remember about physical education. It covers rules, tactics, terminology, health benefits, and the reasons behind why we move in certain ways. Teachers should encourage questioning, reflection, and discussion so pupils can make meaningful connections between their PE experiences and their wider learning and wellbeing. This cognitive element is woven into every lesson plan and success criteria, ensuring children are not just “doing” PE but thinking about it, too. By achieving the “Know” strand, pupils build the knowledge needed to become confident, reflective, and informed participants in sport and physical activity.

EDSTART GO (physical learning) represents the action and movement of PE. It is where children develop coordination, movement skills, fitness, and the ability to apply these skills in different contexts and games. Lessons are designed to build physical competence progressively, with teachers using the STEP principle (Space, Task, Equipment, People) to adapt and challenge every learner. Success criteria within lesson plans ensure pupils are clear on what physical outcomes they are working towards. By achieving the “Go” strand, children learn to practice, refine, and perform skills at their own level, while building the confidence to try new movements and enjoy being active.

EDSTART SHOW (social learning) captures the personal, social, and emotional side of physical education. It emphasises values such as teamwork, leadership, respect, resilience, and fair play, all of which are integral to meaningful participation in PE and sport. Teachers create opportunities for children to collaborate, communicate, and support each other in every lesson, with success criteria highlighting these behaviours. Reflection is encouraged so pupils understand the impact of their actions on others. By achieving the “Show” strand, children not only improve their sporting ability but also develop life skills, shaping them into considerate, resilient, and socially responsible individuals beyond PE lessons.

Together, these three strands provide a balanced and practical framework for lesson design and assessment, ensuring that PE is purposeful, inclusive, and engaging for all pupils. By explicitly planning for Know, Go, and Show, teachers can structure learning that extends beyond physical activity alone. The framework encourages you to develop pupils' understanding of key concepts (Know), provide clear opportunities to practice and refine physical skills (Go), and foster positive behaviours and values through social interaction (Show). Embedding these strands in lesson objectives and success criteria helps ensure every child learns, improves, and feels a sense of belonging in every session.

EDSTART KNOW

(Understand – Cognitive)

- Children learn and remember the rules of different games (e.g., knowing how to restart play in football with a throw-in).
- They understand tactics and strategies (e.g., spreading out in a game to create space).
- They develop problem-solving skills (e.g., deciding when to pass or shoot in a game).
- They can explain why certain movements help performance (e.g., bending knees when jumping improves height and control).
- They reflect on their own learning and suggest ways to improve (e.g., “next time I will look up before passing”).
- They make connections to health and wellbeing (e.g., understanding that exercise makes the heart stronger).
- They use correct terminology to describe actions (e.g., knowing the difference between a chest pass and bounce pass in netball).

EDSTART GO

(Perform – Physical)

- Children practise and perform skills with their bodies (e.g., dribbling a ball in football).
- They develop coordination (e.g., throwing and catching a ball with both hands).
- They show control in movement (e.g., balancing on one foot in gymnastics).
- They demonstrate agility and speed (e.g., dodging defenders in tag games).
- They show determination to keep improving (e.g., trying again when a throw doesn't reach the target).
- They apply skills in game situations (e.g., using a chest pass in a basketball match).
- They improve fitness through effort and perseverance (e.g., completing a relay with consistent pace).

EDSTART SHOW

(Belong – Social)

- Children work effectively with others (e.g., passing to teammates rather than keeping the ball themselves).
- They demonstrate teamwork (e.g., supporting their partner during a paired skipping challenge).
- They show respect and fair play (e.g., shaking hands after a game regardless of the result).
- They encourage and include everyone (e.g., praising someone who is less confident in gymnastics).
- They show resilience (e.g., carrying on after missing a shot rather than giving up).
- They take on leadership roles (e.g., organising a warm-up for their group).
- They reflect on values in PE (e.g., understanding that working together is more important than just winning).

The **EDSTART KNOW – GO – SHOW** model creates a holistic framework for teaching PE by recognising that meaningful learning is more than physical activity. It combines three strands—thinking (Know), doing (Go), and social belonging (Show) to ensure children develop cognitively, physically, and socially in every lesson. The model gives teachers a clear structure to plan success criteria beyond physical performance, supporting assessment of knowledge, understanding, behaviour, and skill. It also helps children reflect on what they have learned, can do, and how they work with others. By embedding shared language, Know-Go-Show makes PE about building knowledge, skills, and character.

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** and **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 and TACTICS

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

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 coordination of movements. They will practice running movements, hand-eye coordination 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 coordination of movements. They practice running movements, hand-eye coordination and basic motor skills.
MOVING EDSTART - FUNDAMENTAL MOVEMENT SKILLS - LOCOMOTOR SKILLS	Pupils will develop a range of skills including agility, balance, coordination, skipping, hopping, kicking and many more. Multiskills 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 and wall, striking and 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 coordination and basic motor skills. Pupils will also, with increasing confidence be able to show a range of skills including agility, balance, coordination, 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 multiskills.
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 AND 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 programme and learn about American Football.
PLAYING EDSTART - INTRO TO NET AND WALL GAMES	Pupils will use their Fundamental Movement Skills to apply them in simple net and 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 and wall, striking and 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.
MOVING EDSTART - INTRO TO INCLUSIVE SPORTS	Pupils explore activities like Boccia target games, guided movement, and rolling and aiming challenges
MOVING EDSTART - INTRO TO WELLBEING THROUGH PE	Pupils will work through games and ideas that will support their wellbeing.
MOVING EDSTART - INTRO TO SPORTS FROM AROUND THE WORLD	Pupils explore activities like Kabaddi, Spikeball and Danish Longball, which are played in different parts of the world.
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 AND FOOTBALL) (HOCKEY AND TAG RUGBY (HANDBALL AND 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 AND WALL GAMES (TENNIS AND BADMINTON) (VOLLEYBALL AND 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 AND 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 AND FOOTBALL) (HOCKEY AND TAG RUGBY (HANDBALL AND LACROSSE))	Pupils will use the skills and tactics taught and apply basic principles for attacking and defending.
COMPETING EDSTART - INTRO TO NET AND WALL GAMES (TENNIS AND BADMINTON) (VOLLEYBALL AND 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 AND FOOTBALL) (HOCKEY AND TAG RUGBY (HANDBALL AND 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 AND WALL GAMES (TENNIS AND BADMINTON) (VOLLEYBALL AND 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 AND ARCHERY)

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

PLAYING EDSTART - DEVELOPMENT OF INCLUSIVE SPORTS

Pupils will develop the basics skills for activities like Boccia target games, guided movement, and rolling and aiming challenges

PLAYING EDSTART - DEVELOPMENT OF WELLBEING THROUGH PE

Pupils will develop games and ideas that will support their wellbeing.

PLAYING EDSTART - DEVELOPMENT OF SPORTS FROM AROUND THE WORLD

Pupils develop activities like Kabaddi, Spikeball and Danish Longball, which are played in different parts of the world.

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 AND FOOTBALL) (HOCKEY AND TAG RUGBY (HANDBALL AND LACROSSE))

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

COMPETING EDSTART - DEVELOPMENT OF NET AND WALL GAMES (TENNIS AND BADMINTON) (VOLLEYBALL AND 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 AND 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 - INCLUSIVE SPORTS

Pupils will combine the basics skills for activities like Boccia target games, guided movement, and rolling and aiming challenges

COMPETING EDSTART - WELLBEING THROUGH PE

Pupils will take part in games and ideas that will support their wellbeing.

**COMPETING EDSTART - SPORTS FROM AROUND THE
WORLD**

Pupils take part activities like Kabaddi, Spikeball and Danish Longball, which are played in different parts of the world.

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 AND
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 AND 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 - INCLUSIVE SPORTS

Pupils will combine the basics skills for activities like Boccia target games, guided movement, and rolling and aiming challenges

COMPLETE EDSTART - WELLBEING THROUGH PE

Pupils will take part in games and ideas that will support their wellbeing.

**COMPLETE EDSTART - SPORTS FROM AROUND THE
WORLD**

Pupils take part activities like Kabaddi, Spikeball and Danish Longball, which are played in different parts of the world.

**COMPLETE EDSTART - INVASION GAMES: (NETBALL,
BASKETBALL, HOCKEY, FOOTBALL, TAG RUGBY,
HANDBALL AND 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 AND 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.

Swimming and Water Safety in the Primary PE Curriculum

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

Swimming is a statutory part of the National Curriculum for Physical Education in England and plays a vital role in keeping children safe, active, and confident around water. It is the only physical activity that can save lives, making it an essential entitlement for all pupils. Schools must ensure that by the end of Year 6, every child has been taught to swim and understands basic water safety.

The programme of study requires that pupils are taught to:

- Swim competently, confidently, and proficiently over at least 25 metres. This demonstrates that children can maintain technique and stamina across a safe distance, giving them the confidence to enjoy water-based activities inside and outside of school.
- Use a range of strokes effectively, such as front crawl, backstroke, and breaststroke. This ensures children are versatile swimmers who can adapt to different situations and maintain control in the water.
- Perform safe self-rescue in different water-based situations. This life-saving element equips pupils with the skills and awareness to keep themselves and others safe, including what to do if they get into difficulty.

Delivery of swimming usually takes place in Key Stage Two, though many schools begin earlier to allow more time for practice and progression. Schools should work with qualified swimming instructors, leisure centres, and local authority providers to ensure high-quality teaching. Provision should also be inclusive, giving every child the chance to succeed regardless of ability or previous experience.

As part of accountability, schools are required to publish swimming and water safety attainment data for their Year 6 pupils in their PE and Sports Premium report. This must show the percentage of pupils who have achieved the three statutory outcomes. Including this data ensures transparency, highlights the importance of swimming within the curriculum, and provides evidence of how funding is used to meet statutory expectations.

Ultimately, swimming and water safety education goes beyond fulfilling a curriculum requirement. It develops vital life skills, promotes health and wellbeing, and provides pupils with the confidence to enjoy water safely throughout their lives.

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, coordination 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 (colling, crawling, walking, jumping, running, hopping, skipping and climbing).

Progress towards a more fluent style of moving, with developing control and grace.

Develop the overall body strength, coordination, 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 coordination, 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 and 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 coordination, 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 and HANDBALL)



PLAYING EDSTART - INTRO TO GAMES (HOCKEY, TAG RUGBY and DODGEBALL)



PLAYING EDSTART - INTRO TO NET and WALL



PLAYING EDSTART - INTRO TO RACKET SKILLS



PLAYING EDSTART - INTRO TO STRIKING and FIELDING



PLAYING EDSTART - JAG TAG FOR BEGINNERS



COMPETING EDSTART - FUNDAMENTAL MOVEMENT SKILLS (OBJECT CONTROL)



COMPETING EDSTART - INTRO TO GAMES (ATTACKING and 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



MOVING EDSTART - INTRO TO INCLUSIVE SPORTS



MOVING EDSTART - INTRO TO WELLBEING THROUGH PE



MOVING EDSTART - INTRO TO SPORTS FROM AROUND THE WORLD



PLAYING EDSTART - INTRO TO INVASION GAMES (BASKETBALL and FOOTBALL)



PLAYING EDSTART - INTRO TO INVASION GAMES (HANDBALL and LACROSSE)



PLAYING EDSTART - INTRO TO INVASION GAMES (HOCKEY and TAG RUGBY)



PLAYING EDSTART - INTRO TO JAG TAG



PLAYING EDSTART - INTRO TO NET and WALL GAMES (DODGEBALL and VOLLEYBALL)



PLAYING EDSTART - INTRO TO NET and WALL GAMES (TENNIS and BADMINTON)



PLAYING EDSTART - INTRO TO OAA



PLAYING EDSTART - INTRO TO STRIKING and FIELDING (ROUNDERS and CRICKET)



PLAYING EDSTART - INTRO TO TARGET GAMES



COMPETING EDSTART - INTRO TO ATHLETICS



COMPETING EDSTART - INTRO TO ATTACKING and DEFENDING



COMPETING EDSTART - INTRO TO INVASION GAMES (BASKETBALL and FOOTBALL)



COMPETING EDSTART - INTRO TO INVASION GAMES (HANDBALL and LACROSSE)



COMPETING EDSTART - INTRO TO INVASION GAMES (HOCKEY and TAG RUGBY)



COMPETING EDSTART - INTRO TO NET and WALL GAMES (DODGEBALL and VOLLEYBALL)



COMPETING EDSTART - INTRO TO NET and WALL GAMES (TENNIS and BADMINTON)



COMPETING EDSTART - INTRO TO STRIKING and FIELDING (ROUNDERS and 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 and FOOTBALL)



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



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



PLAYING EDSTART – DEVELOPMENT OF JAG TAG



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



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



PLAYING EDSTART – DEVELOPMENT OF OAA



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



PLAYING EDSTART – DEVELOPMENT OF TARGET GAMES



PLAYING EDSTART – DEVELOPMENT OF INCLUSIVE SPORTS



PLAYING EDSTART – DEVELOPMENT OF WELLBEING THROUGH PE



PLAYING EDSTART – DEVELOPMENT OF SPORTS FROM AROUND THE WORLD



COMPETING EDSTART – DEVELOPMENT OF ATHLETICS



COMPETING EDSTART – DEVELOPMENT OF ATTACKING and DEFENDING



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



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



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



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



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



COMPETING EDSTART – DEVELOPMENT OF STRIKING and FIELDING (ROUNDERS and 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.

	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 - YOGA						
MOVING EDSTART - MOVEMENT TO MUSIC						
COMPETING EDSTART - WELLBEING THROUGH PE						
COMPETING EDSTART - VOLLEYBALL						
COMPETING EDSTART - TENNIS						
COMPETING EDSTART - TARGET GAMES						
COMPETING EDSTART - TAG RUGBY						
COMPETING EDSTART - SPORTS FROM AROUND THE WORLD						
COMPETING EDSTART - ROUNDERS						
COMPETING EDSTART - OAA						
COMPETING EDSTART - NETBALL						
COMPETING EDSTART - LACROSSE						
COMPETING EDSTART - INCLUSIVE SPORTS						
COMPETING EDSTART - HOCKEY						
COMPETING EDSTART - HANDBALL						
COMPETING EDSTART - FOOTBALL						
COMPETING EDSTART - FITNESS						
COMPETING EDSTART - DODGEBALL						
COMPETING EDSTART - CRICKET						
COMPETING EDSTART - BASKETBALL						
COMPETING EDSTART - BADMINTON						
COMPETING EDSTART - ATTACKING AND DEFENDING						
COMPETING EDSTART - ATHLETICS						
COMPETING EDSTART - JAG TAG						
COMPETING EDSTART - GYMNASTICS						

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.

	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 - JAG TAG						
COMPLETE EDSTART - ATHLETICS						
COMPLETE EDSTART - ATTACKING AND DEFENDING						
COMPLETE EDSTART - BADMINTON						
COMPLETE EDSTART - BASKETBALL						
COMPLETE EDSTART - CRICKET						
COMPLETE EDSTART - DODGEBALL						
COMPLETE EDSTART - FITNESS						
COMPLETE EDSTART - FOOTBALL						
COMPLETE EDSTART - GYMNASTICS						
COMPLETE EDSTART - HANDBALL						
COMPLETE EDSTART - HOCKEY						
COMPLETE EDSTART - INCLUSIVE SPORTS						
COMPLETE EDSTART - LACROSSE						
COMPLETE EDSTART - MOVEMENT TO MUSIC						
COMPLETE EDSTART - NETBALL						
COMPLETE EDSTART - OAA						
COMPLETE EDSTART - ROUNDERS						
COMPLETE EDSTART - SPORTS FROM AROUND THE WORLD						
COMPLETE EDSTART - TAG RUGBY						
COMPLETE EDSTART - TARGET GAMES						
COMPLETE EDSTART - TENNIS						
COMPLETE EDSTART - VOLLEYBALL						
COMPLETE EDSTART - WELLBEING THROUGH PE						
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, coordination 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, coordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional wellbeing. Fine motor control and precision helps with hand-eye coordination, 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 and climbing).
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, coordination, 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

- Children can balance when performing each Yoga pose.
- Children can relax their body when performing the basic poses.
- Children can follow the story and understand what part comes next.

NC OBJECTIVE

- Demonstrate strength, balance and coordination when playing.
- Develop the overall body strength, coordination, 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.

EDSTART KNOW

- I can name some animal poses and say how they help my body move.
- I know that yoga helps me feel calm and strong.
- I can talk about what happens next in the story as I move like each animal.

EDSTART GO

- I can balance carefully when I copy each animal pose.
- I can relax my body and stay still when holding a pose.
- I can follow the story and move like the animals in the right order.

EDSTART SHOW

- I can show calm, control, and balance in my yoga movements.
- I can remember and perform each part of the Animal Boogie story.
- I can explain how yoga helps me feel relaxed, happy, and strong.

VOCABULARY

pose, animal, calm, stretch, story, relax, strong

MOVING EDSTART – FUN FITNESS

END POINT

- Children can use and combine basic movements that involve getting them out of breath. Children can perform a range of movements with control and accuracy.
- Children can perform different types of movements.

NC OBJECTIVE

- 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, coordination, balance and agility needed to engage successfully with future Physical Education sessions and other physical disciplines including dance, gymnastics, sport and swimming.

EDSTART KNOW

- I can name different ways to move my body to stay fit and healthy.
- I know that moving lots can make my heartbeat faster and help my body grow strong.
- I can talk about how my body feels before and after exercise.

EDSTART GO

- I can use different movements that make me feel out of breath.
- I can run, jump, skip, and stretch with control and balance.
- I can join movements together to make a short fitness routine.

EDSTART SHOW

- I can show good effort and energy when I am moving.
- I can move safely around others using control and awareness.
- I can explain how exercise helps me feel happy, strong, and full of energy.

VOCABULARY

move, run, jump, skip, stretch, strong, control

MOVING EDSTART – FUNDAMENTAL MOVEMENT SKILLS – BODY CONTROL and LOCOMOTOR SKILLS

END POINT

- 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.

NC OBJECTIVE

- 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 and climbing).
- Develop the overall body strength, coordination, 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

EDSTART KNOW

- I can name different ways to move my body, like running, jumping, and skipping.
- I know how to move safely by looking where I'm going and avoiding others or obstacles.
- I can talk about how my body feels when I move fast or slow.

EDSTART GO

- I can move safely around the space, changing speed and direction under control.
- I can run, hop, skip, jump, and climb with confidence.
- I can use my body to balance and move in different ways while keeping control.

EDSTART SHOW

- I can show energy, control, and confidence when moving around.
- I can move safely and find space without bumping into others.
- I can explain how I changed my speed or direction to move safely.

VOCABULARY

run, jump, leap, hop, skip, dodge, space, control, balance, travel

MOVING EDSTART – GYMNASTICS

END POINT

- 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.

NC OBJECTIVE

- 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 and climbing)
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, coordination, 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.

EDSTART KNOW

- I can name different ways my body can travel, such as crawling, sliding, and jumping.
- I know that I can use big and small body parts to move in different ways.
- I can talk about body shapes like wide, thin, tall, and curled.

EDSTART GO

- I can travel in different ways using small and large body parts.
- I can move and change between wide, thin, tall, and curled shapes.
- I can travel safely around the space using control and balance.

EDSTART SHOW

- I can show good control when travelling in different ways.
- I can make clear body shapes and hold them still.
- I can explain how I moved and changed my body shape during gymnastics.

VOCABULARY

travel, balance, shape, wide, thin, tall, curled, control

MOVING EDSTART – MOVEMENT TO MUSIC

END POINT

- Children can revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing

NC OBJECTIVE

- 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 and climbing)
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, coordination, 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.

EDSTART KNOW

- I can name different ways my body can move, like rolling, jumping, and skipping.
- I know that I can move to music in time with the beat.
- I can talk about how music makes me want to move in different ways.

EDSTART GO

- I can move to music using actions such as walking, hopping, and jumping.
- I can change how I move to match the speed and rhythm of the music.
- I can make my own movements and patterns to go with the sound.

EDSTART SHOW

- I can show confidence when moving and dancing to music.
- I can move safely in space while using lots of different actions.
- I can explain how the music helped me decide how to move.

VOCABULARY

music, rhythm, beat, move, jump, skip, dance, space

MOVING EDSTART – STORY BOOK SPORTS

END POINT

- Children can 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.

NC OBJECTIVE

- 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 and climbing)
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, coordination, 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.

EDSTART KNOW

EDSTART GO

EDSTART SHOW

- I can name different ways to move, such as running, hopping, skipping, and jumping.
- I know I can move like different animals or story characters using my imagination.
- I can talk about how to move safely and find space when using a ball or equipment.
- I can travel in different ways using running, hopping, skipping, and sidestepping.
- I can move at different heights — tall, small, wide, and thin.
- I can travel safely in space while moving with a ball or pretending to be a character.
- I can show imagination and control when moving like characters or animals.
- I can use space safely and move around others with care.
- I can explain how I changed my movement to match the story or the activity.

VOCABULARY

run, hop, skip, jump, sidestep, tall, small, space, animal, story

PLAYING EDSTART – FUNDAMENTAL MOVEMENT SKILLS – OBJECT CONTROL

END POINT

- 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.

NC OBJECTIVE

- 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 and 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.

EDSTART KNOW

- I can name different ways to move and control a ball, such as rolling, throwing, and catching.
- I know that I can use one hand or two hands to send and receive a ball.
- I can talk about which hand I like to use the most when throwing or catching.

EDSTART GO

- I can roll, throw, and catch a ball using different techniques.
- I can show different ways of sending a ball or object to a partner.
- I can use my favourite hand or both hands to control the ball safely.

EDSTART SHOW

- I can show good control when rolling, throwing, and catching.
- I can take turns and work with a partner to send and receive a ball.
- I can explain how I used my hands or body to control the object.

VOCABULARY

roll, throw, catch, send, partner, control, hand, aim

PLAYING EDSTART – INTRO TO GAMES

END POINT

- 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.

NC OBJECTIVE

- 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 and climbing).
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, coordination, 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.

EDSTART KNOW

- I can name different ways to move a ball, such as rolling, bouncing, and throwing.
- I know the difference between each skill and when to use them in a game.
- I can talk about what equipment I can use to help me play different games.

EDSTART GO

- I can roll, bounce, and throw a ball with growing control and accuracy.
- I can watch the flight or path of a ball and get ready to catch or stop it.
- I can choose the right piece of equipment to use in a simple game.

EDSTART SHOW

- I can show control and confidence when playing games with a ball.
- I can use equipment safely and share space with others.
- I can explain how I used rolling, bouncing, or throwing in a game.

VOCABULARY

roll, bounce, throw, catch

PLAYING EDSTART – INTRO TO RACKET SKILLS

END POINT

- 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.

NC OBJECTIVE

- 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 and climbing).
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, coordination, 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.

EDSTART KNOW

EDSTART GO

EDSTART SHOW

- I can name the equipment used for racket games, like a racket and a ball.
- I know that I need to watch the ball carefully to see how it moves or bounces.
- I can talk about how to hold and use the racket to hit or tap the ball.
- I can watch the bounce or flight of the ball and meet it with my racket.
- I can make contact and strike a ball that is rolled or thrown towards me.
- I can move my body and racket together to stay in control.
- I can show good coordination when using a racket and ball.
- I can keep my eyes on the ball and try to hit it with control.
- I can explain how I used my body and racket to strike the ball.

VOCABULARY

racket, ball, hit, strike, bounce, watch, control, movement

COMPETING EDSTART – FUNDAMENTAL MOVEMENT SKILLS – OBJECT CONTROL

END POINT

- 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

NC OBJECTIVE

- 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 and 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.

EDSTART KNOW

- I can name different ball skills such as throwing, catching, kicking, and dribbling.
- I know that I need to use my eyes, hands, and feet to control the ball.
- I can talk about how to aim and move the ball towards a target.

EDSTART GO

- I can throw, catch, kick, and pass a ball using different techniques.
- I can dribble the ball with my feet, keeping it close and under control.
- I can aim for a target and try to make my ball go where I want it to.

EDSTART SHOW

- I can show control and confidence when using different ball skills.
- I can move safely and keep the ball close to me while playing.
- I can explain how I used my hands or feet to control and aim the ball.

VOCABULARY

throw, catch, kick, dribble, aim, pass, control, target

COMPETING EDSTART – INTRO TO GAMES

END POINT

- Children can dribble with a ball with their feet, keeping it under control.
- Children can dodge a defender using a variety of different techniques.

NC OBJECTIVE

- 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 and climbing).
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, coordination, 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.

EDSTART KNOW

- I can name some simple games and the skills I need to play them.
- I know that I can use my feet to move a ball and keep it under control.
- I can talk about how to move away from others and find space in a game.

EDSTART GO

- I can dribble a ball with my feet, keeping it close and under control.
- I can dodge around others using different movements and techniques.
- I can move safely and try to find space to keep the game going.

EDSTART SHOW

- I can show good control when dribbling and moving with a ball.
- I can use quick movements to dodge and stay away from others.
- I can explain how I kept control of the ball and moved into space.

VOCABULARY

dribble, dodge, space, move, control, feet, game, balance

COMPETING EDSTART – SPORTS DAY EVENTS

END POINT

- Children can move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- Children can change speed and direction safely and under control.

NC OBJECTIVE

- 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.

EDSTART KNOW

- I can name different ways to move in races such as running, jumping, and hopping.
- I know that I can change my speed and direction safely and under control.
- I can talk about why it's important to try my best and cheer for others.

EDSTART GO

- I can move energetically by running, jumping, hopping, skipping, and climbing.
- I can change how fast I move and the direction I travel in.
- I can take part in races and games, moving safely and with control.

EDSTART SHOW

- I can show confidence, effort, and enjoyment in all Sports Day activities.
- I can move safely around others and stay in my space during races.
- I can explain how I changed my speed and direction in each activity.

VOCABULARY

run, jump, hop, skip, climb, speed, direction, control

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

By the end of Key Stage One, pupils will:

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

YEAR ONE

MOVING EDSTART – FUN FITNESS

END POINT

- 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.

NC OBJECTIVE

- Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and coordination and begin to apply these in a range of activities.

EDSTART KNOW

- I can name some ways exercise helps to keep me healthy and strong.
- I can talk about what happens to my body before and after I exercise.
- I can describe why it is important to move and stay active every day.

EDSTART GO

- I can move my body in different ways to stay fit and healthy.
- I can join movements together to make a short fitness routine.
- I can keep going during activities and try my best to improve.

EDSTART SHOW

- I can talk about how my body feels after exercise.
- I can show good effort and enthusiasm in fitness activities.
- I can encourage others and celebrate when my friends try their best.

VOCABULARY

movement, stretch, energy, strong

MOVING EDSTART – FUNDAMENTAL MOVEMENT SKILLS – BODY CONTROL

END POINT

- 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.

NC OBJECTIVE

- Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and coordination and begin to apply these in a range of activities.
- Be able to perform dances using simple movement patterns.

EDSTART KNOW

- I can name different ways my body can move, such as twisting, bending, and stretching.
- I can say why it's important to stay balanced and in control when I move.
- I can talk about how my body changes when I move in different ways.

EDSTART GO

- I can move my body with control when I travel, jump, or balance.
- I can change my shape and level while keeping my balance.
- I can use different body parts to move smoothly and safely.

EDSTART SHOW

- I can show good control when balancing or changing direction.
- I can copy and repeat movements with confidence.
- I can explain how I stayed balanced and in control during an activity.

VOCABULARY

balance, stretch, bend, twist, control, movement, body, shape, steady, travel

MOVING EDSTART – FUNDAMENTAL MOVEMENT SKILLS – LOCOMOTOR SKILLS

END POINT

- 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.

NC OBJECTIVE

- Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and coordination and begin to apply these in a range of activities.

EDSTART KNOW

- I can name different ways my body can move, like running, jumping, and dodging.
- I can say why it is important to stay in control and be safe when I move.
- I can talk about how my body changes when I am moving quickly or slowly.

EDSTART GO

- I can move safely and stop or start under control.
- I can run, jump, and leap in different directions and at different speeds.
- I can dodge and find space when moving around others.

EDSTART SHOW

- I can show good control when starting, stopping, and changing direction.
- I can move with confidence and keep in my own space.
- I can explain how I stayed safe and controlled while moving in different ways.

VOCABULARY

run, jump, leap, hop, skip, dodge, space, control, balance, travel

MOVING EDSTART – GYMNASTICS

END POINT

- Children can hold a simple balance using different parts of their body such as one foot or two feet.
- Children can show they are still and steady when balancing on the floor or equipment.

NC OBJECTIVE

- Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and coordination and begin to apply these in a range of activities.
- Be able to perform dances using simple movement patterns.

EDSTART KNOW

- I can name some basic gymnastic movements like roll, jump, and balance.
- I can say why it is important to move safely and stay in control.
- I can talk about how to use the floor and equipment carefully in gymnastics.

EDSTART GO

- I can roll, jump, and balance safely on the floor or equipment.
- I can link simple movements together to make a short sequence.
- I can move with control, showing good shapes and balance.

EDSTART SHOW

- I can show confidence when performing my movements.
- I can hold still shapes and finish my sequence neatly.
- I can explain how I stayed safe and balanced during my gymnastics work.

VOCABULARY

balance, roll, jump, stretch, shape, sequence, control, travel

MOVING EDSTART – MOVEMENT TO MUSIC

END POINT

- 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.

NC OBJECTIVE

- Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and coordination and begin to apply these in a range of activities.
- Be able to perform dances using simple movement patterns.

EDSTART KNOW

- I can say that music can help me move in different ways.
- I can name some body actions and movements like jump, twist, and stretch.
- I can talk about how my movements can match the beat or rhythm of the music.

EDSTART GO

- I can move my body in time with the music.
- I can use different body actions to show a pattern or idea.
- I can make my own simple movement sequence to match the music.

EDSTART SHOW

- I can show confidence when moving to music.
- I can remember and repeat my movement pattern.
- I can explain how my movements match the sound or rhythm I hear.

VOCABULARY

music, rhythm, beat, movement, pattern, dance, stretch, sequence

MOVING EDSTART – YOGA

END POINT

- 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.

NC OBJECTIVE

- Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and coordination and begin to apply these in a range of activities.
- Be able to perform dances using simple movement patterns.

EDSTART KNOW

- I can name some simple yoga poses and shapes.
- I can say that breathing slowly helps me feel calm and focused.
- I can talk about how yoga helps my body feel strong and stretched.

EDSTART GO

- I can copy simple yoga poses using balance and control.
- I can stretch and hold my body still in different shapes.
- I can use breathing and calm movements during yoga.

EDSTART SHOW

- I can show control and focus when holding yoga poses.
- I can join poses together to make a short routine.
- I can explain how yoga helps me to feel relaxed and focused.

VOCABULARY

balance, stretch, pose, calm, breathing, focus, relax, control

PLAYING EDSTART – FUNDAMENTAL MOVEMENT SKILLS – OBJECT CONTROL

END POINT

- 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.

NC OBJECTIVE

- Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and coordination and begin to apply these in a range of activities.

EDSTART KNOW

- I can name different ways to move or control a ball, like throwing, catching, or kicking.
- I can say that games can be played in different ways using different equipment.
- I can talk about how to aim and use control when trying to hit a target.

EDSTART GO

- I can throw, catch, or kick a ball with control.
- I can aim for a big target and try to hit it.
- I can work with a partner or small group to practice my skills.

EDSTART SHOW

- I can show that I can control a ball safely when playing games.
- I can take turns and work well with others during activities.
- I can explain how I used throwing, catching, or kicking in a game.

VOCABULARY

throw, catch, kick, aim, target, control, roll, teamwork

PLAYING EDSTART – INTRO TO GAMES

END POINT

- 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.

NC OBJECTIVE

- Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and coordination and begin to apply these in a range of activities.

EDSTART KNOW

- I can name different types of games and know what skills I need to use.
- I can say when I should throw, catch, or kick the ball in a game.
- I can talk about how to play safely and take turns with others.

EDSTART GO

- I can throw, catch, and kick a ball with control.
- I can use simple skills to play with a partner or small group.
- I can aim at big targets and try to hit them.

EDSTART SHOW

- I can show that I can use the right skill for the game.
- I can work well with my partner or team to play fairly.
- I can explain how I used my throwing, catching, or kicking skills in the game.

VOCABULARY

throw, catch, kick, aim, target, teamwork, control, fair play

PLAYING EDSTART – INTRO TO RACKET SKILLS

END POINT

- Children can hold a tennis racket correctly with one and two hands.
- Children can keep control of a ball when on a racket by balancing and bouncing.

NC OBJECTIVE

- Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and coordination and begin to apply these in a range of activities.

EDSTART KNOW

- I can name the parts of a racket and know how to hold it correctly.
- I can talk about how to keep control of the ball on my racket.
- I can say why it's important to use gentle movements when balancing or bouncing the ball.

EDSTART GO

- I can hold a racket correctly with one or two hands.
- I can balance a ball on my racket and keep it under control.
- I can bounce the ball on my racket using small, careful movements.

EDSTART SHOW

- I can show control when balancing or bouncing a ball on my racket.
- I can move safely and keep my eyes on the ball while using a racket.
- I can explain how I kept the ball steady and under control.

VOCABULARY

racket, grip, balance, bounce, control, eyes, gentle, steady

PLAYING EDSTART – INTRO TO STRIKING and FIELDING

END POINT

- 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.

NC OBJECTIVE

- Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and coordination and begin to apply these in a range of activities.

EDSTART KNOW

- I can name some equipment used in striking and fielding games.
- I can say what it means to strike, throw, and catch a ball.
- I can talk about how to watch the ball carefully when it moves through the air.

EDSTART GO

- I can bounce a ball and catch it on its way up.
- I can show when the ball is at the top of its flight before catching.
- I can use simple striking and fielding skills with control.

EDSTART SHOW

- I can show good control when catching or striking the ball.
- I can work with a partner to practice throwing and catching.
- I can explain how I watched the ball to help me catch or hit it.

VOCABULARY

strike, catch, throw, bounce, aim, control, watch, flight

COMPETING EDSTART – FUNDAMENTAL MOVEMENT SKILLS – OBJECT CONTROL

END POINT

- 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.

NC OBJECTIVE

- Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and coordination and begin to apply these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending

EDSTART KNOW

- I can name different ways to move and control a ball using my hands and feet.
- I can say why it is important to keep control when I am dribbling or dodging.
- I can talk about how to move safely around others while using a ball.

EDSTART GO

- I can dribble the ball with my feet, keeping it close and under control.
- I can dribble a ball with my hands while standing still or moving slowly.
- I can dodge a defender using different movements to stay in space.

EDSTART SHOW

- I can show good control when moving and keeping the ball close to me.
- I can use quick movements to dodge and stay away from others.
- I can explain how I stayed in control of the ball during the activity.

VOCABULARY

dribble, dodge, control, space, feet, hands, movement, balance

COMPETING EDSTART – SPORTS DAY EVENTS

END POINT

- Children can run efficiently using the correct technique.
- Children can accurately throw a small piece of athletic equipment for distance

NC OBJECTIVE

- Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and coordination and begin to apply these in a range of activities.

EDSTART KNOW

- I can name different Sports Day events such as running, jumping, and throwing.
- I can say how to run and throw safely using the right technique.
- I can talk about trying my best and taking part in every event fairly.

EDSTART GO

- I can run using a smooth and efficient technique.
- I can throw a small piece of equipment carefully for distance.
- I can show control when taking part in different races and challenges.

EDSTART SHOW

- I can show good effort and enjoyment when taking part in Sports Day events.
- I can cheer for others and take turns fairly.
- I can explain how I used good technique to run or throw well.

VOCABULARY

run, throw, jump, distance, technique, control, effort, fair play

YEAR TWO

MOVING EDSTART – FUN FITNESS

END POINT

- Children can support a partner to record their scores at each station.
- Children can complete a 6 station Fitness Circuit

NC OBJECTIVE

- Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and coordination and begin to apply these in a range of activities.

EDSTART KNOW

- I can name different types of fitness activities that help my body stay strong and healthy.
- I can say why it's important to try my best at each station in a fitness circuit.
- I can talk about how exercise makes my body feel during and after activity.

EDSTART GO

- I can complete a fitness circuit safely and with effort.
- I can move around the stations and perform each activity for a set time.
- I can help a partner record score and encourage them to do their best

EDSTART SHOW

- I can show good effort and determination in all fitness activities.
- I can work sensibly with a partner to record results and take turns.
- I can explain how exercise helps my body get stronger and fitter.

VOCABULARY

circuit, station, fitness, strength, stamina, score, record, partner

MOVING EDSTART – FUNDAMENTAL MOVEMENT SKILLS – BODY CONTROL

END POINT

- 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.

NC OBJECTIVE

- Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and coordination and begin to apply these in a range of activities.
- Be able to perform dances using simple movement patterns.

EDSTART KNOW

- I can name different ways to move my body such as hopping, bouncing, and skipping.
- I can say which direction I am moving in — forwards, backwards, or sideways.
- I can talk about how my body feels and what muscles I am using when I move.

EDSTART GO

- I can hop, bounce, and skip in different directions with control.
- I can change the way I move to match the activity or space.
- I can use the correct words to describe how I am moving.

EDSTART SHOW

- I can show control and balance when moving in different directions.
- I can use movement vocabulary to explain what I am doing.
- I can show confidence and coordination when performing different body actions.

VOCABULARY

hop, bounce, skip, forwards, backwards, sideways, control, direction

MOVING EDSTART – GYMNASTICS

END POINT

- 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.

NC OBJECTIVE

- Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and coordination and begin to apply these in a range of activities.
- Be able to perform dances using simple movement patterns.

EDSTART KNOW

- I can name different balances and rolls used in gymnastics.
- I know that I can balance on large body parts like my back, tummy, or side.
- I can explain the difference between stretched and curled shapes when rolling.

EDSTART GO

- I can balance on large body parts and change the shape of my balance.
- I can perform different types of rolls using stretched and curled positions.
- I can link balances and rolls together with control.

EDSTART SHOW

- I can show confidence when performing balances and rolls.
- I can demonstrate control, strength, and stillness in my gymnastics movements.
- I can explain how I changed my body shape to make my roll or balance look different.

VOCABULARY

balance, roll, stretch, curl, shape, control, movement, strength

MOVING EDSTART – MOVEMENT TO MUSIC

END POINT

- 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.

NC OBJECTIVE

- Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and coordination and begin to apply these in a range of activities.
- Be able to perform dances using simple movement patterns.

EDSTART KNOW

- I can say how music can change the way I move.
- I can name ways to move my body, using different speeds, levels, and directions.
- I can talk about how to move safely and use the space around me.

EDSTART GO

- I can move confidently and safely in my own and general space.
- I can change my speed, level, and direction to match the music.
- I can create my own movements and patterns to go with a piece of music.

EDSTART SHOW

- I can show creativity and control when moving to music.
- I can use different actions, levels, and directions to perform my ideas.
- I can explain how the music helped me decide how to move.

VOCABULARY

music, rhythm, speed, level, direction, movement, space, creative

MOVING EDSTART – YOGA

END POINT

- Children can talk about the effects of activity on their bodies.
- Children can keep their tummy strong when performing the Yoga poses.
- Children can remember and perform the majority of the Yoga.

NC OBJECTIVE

- Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and coordination and begin to apply these in a range of activities.
- Be able to perform dances using simple movement patterns.

EDSTART KNOW

EDSTART GO

EDSTART SHOW

- I can name some yoga poses and explain how they help my body.
- I can talk about how yoga helps me feel calm, strong, and focused.
- I can describe how my body changes and feels after doing yoga.
- I can perform different yoga poses with control and balance.
- I can keep my tummy strong and my body still while holding each pose.
- I can remember and perform a short yoga routine.
- I can show calmness and focus during yoga.
- I can move smoothly from one pose to another with control.
- I can explain how yoga helps my body and mind feel relaxed and strong.

VOCABULARY

balance, pose, stretch, strong, calm, focus, relax, control

PLAYING EDSTART – FUNDAMENTAL MOVEMENT SKILLS – OBJECT CONTROL

END POINT

NC OBJECTIVE

- 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.
- Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and coordination and begin to apply these in a range of activities.

EDSTART KNOW

EDSTART GO

EDSTART SHOW

- I can name different ways to move and control an object, such as rolling, striking, or throwing.
- I can explain the difference between rolling, bouncing, and throwing a ball.
- I can talk about how to choose the right target, space, and equipment for an activity.
- I can roll, strike, kick, catch, and gather a ball with control and confidence.
- I can use the right amount of power when rolling, bouncing, or throwing.
- I can choose suitable targets and use space effectively during activities.
- I can show control and coordination when using different object control skills.
- I can make good choices about where and how to move the ball.
- I can explain how I used the correct technique for each skill.

VOCABULARY

roll, strike, kick, throw, catch, bounce, control, target

PLAYING EDSTART – INTRO TO GAMES

END POINT

NC OBJECTIVE

- Children can dodge a defender using a variety of different techniques.
- Children know what technique is needed depending on the game and / or ball.
- Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and coordination and begin to apply these in a range of activities.

EDSTART KNOW

EDSTART GO

EDSTART SHOW

- I can name different games and know the skills I need to play them.
- I can say which technique to use depending on the game or the type of ball.
- I can talk about how to move safely and find space during a game.
- I can dodge a defender using different movements and techniques.
- I can use the correct skill to pass, catch, or control the ball in a game.
- I can move into space and make quick decisions while playing.
- I can show control and confidence when using my game skills.
- I can work well with others to keep the game going fairly.
- I can explain why I used a certain movement or technique in a game.

VOCABULARY

dodge, space, control, technique, movement, game, teamwork, skill

PLAYING EDSTART – INTRO TO RACKET SKILLS

END POINT

NC OBJECTIVE

- Children can judge the flight / bounce of the ball and meet it with their racket.
- Children can play a simple forearm pass to a partner.
- Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and coordination and begin to apply these in a range of activities.

EDSTART KNOW

EDSTART GO

EDSTART SHOW

- I can name the equipment used in racket games and explain how to hold it correctly.
- I can talk about how to watch the ball carefully to judge its bounce or flight.
- I can say why it's important to use control and good timing when hitting or passing
- I can judge the bounce or flight of the ball and meet it with my racket.
- I can play a simple forearm pass or hit to a partner.
- I can control my movements and use gentle power when striking the ball.
- I can show good coordination when striking or passing with a racket.
- I can work with a partner to keep a rally or pass going.
- I can explain how I used my eyes, hands, and body to control the ball.

VOCABULARY

racket, grip, bounce, strike, control, pass, flight, coordination

PLAYING EDSTART – INTRO TO STRIKING and FIELDING

END POINT

NC OBJECTIVE

- 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 traveling ball from going past them.
- Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and coordination and begin to apply these in a range of activities.

EDSTART KNOW

EDSTART GO

EDSTART SHOW

- I can name some striking and fielding skills such as hitting, catching, and stopping the ball.
- I can talk about how to watch the ball carefully as it moves towards me.
- I can say why I need to move my body behind the ball to stay in control.
- I can judge the path of a ball that is bouncing towards me.
- I can move my body early to get in line with the ball.
- I can stop a travelling ball safely so it doesn't go past me.
- I can show control and good positioning when fielding a ball.
- I can work with others to pass, stop, and return the ball safely.
- I can explain how I used my body and eyes to control the ball.

VOCABULARY

strike, field, catch, stop, control, bounce, position, watch

PLAYING EDSTART – INTRO TO NET and WALL GAMES

END POINT

NC OBJECTIVE

- Children can stand in the ready position and move towards the ball.
- Children can throw/serve the ball with accuracy.
- Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and coordination and begin to apply these in a range of activities.

EDSTART KNOW

- I can name different net and wall games and describe how they are played.
- I can talk about the ready position and why it helps me to react quickly.
- I can say why aiming and throwing with accuracy are important in these games.

EDSTART GO

- I can stand in the ready position and move towards the ball.
- I can throw or send the ball with control and accuracy.
- I can react quickly and position myself to return the ball.

EDSTART SHOW

- I can show good coordination when moving to play the ball.
- I can aim carefully and send the ball where I want it to go.
- I can explain how the ready position helped me move and react during the game.

VOCABULARY

ready, throw, aim, move, control, accuracy, react, position

PLAYING EDSTART – JAG TAG FOR BEGINNERS

END POINT

- 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.

NC OBJECTIVE

- Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and coordination and begin to apply these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending

EDSTART KNOW

- I can name some basic JagTag skills such as throwing, catching, and running with the ball.
- I can talk about how to use an overarm throw and why it helps me pass further.
- I can say why it's important to keep control of the ball while moving.

EDSTART GO

- I can throw the ball using an overarm technique.
- I can watch the flight of the ball and try to catch it safely.
- I can run with the ball in control and avoid dropping it.

EDSTART SHOW

- I can show good control when passing and catching in a game.
- I can move into space and react quickly to keep the game going.
- I can explain how I used control and teamwork when playing JagTag.

VOCABULARY

throw, catch, overarm, run, control, space,

COMPETING EDSTART – FUNDAMENTAL MOVEMENT SKILLS – OBJECT CONTROL

END POINT

- 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.

NC OBJECTIVE

- Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and coordination and begin to apply these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending

EDSTART KNOW

- I can name different skills used in games such as dodging, throwing, and catching.
- I can talk about why rules are important and how to follow them fairly.
- I can explain what a tactic is and how it helps me to play better.

EDSTART GO

- I can dodge and avoid players from the other team using different techniques.
- I can use simple tactics to help my team keep or win the ball.
- I can play fairly and follow the basic rules of the game.

EDSTART SHOW

- I can show control and confidence when using object control skills in a game.
- I can work well with others to use tactics and make good decisions.
- I can explain how I used dodging or tactics to help my team.

VOCABULARY

dodge, control, tactics, teamwork, rules, fair play, space, movement

COMPETING EDSTART – INTRO TO GAMES (ATTACKING and DEFENDING)

END POINT

- Children can use their bodies to protect the ball against the defender.
- Children can dodge a defender using a variety of different techniques.

NC OBJECTIVE

- Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and coordination and begin to apply these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending

EDSTART KNOW

- I can name the difference between attacking and defending in a game.
- I can talk about how to keep the ball away from a defender.
- I can say why using space and body control helps me protect the ball.

EDSTART GO

- I can use my body to protect the ball from a defender.
- I can dodge a defender using different movements and techniques.
- I can move into space to keep possession or win the ball back.

EDSTART SHOW

- I can show good control when attacking and defending in a game.
- I can make quick decisions about when to dodge, pass, or protect the ball.
- I can explain how I used space and movement to help my team.

VOCABULARY

attack, defend, dodge, space, protect, control, movement, possession

COMPETING EDSTART – SPORTS DAY EVENTS

END POINT

- 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.

NC OBJECTIVE

- Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and coordination and begin to apply these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending

EDSTART KNOW

- I can name different Sports Day events such as running, jumping, and throwing.
- I can say how to jump and land safely using good technique.
- I can talk about why it is important to follow the rules in a race or event.

EDSTART GO

- I can accurately throw a small piece of athletic equipment for distance.
- I can show control when jumping and landing with two feet.
- I can take part in races using my running, jumping, and throwing skills.

EDSTART SHOW

- I can show good technique and effort in every Sports Day event.
- I can follow the rules and take turns fairly.
- I can explain how I used my movement skills to do my best in each activity.

VOCABULARY

run, jump, throw, distance, land, control, technique, fair play

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. 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 Two, pupils will:

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

YEAR THREE

MOVING EDSTART – INTRO TO FITNESS

END POINT

- 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.

NC OBJECTIVE

- Develop flexibility, strength, technique, control and balance.

EDSTART KNOW

- I can explain why it is important to move safely and with control during fitness activities.
- I can describe how exercise helps to keep my body healthy and strong.
- I can talk about different types of movements that improve my fitness, such as running, jumping, and stretching.

EDSTART GO

- I can perform a range of movements with control, balance, and accuracy.
- I can follow instructions to complete different fitness challenges or circuits.
- I can work with a partner to practice and improve my performance.

EDSTART SHOW

- I can perform fitness movements confidently and with good technique.
- I can tell a partner what they are doing well and how they could improve.
- I can show determination, effort, and enjoyment during fitness activities.

VOCABULARY

speed, agility, control, techniques, fitness levels, recording

MOVING EDSTART – INTRO TO GYMNASTICS

END POINT

- 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.

NC OBJECTIVE

- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- Perform dances using a range of movement patterns.

EDSTART KNOW

- I can name small body parts that can take my weight safely.
- I can explain why balance and control are important in gymnastics.
- I can describe how to land safely after a jump or roll.

EDSTART GO

- I can balance using different parts of my body with control.
- I can link a jump, roll, and balance together in a sequence.
- I can move smoothly and show good body tension when travelling.

EDSTART SHOW

- I can balance using different parts of my body with control.
- I can link a jump, roll, and balance together in a sequence.
- I can move smoothly and show good body tension when travelling.

VOCABULARY

balance, roll, jump, stretch, sequence, control, flexibility, strength

MOVING EDSTART – INTRO TO INCLUSIVE SPORTS

END POINT

- Children can explain how inclusion allows everyone to take part in sport.
- Children can demonstrate teamwork, fairness, and respect during all activities.
- Children can use simple throwing and rolling skills to participate successfully.

NC OBJECTIVE

- 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.

EDSTART KNOW

- I can explain how Boccia and Goalball are adapted for inclusion.
- I can describe how teamwork and fairness support inclusive play.
- I can understand how to use simple throwing or rolling techniques to join in safely.

EDSTART GO

- I can roll, throw, and catch using different types of equipment.
- I can move or position myself to include everyone in activities.
- I can help a partner by giving encouragement or sharing turns.

EDSTART SHOW

- I can show respect and patience when working with others.
- I can celebrate everyone's effort, not just who wins.
- I can show confidence when taking part in inclusive games.

VOCABULARY

inclusion, teamwork, respect, adapt, fairness, support, equality, participation

MOVING EDSTART – INTRO TO MOVEMENT TO MUSIC

END POINT

- 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.

NC OBJECTIVE

- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- Perform dances using a range of movement patterns.

EDSTART KNOW

- I can explain that dance tells a story or shows an idea through movement.
- I can describe how to use space safely when moving and performing with others.
- I can recognise how music helps me to move in time and keep rhythm.

EDSTART GO

- I can create and remember a short sequence of movements.
- I can move in different ways, using levels, directions, and body shapes.
- I can work with a partner or group to show actions like mirroring, matching, or travelling together.

EDSTART SHOW

- I can perform my dance confidently in front of others.
- I can use my face and body to show feelings or characters.
- I can talk about my performance and say what went well and what I could do better next time.

VOCABULARY

rhythm, beat, movement, pattern, coordination, style, expression, flow

MOVING EDSTART – INTRO TO OUTDOOR and ADVENTUROUS ACTIVITIES (OAA)

END POINT

- Children can follow a map in a familiar context.
- Children can use clues to follow a route safely.
- Children can work in a team and individually to use a map and solve problems with greater confidence and can identify risks whilst advising others.

NC OBJECTIVE

- Take part in outdoor and adventurous activity challenges both individually and within a team

EDSTART KNOW

- I can explain how to follow a map safely in a familiar area.
- I can describe how to use clues and signs to follow a route.
- I can explain why teamwork, communication, and awareness of safety are important when taking part in outdoor activities.

EDSTART GO

- I can follow a simple map or set of clues to complete a route or challenge.
- I can work with my team to solve problems and make decisions together.
- I can identify risks and show how to stay safe during outdoor activities.

EDSTART SHOW

- I can use a map confidently in a familiar environment.
- I can take on a role in my team and support others to succeed.
- I can show responsibility, cooperation, and enjoyment when completing outdoor and adventurous tasks.

VOCABULARY

map, compass, direction, teamwork, navigate, route, clues, problem-solving

MOVING EDSTART – INTRO TO SPORTS FROM AROUND THE WORLD

END POINT

- Children can explore and perform fundamental movement patterns such as running, jumping, dodging, and tagging safely.
- Children can follow and apply simple rules when working individually or in small teams.
- Children can communicate, cooperate, and show respect during all activities, demonstrating fairness and inclusion.

NC OBJECTIVE

- 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

EDSTART KNOW

I can explain and follow the basic rules of different games and activities.
I can describe how movement, balance, and coordination help me perform skills.
I can understand why teamwork, listening, and cooperation are important when playing with others.

EDSTART GO

I can move safely and confidently in different ways, showing control and balance.
I can take part in activities that involve running, jumping, throwing, and dodging.
I can work with others, sharing space and equipment fairly.

EDSTART SHOW

I can show enjoyment and confidence when taking part in physical activities.
I can demonstrate control, coordination, and effort in every game.
I can show respect, encouragement, and good sportsmanship to others.

VOCABULARY

culture, tradition, respect, teamwork, diversity, movement, rules, skills

MOVING EDSTART – INTRO TO YOGA

END POINT

- Children can perform the Yoga poses.
- Children can perform the Yoga poses showing signs of flexibility and control

NC OBJECTIVE

- Develop flexibility, strength, technique, control and balance

EDSTART KNOW

- I can explain that yoga helps me improve flexibility, strength, control, and balance.
- I can name some yoga poses and show how to perform them safely.
- I can describe how yoga can help me feel calm and focused.

EDSTART GO

- I can copy and hold yoga poses with good control and balance.
- I can move smoothly between poses, showing flexibility and strength.
- I can use slow, steady breathing while performing yoga movements.

EDSTART SHOW

- I can perform a short yoga routine with control and focus.
- I can stay balanced and calm while holding each pose.
- I can talk about how yoga makes my body feel stronger and my mind feel relaxed.

VOCABULARY

balance, posture, breathing, focus, calm, stretch, relax, control

MOVING EDSTART – INTRO TO WELLBEING THROUGH PE

END POINT

- Children can take part in a variety of activities that promote physical and emotional wellbeing.
- Children can demonstrate positive behaviour, kindness, and care for others.
- Children can recognise how movement and mindfulness make them feel happier and healthier

NC OBJECTIVE

- 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

EDSTART KNOW

- I can explain what wellbeing means and why it is important for me.
- I can describe how movement and rest help my body and mind feel better.
- I can understand that kindness, cooperation, and positivity support everyone's wellbeing.

EDSTART GO

- I can take part in calm, active, and focused movements to help my wellbeing.
- I can move safely and respectfully when working with others.
- I can choose movements that help me feel calm, happy, or energised.

EDSTART SHOW

- I can show pride and confidence when moving and working with others.
- I can celebrate how movement helps my body and mind feel good.
- I can show respect and encouragement towards friends during activities.

VOCABULARY

health, exercise, happiness, teamwork, confidence, friendship, energy, positivity

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

END POINT

- Children can move with the ball using different parts of their body or equipment, keeping it under control while changing speed and direction.
- Children can pass the ball accurately to a teammate over short distances using different techniques (e.g. foot pass, bounce pass, chest pass).
- Children can hold, carry, and control the ball or equipment safely, showing awareness of space, teammates, and opponents.

NC OBJECTIVE

- 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.

EDSTART KNOW

- I can explain that invasion games are about attacking to score and defending to stop the other team.
- I can describe how to use space and move safely with and without the ball.
- I can explain why passing, teamwork, and communication help my team keep possession.

EDSTART GO

- I can dribble the ball with control using my hands or feet.
- I can pass and receive the ball accurately using the correct technique for the game.
- I can move into space to help my teammates during play.

EDSTART SHOW

- I can work well with my team in small games, showing good communication and teamwork.
- I can attack and defend fairly, following the rules of the game.
- I can show respect, honesty, and enjoyment when playing football and basketball.

VOCABULARY

pass, dribble, shoot, defend, teamwork, space, control, accuracy

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

END POINT

- Children can move with the ball using control, keeping it close while travelling with a stick (hockey) or carrying it securely (tag rugby).
- Children can pass the ball accurately to a teammate over short distances using different techniques suited to each game.
- Children can hold, carry, and control the stick or ball safely, showing awareness of others and the space around them.

NC OBJECTIVE

- 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.

EDSTART KNOW

- I can explain that both hockey and tag rugby are invasion games where teams attack to score and defend to stop the other team.
- I can describe how to move safely with equipment and respect others' space.
- I can recognise that teamwork, communication, and accuracy help my team succeed.

EDSTART GO

- I can move with the ball under control using a stick in hockey and by carrying it safely in tag rugby.
- I can pass the ball accurately to a teammate using the correct technique for each sport.
- I can find and move into space to support my teammates when attacking or defending.

EDSTART SHOW

- I can work well with my team in small-sided games, showing good communication and teamwork.
- I can play fairly, following the key rules for both hockey and tag rugby.
- I can show respect, honesty, and enjoyment when playing both games.

VOCABULARY

pass, tackle, tag, attack, defend, teamwork, space, movement

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

END POINT

- Children can move with the ball using control, keeping possession while travelling with their hands (handball) or stick (lacrosse).
- Children can pass or send the ball accurately to a teammate over short distances using different techniques for each sport.
- Children can hold, carry, and control the ball or stick safely, showing awareness of others and using correct technique.

NC OBJECTIVE

- 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.

EDSTART KNOW

- I can explain that both handball and lacrosse are invasion games where teams attack to score and defend to stop the opposition.
- I can describe how to move safely and use equipment correctly in each game.
- I can explain that teamwork and communication help my team keep possession and create scoring chances.

EDSTART GO

- I can move with the ball using control — dribbling in handball or carrying it safely in the lacrosse stick.
- I can pass and catch accurately with a teammate using the correct technique for each sport.
- I can find and move into space to support my teammates in attack and defence.

EDSTART SHOW

- I can work well with others in small-sided games, showing good teamwork and awareness.
- I can follow the key rules of handball and lacrosse, playing fairly and safely.
- I can show enjoyment, respect, and confidence when performing in both games.

VOCABULARY

throw, catch, aim, intercept, teamwork, attack, defend, movement

PLAYING EDSTART – INTRO TO JAG TAG

END POINT

- Children have their throwing arm up and with ball behind head, elbow above shoulder.
- Children know when to use the low catching technique.

NC OBJECTIVE

- 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.

EDSTART KNOW

- I can explain how to hold and throw a JagTag ball correctly, with my arm back and elbow above my shoulder.
- I can describe when to use a low catch and how to position my hands safely.
- I can explain that teamwork and communication help my team move the ball forward to score.

EDSTART GO

- I can throw the ball using the correct technique, aiming for accuracy and control.
- I can catch the ball safely using a low or high catch depending on the height of the pass.
- I can move into space to support my teammates and help my team keep possession.

EDSTART SHOW

- I can perform the correct throwing and catching techniques in a small-sided JagTag game.
- I can play fairly, following the rules and showing respect to my teammates and opponents.
- I can work as part of a team, showing good communication and enjoyment during the game.

VOCABULARY

pass, catch, tag, route, quarterback

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

END POINT

- Children know how to hold and handle their racket correctly for the game being played.
- Children can control and direct a ball or shuttle using appropriate striking techniques such as forehand and backhand.
- Children can apply control, coordination, and timing when sending, receiving, and returning the object during rallies or small games.

NC OBJECTIVE

- 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.

EDSTART KNOW

- I can explain how to hold and use my racket correctly for tennis and badminton.
- I can describe how to keep control of the ball or shuttle when striking.
- I can explain that good coordination and timing help me to send and return the object accurately.

EDSTART GO

- I can strike a ball or shuttle using forehand and backhand actions with control.
- I can direct my shots towards a space or partner during rallies.
- I can move into position to return the object effectively.

EDSTART SHOW

- I can rally with a partner using control, coordination, and correct technique.
- I can show fairness, respect, and enjoyment when playing small games.
- I can perform the basic rules and skills of tennis and badminton confidently.

VOCABULARY

serve, rally, aim, control, teamwork, accuracy, balance, coordination

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

END POINT

- Children know how to hold, handle, and use the ball correctly and safely for the game being played.
- Children can control, send, and direct the ball using appropriate striking, throwing, or passing techniques.
- Children can apply control, coordination, and teamwork when sending, receiving, or returning the ball during rallies and games.

NC OBJECTIVE

- 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.

EDSTART KNOW

- I can explain how to hold and use the ball safely and correctly in volleyball and dodgeball.
- I can describe how to use different techniques to send, strike, or pass the ball.
- I can explain that control, coordination, and teamwork help me to be successful in games.

EDSTART GO

- I can throw, strike, or volley the ball with control and accuracy.
- I can move into space to send or return the ball effectively.
- I can work with my teammates to keep the ball in play or avoid being tagged out.

EDSTART SHOW

- I can take part in small-sided volleyball and dodgeball games, showing control and awareness.
- I can follow the rules and play fairly, showing respect to others.
- I can show confidence, enjoyment, and teamwork when playing both games.

VOCABULARY

throw, dodge, aim, catch, accuracy, control, movement, teamwork

PLAYING EDSTART – INTRO TO STRIKING and FIELDING (ROUNDERS AND CRICKET)

END POINT

- 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.

NC OBJECTIVE

- 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.

EDSTART KNOW

- I can explain how to use throwing, catching, and bowling skills with control.
- I can describe when to use underarm and overarm throws for different distances.
- I can explain how to watch the ball carefully to judge its flight when catching.

EDSTART GO

- I can throw the ball accurately using underarm or overarm techniques.
- I can catch the ball safely using the correct hand position and focus.
- I can bowl or roll the ball towards a target or batter with control.

EDSTART SHOW

- I can perform throwing, catching, and bowling skills confidently in small games.
- I can work well with others in the field, showing teamwork and awareness.
- I can play fairly, follow the rules, and show enjoyment when taking part.

VOCABULARY

bat, bowl, catch, throw, strike, field, teamwork, accuracy

MOVING EDSTART – INTRO TO TARGET GAMES (TRI-GOLF, FRISBEE AND ARCHERY)

END POINT

- 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 can adopt the correct stance when throwing the frisbee.

NC OBJECTIVE

- 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.

EDSTART KNOW

- I can explain how to throw, catch, and strike a frisbee safely and with control.
- I can describe the difference between underarm and overarm throws.
- I can explain why using the correct stance and grip helps me throw more accurately.

EDSTART GO

- I can throw the frisbee using an underarm or overarm technique with control and accuracy.
- I can catch the frisbee safely using both hands and good coordination.
- I can use the correct stance and body position when preparing to throw.

EDSTART SHOW

- I can perform accurate throws and catches during small games or challenges.
- I can work with others, showing teamwork and communication when passing the frisbee.
- I can play fairly, follow the rules, and show enjoyment during frisbee games.

VOCABULARY

aim, focus, control, target, accuracy, power, balance, precision

COMPETING EDSTART – INTRO TO ATHLETICS

END POINT

- 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.

NC OBJECTIVE

- 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.

EDSTART KNOW

- I can explain how to run, throw, and jump safely and with control.
- I can describe the correct running technique using my arms and legs in rhythm.
- I can explain how to land safely after jumping to stay balanced.

EDSTART GO

- I can run efficiently, keeping my body upright and using my arms to help my movement.
- I can throw a small piece of equipment (like a beanbag, vortex, or foam javelin) for distance using the correct technique.
- I can jump and land with control, bending my knees to absorb impact.

EDSTART SHOW

- I can perform running, throwing, and jumping activities with good control and effort.
- I can show determination and fairness when taking part in races or challenges.
- I can work well with others, showing enjoyment and encouragement during athletics events.

VOCABULARY

speed, agility, balance, power, control, stamina, technique, distance

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

END POINT

- Children can anticipate and judge the movement or direction of the ball during play.
- Children can position their body correctly to intercept, control, or stop the ball effectively using their feet (football) or hands (basketball).
- Children can react quickly in attack and defence, showing awareness of space, teammates, and opponents.

NC OBJECTIVE

- 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.

EDSTART KNOW

- I can explain that good positioning helps me control or win the ball in games.
- I can describe how to use my body safely to block, intercept, or control the ball.
- I can explain why teamwork and awareness are important when attacking or defending.

EDSTART GO

- I can watch and judge where the ball is going to move next.
- I can get my body into the right position to intercept, control, or stop the ball.
- I can react quickly in game situations to support my team in attack and defence.

EDSTART SHOW

- I can use my positioning and control skills effectively in small-sided games.
- I can work as part of a team, showing communication and fair play.
- I can show determination, respect, and enjoyment when competing in basketball and football.

VOCABULARY

pass, dribble, shoot, defend, teamwork, space, accuracy, control

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

END POINT

- Children can anticipate and judge the movement and direction of the ball during play.
- Children can position their body correctly to control, intercept, or stop the ball safely using their stick (hockey) or hands (tag rugby).
- Children can react quickly in attacking and defending situations, showing awareness of space, teammates, and opponents.

NC OBJECTIVE

- 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.

EDSTART KNOW

- I can explain that good positioning helps me win or control the ball in games.
- I can describe how to use my body and equipment safely to intercept or stop the ball.
- I can explain that teamwork and communication help my team attack and defend effectively.

EDSTART GO

- I can watch the ball carefully and judge where it will move next.
- I can position my body to control, intercept, or stop the ball safely using my stick or hands.
- I can react quickly in attacking and defending situations to help my team.

EDSTART SHOW

- I can use control, positioning, and awareness during small-sided hockey and tag rugby games.
- I can work well with my teammates, showing teamwork, respect, and fair play.
- I can show determination, confidence, and enjoyment when competing in both games.

VOCABULARY

pass, tackle, tag, attack, defend, teamwork, space, strategy

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

END POINT

- Children can anticipate and judge the direction and speed of a moving ball during play.
- Children can position their body correctly to catch, control, or intercept the ball safely using their hands (handball) or stick (lacrosse).
- Children can react quickly in attack and defence, showing awareness of space, teammates, and opponents.

NC OBJECTIVE

- 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.

EDSTART KNOW

- I can explain that good positioning helps me to intercept, control, or catch the ball.
- I can describe how to move safely when using my hands or stick to control the ball.
- I can explain that communication and awareness help my team in both attack and defence.

EDSTART GO

- I can watch and judge where the ball will move and react quickly to it.
- I can position my body to intercept, control, or stop the ball safely in handball and lacrosse.
- I can move into space to support my teammates and help my team keep possession.

EDSTART SHOW

- I can use my positioning, control, and teamwork effectively in small-sided games.
- I can play fairly, following the key rules for handball and lacrosse.
- I can show determination, respect, and enjoyment when competing in both sports.

VOCABULARY

throw, catch, aim, intercept, teamwork, movement, attack, defend

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

END POINT

- Children can take part in simplified versions of tennis and badminton, using the correct techniques to send, receive, and return the object.
- Children understand how to position themselves effectively and work with a partner to maintain rallies and fair play.
- Children can apply the basic rules, tactics, and simple scoring systems used in both tennis and badminton.

NC OBJECTIVE

- 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.

EDSTART KNOW

- I can explain how to hold and use my racket correctly for tennis and badminton.
- I can describe how to send, receive, and return the object using control and accuracy.
- I can explain the basic rules, scoring, and tactics used in both games.

EDSTART GO

- I can take part in rallies by striking the ball or shuttle with control and coordination.
- I can position myself and work with a partner to keep the rally going.
- I can move into space and adjust my body to return the object effectively.

EDSTART SHOW

- I can play short rallies and simple games showing fair play and good sportsmanship.
- I can apply the rules and scoring correctly during small-sided games.
- I can show focus, enjoyment, and teamwork when competing in tennis and badminton.

VOCABULARY

serve, rally, aim, control, teamwork, accuracy, position, balance

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

END POINT

- Children can take part in simplified versions of volleyball and dodgeball, using the correct techniques to send, receive, and return the ball with control.
- Children understand how to position themselves and work cooperatively with teammates to keep the ball in play and ensure fair, continuous games.
- Children can apply the basic rules, tactics, and simple scoring systems used in both volleyball and dodgeball.

NC OBJECTIVE

- 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.

EDSTART KNOW

- I can explain how to send, receive, and return the ball safely and with control.
- I can describe how to move and position myself to keep the ball in play.
- I can explain the basic rules, tactics, and scoring used in volleyball and dodgeball.

EDSTART GO

- I can strike, volley, or throw the ball accurately to a teammate or target.
- I can move into space to receive or return the ball during play.
- I can work with my team to keep rallies and games going fairly and continuously.

EDSTART SHOW

- I can take part in small-sided volleyball and dodgeball games, showing control and teamwork.
- I can follow the rules and play fairly, showing respect to others.
- I can show confidence, effort, and enjoyment when competing in both sports.

VOCABULARY

throw, dodge, aim, catch, accuracy, control, reaction, teamwork

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

END POINT

- 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.

NC OBJECTIVE

- 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.

EDSTART KNOW

- I can explain how to use throwing, catching, and bowling skills with control.
- I can describe when to use underarm and overarm throws for different distances.
- I can explain how to watch the ball carefully to judge its flight when catching.

EDSTART GO

- I can throw the ball accurately using the correct technique for underarm and overarm throws.
- I can catch the ball safely using both hands and good coordination.
- I can bowl or roll the ball towards a target or batter with control and accuracy.

EDSTART SHOW

- I can use my throwing, catching, and bowling skills effectively in small-sided games.
- I can work with my teammates to field the ball and stop runs or points being scored.
- I can show teamwork, fairness, and enjoyment when competing in striking and fielding games.

VOCABULARY

bat, bowl, strike, catch, throw, field, teamwork, precision

YEAR FOUR

MOVING EDSTART – DEVELOPMENT OF FITNESS

END POINT

- 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 involve getting them out of breath.

NC OBJECTIVE

- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- Perform dances using a range of movement patterns.

EDSTART KNOW

- I can explain why fitness is important for keeping my body healthy and strong.
- I can describe how different exercises help to improve stamina, strength, and coordination.
- I can explain how to record scores and support my partner with encouragement and teamwork.

EDSTART GO

- I can complete an 8-station fitness circuit using a range of movements that make me out of breath.
- I can use and combine basic movements such as running, jumping, balancing, and core exercises.
- I can support a partner by timing, counting, and recording their scores correctly.

EDSTART SHOW

- I can show determination and effort to complete each fitness activity.
- I can encourage others and work cooperatively to achieve our goals.
- I can describe how my body feels during exercise and how regular activity helps me stay fit and healthy.

VOCABULARY

strength, stamina, agility, balance, coordination, flexibility,

MOVING EDSTART – DEVELOPMENT OF GYMNASTICS

END POINT

- 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 roles.

NC OBJECTIVE

- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- Perform dances using a range of movement patterns.

EDSTART KNOW

- I can explain what makes a gymnastics movement safe and controlled.
- I can use the correct gymnastics vocabulary to describe my actions and those of others.
- I can understand the safety rules when using equipment and performing different roles.

EDSTART GO

- I can perform movements safely, showing awareness of space, balance, and others.
- I can describe my performance using key words such as balance, roll, jump, and sequence.
- I can take on different roles, such as performer, partner, or observer, and follow safety guidance.

EDSTART SHOW

- I can talk confidently about my performance and identify ways to improve.
- I can use gymnastics vocabulary to describe what others are doing accurately.
- I can show respect, control, and responsibility when working safely with others.

VOCABULARY

balance, roll, vault, sequence, control, flexibility, posture, strength

PLAYING EDSTART – DEVELOPMENT OF INCLUSIVE SPORTS

END POINT

- Children can perform basic Boccia and Goalball techniques with accuracy and control.
- Children can work collaboratively and communicate effectively with others.
- Children can apply inclusive values of respect, fairness, and teamwork during play.

NC OBJECTIVE

- 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.

EDSTART KNOW

- I can explain the difference between underarm, overarm, and rolling throws.
- I can describe how communication helps me play as part of a team.
- I can understand how to adapt equipment or rules to help everyone join in.

EDSTART GO

- I can throw and roll balls at different speeds and distances.
- I can call out or signal to teammates when passing or receiving.
- I can use the correct stance and follow-through when aiming at a target.

EDSTART SHOW

- I can support and encourage teammates during inclusive games.
- I can listen carefully to others' ideas and adapt my play to include them.
- I can show confidence when trying new skills or equipment.

VOCABULARY

inclusion, adapt, respect, equality, participation, teamwork, challenge, awareness

PLAYING EDSTART – DEVELOPMENT OF MOVEMENT TO MUSIC

END POINT

- 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.

NC OBJECTIVE

- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- Perform dances using a range of movement patterns.

EDSTART KNOW

- I can explain how to link movements together to make a fluent dance sequence.
- I can describe how to create and structure movement phrases on my own and with others.
- I can understand how different music, sounds, or themes can inspire my movements.

EDSTART GO

- I can perform dances fluently and with control, showing awareness of timing and space.
- I can create short movement phrases individually, in pairs, or in groups.
- I can respond to a range of stimuli by improvising with different controlled movements and patterns.

EDSTART SHOW

- I can perform my dance confidently, showing rhythm, coordination, and creativity.
- I can work cooperatively with others to perform or combine ideas in a group routine.
- I can describe and evaluate my performance using correct dance vocabulary.

VOCABULARY

rhythm, sequence, formation, expression, timing, coordination, performance, confidence

PLAYING EDSTART – DEVELOPMENT OF OUTDOOR and ADVENTUROUS ACTIVITIES (OAA)

END POINT

- Children can follow a route within a time limit.
- Children can confidently solve problems in unfamiliar environments.
- Children can follow a map into an unknown location.

NC OBJECTIVE

- Take part in outdoor and adventurous activity challenges both individually and within a team

EDSTART KNOW

- I can explain how to use a map and follow a route safely.
- I can describe how to work as part of a team to solve challenges in unfamiliar environments.
- I can understand why communication and planning are important when following directions.

EDSTART GO

- I can follow a route using a map and complete it within a time limit.
- I can confidently solve problems and challenges in new or unfamiliar places.
- I can follow instructions and navigate safely to an unknown location.

EDSTART SHOW

- I can show confidence and teamwork when exploring and problem-solving outdoors.
- I can demonstrate perseverance and adaptability when facing new challenges.
- I can reflect on my performance and explain how I could improve next time.

VOCABULARY

map, compass, navigate, teamwork, direction, route, problem-solving, challenge

PLAYING EDSTART – DEVELOPMENT OF SPORTS FROM AROUND THE WORLD

END POINT

- Children can perform simple attacking and defending roles within team and paired activities.
- Children can strike, serve, and rally using control and coordination.
- Children can work cooperatively, following basic scoring systems and rules while showing fairness and respect.

NC OBJECTIVE

- 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.

EDSTART KNOW

- I can explain how attacking and defending help teams in games.
- I can describe how to use space, timing, and movement to keep play going.
- I can understand and follow the basic rules and scoring systems in small-sided games.

EDSTART GO

- I can use throwing, striking, and rallying skills with coordination and control.
- I can make simple decisions about when to pass, move, or defend.
- I can play fairly and safely, following the rules of the game.

EDSTART SHOW

- I can show confidence and teamwork when playing with others.
- I can communicate clearly and support my teammates in games.
- I can celebrate success, effort, and improvement—both mine and others'.

VOCABULARY

culture, tradition, teamwork, respect, diversity, movement, participation, fairness

MOVING EDSTART – DEVELOPMENT OF YOGA

END POINT

- Children can show good balance in all poses.
- Children are able perform the Yoga poses with confidence

NC OBJECTIVE

- Develop flexibility, strength, technique, control and balance

EDSTART KNOW

- I can explain how balance, control, and breathing help me perform yoga poses safely.
- I can describe how yoga helps my body become stronger, calmer, and more flexible.
- I can understand the importance of focus and relaxation during yoga practice.

EDSTART GO

- I can show good balance and control in all yoga poses.
- I can perform yoga poses confidently, following instructions carefully.
- I can move smoothly between poses, showing awareness of my body and breathing.

EDSTART SHOW

- I can demonstrate confidence and focus when performing yoga poses on my own or with others.
- I can reflect on how yoga makes me feel relaxed and improves my concentration.
- I can show respect and calmness during every part of my yoga session.

VOCABULARY

balance, posture, breathing, relaxation, focus, mindfulness, stretch, flow

MOVING EDSTART – DEVELOPMENT OF WELLBEING THROUGH PE

END POINT

- Children can participate positively with others and show empathy and encouragement.
- Children can display resilience and confidence when taking part in different activities.
- Children can recognise how teamwork and participation improve their overall wellbeing.

NC OBJECTIVE

- 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.

EDSTART KNOW

- I can explain how teamwork and friendship help me feel good.
- I can describe how staying active supports my physical and mental wellbeing.
- I can recognise how balance between rest, activity, and fun is important.

EDSTART GO

- I can take part in games that involve cooperation, communication, and fairness.
- I can make positive choices that help me and my friends enjoy PE together.
- I can keep trying even when things are difficult, showing resilience and focus.

EDSTART SHOW

- I can show kindness, encouragement, and inclusion during group activities.
- I can celebrate both my own and others' achievements.
- I can demonstrate how being active makes me feel proud and confident.

VOCABULARY

health, confidence, resilience, mindfulness, energy, happiness, friendship, positivity

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

END POINT

- Children can use a variety of movement techniques to evade defenders and create space effectively.
- Children can select and apply the correct passing or movement technique depending on the game and type of ball.
- Children can pass the ball accurately to teammates over a range of distances using suitable techniques.

NC OBJECTIVE

- 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

EDSTART KNOW

- I can explain how to move into space to make it easier to receive a pass.
- I can describe different passing and movement techniques used in basketball and football.
- I can understand when to use different passes depending on the distance and situation.

EDSTART GO

- I can use a variety of movement techniques to evade defenders and create space.
- I can choose and apply the correct passing or movement technique for the game I am playing.
- I can pass the ball accurately to a teammate over different distances using the correct technique.

EDSTART SHOW

- I can demonstrate teamwork and awareness by moving into space and supporting my teammates.
- I can show accuracy, control, and good decision-making when passing and moving in a game.
- I can play fairly, communicate with my team, and show respect for others during competition.

VOCABULARY

pass, dribble, shoot, defend, position, teamwork, tactics, accuracy

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

END POINT

- Children can use a range of movement techniques to evade defenders and create space effectively during play.
- Children can choose and apply the correct passing or movement technique depending on the game and type of ball or stick.
- Children can pass and receive accurately over different distances, showing control and awareness of teammates.

NC OBJECTIVE

- 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

EDSTART KNOW

- I can explain how to move into space to help my team keep possession or create scoring chances.
- I can describe the correct passing and movement techniques for hockey and tag rugby.
- I can understand when to use different passes or movements depending on the game situation.

EDSTART GO

- I can use a variety of movement techniques to evade defenders and create space for myself or others.
- I can choose and apply the correct passing or movement technique depending on the type of ball or stick.
- I can pass and receive accurately over different distances, showing good control and teamwork.

EDSTART SHOW

- I can demonstrate awareness and decision-making by moving into space and supporting my teammates.
- I can combine passing, movement, and communication effectively during small-sided games.
- I can show fairness, respect, and cooperation while playing competitively with others.

VOCABULARY

pass, tackle, tag, attack, defend, space, teamwork, strategy

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

END POINT

- Children can use a range of movement techniques to evade defenders and create space in attacking situations.
- Children can select and apply the correct passing, catching, or movement technique depending on the game and equipment used.
- Children can pass and receive accurately over different distances, showing awareness, timing, and control in team play.

NC OBJECTIVE

- 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

EDSTART KNOW

- I can explain how to move into space and use different movements to get away from defenders.
- I can describe the correct passing, catching, and movement techniques for handball and lacrosse.
- I can understand when to use different passes or movements depending on the situation in a game.

EDSTART GO

- I can use a variety of movement techniques to evade defenders and create space for myself and teammates.
- I can choose and apply the correct passing, catching, or movement technique depending on the equipment and game.
- I can pass and receive accurately over different distances, showing good timing and control.

EDSTART SHOW

- I can demonstrate teamwork and awareness by moving into space and supporting others.
- I can combine passing, catching, and movement effectively during small-sided games.
- I can play fairly and confidently, showing communication, respect, and cooperation with teammates.

VOCABULARY

throw, catch, aim, intercept, defend, teamwork, tactics, positioning

PLAYING EDSTART – DEVELOPMENT OF JAG TAG

END POINT

- 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.

NC OBJECTIVE

- 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.

EDSTART KNOW

- I can explain when to use a low, medium, or high catching technique in JagTag.
- I can describe how to watch the ball carefully and track it all the way into my hands.
- I can understand how to secure the football using the 5 Points of Contact.

EDSTART GO

- I can choose the correct catching technique depending on the height and speed of the ball.
- I can keep my eyes on the tip of the football to make a clean and controlled catch.
- I can use the 5 Points of Contact to secure the football safely after catching

EDSTART SHOW

- I can demonstrate control and accuracy when catching in game situations.
- I can show awareness and quick reactions when moving to catch or secure the ball.
- I can play fairly and confidently, showing teamwork and focus during JagTag activities.

VOCABULARY

pass, catch, dodge, tag, running back, strategy, space, defend, end zone

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

END POINT

- Children can adopt a ready position suitable for the game and react quickly to the ball or shuttle.
- Children can move efficiently around the court to position themselves for effective play.
- Children can use a variety of techniques or shots depending on the type of net and wall game being played.

NC OBJECTIVE

- 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.

EDSTART KNOW

- I can explain what a ready position is and why it helps me react quickly in a game.
- I can describe how to move into the best position to play different types of shots.
- I can understand that different net and wall games use a variety of shots and techniques.

EDSTART GO

- I can get into a ready position and react quickly to the ball or shuttle.
- I can move efficiently around the court to position myself for effective play.
- I can use a variety of techniques or shots depending on the game I am playing.

EDSTART SHOW

- I can demonstrate control, coordination, and quick reactions during a rally or match.
- I can apply the correct technique for different shots in tennis and badminton.
- I can play fairly, communicate with my partner, and show respect for my opponent.

VOCABULARY

serve, rally, control, aim, placement, accuracy, balance, coordination

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

END POINT

- Children can adopt a ready position suitable for the game and react quickly to the ball.
- Children can move efficiently to position themselves to send, receive, or dodge effectively.
- Children can use a range of throwing, catching, and striking techniques depending on the type of net and wall game.

NC OBJECTIVE

- 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.

EDSTART KNOW

- I can explain what a ready position is and how it helps me react quickly during play.
- I can describe how to move into the right position to send, receive, or dodge the ball.
- I can understand that different games, like volleyball and dodgeball, use a variety of throwing, catching, and striking techniques.

EDSTART GO

- I can adopt a ready position and react quickly to the ball in both volleyball and dodgeball.
- I can move efficiently to get into the best position for effective play.
- I can use different techniques or shots depending on the type of game I am playing.

EDSTART SHOW

- I can show good control, coordination, and awareness when sending, receiving, or dodging the ball.
- I can demonstrate teamwork, quick reactions, and tactical decision-making during games.
- I can play fairly, communicate well with others, and show respect to teammates and opponents.

VOCABULARY

serve, catch, throw, dodge, rally, teamwork, strategy, communication

PLAYING EDSTART – DEVELOPMENT OF STRIKING and FIELDING (ROUNDERS AND CRICKET)

END POINT

- 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.

NC OBJECTIVE

- 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.

EDSTART KNOW

- I can explain how to bowl a ball to a partner using the correct technique.
- I can describe how to stand correctly when preparing to hit a bowled ball.
- I can understand how timing and coordination help me make good contact with the ball.

EDSTART GO

- I can bowl the ball accurately to a partner using the correct action and aim.
- I can get into the right stance and position to hit a bowled ball effectively.
- I can make clean contact with the ball using control and good technique.

EDSTART SHOW

- I can demonstrate good coordination when bowling, striking, and fielding.
- I can work safely and confidently with a partner or team during games.
- I can show teamwork, fairness, and encouragement while playing competitively.

VOCABULARY

bat, bowl, catch, throw, strike, field, teamwork, decision-making

PLAYING EDSTART – DEVELOPMENT OF TARGET GAMES (TRI-GOLF, FRISBEE AND ARCHERY)

END POINT

- 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.

NC OBJECTIVE

- 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.

EDSTART KNOW

- I can explain how to stand correctly with my least dominant foot forward when preparing to shoot or throw.
- I can describe how to judge the flight of an object and get ready to catch it safely.
- I can understand the correct stance and grip needed when using a Tri Golf club.

EDSTART GO

- I can stand in the correct position with balance and control before shooting or striking.
- I can judge the flight of an object and prepare to catch it using the right technique.
- I can use a Tri Golf club safely and correctly to aim at a target.

EDSTART SHOW

- I can show focus, control, and accuracy when aiming, striking, or catching.
- I can perform each skill safely and confidently while following the rules of the game.
- I can show patience, encouragement, and respect when working with others in target activities

VOCABULARY

aim, focus, control, target, accuracy, balance, precision, consistency

COMPETING EDSTART – DEVELOPMENT OF ATHLETICS

END POINT

- 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

NC OBJECTIVE

- 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.

EDSTART KNOW

- I can explain how to use my upper body to help me gain distance in a jump.
- I can describe why pacing myself helps me complete a longer running distance.
- I can understand how transferring my body weight from back to front creates more power when throwing.

EDSTART GO

- I can use my arms and upper body to add height and distance to my jump.
- I can pace myself when running to complete the set distance without stopping.
- I can transfer my body weight effectively to generate power and accuracy when throwing.

EDSTART SHOW

- I can demonstrate control and coordination in my running, jumping, and throwing activities.
- I can show determination to improve my distance and accuracy in each event.
- I can perform confidently and safely, encouraging others to achieve their best.

VOCABULARY

speed, stamina, technique, distance, power, agility, control, performance

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

END POINT

- Children can use a range of sending and receiving skills, such as passing, catching, or controlling the ball, with accuracy and control.
- Children can send the ball over different distances using appropriate passing techniques for the game or situation.
- Children can track the movement of the ball and use the correct technique to control, receive, or intercept it successfully.

NC OBJECTIVE

- 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.

EDSTART KNOW

- I can explain how to use different passing and receiving skills for basketball and football.
- I can describe how accuracy and control help me pass or receive the ball successfully.
- I can understand which passing technique to use depending on the game or situation.

EDSTART GO

- I can use a range of sending and receiving skills such as passing, catching, or controlling the ball with accuracy.
- I can send the ball over different distances using the correct passing technique for the game.
- I can track the movement of the ball and use the right technique to control, receive, or intercept it.

EDSTART SHOW

- I can demonstrate good control, teamwork, and decision-making during small-sided games.
- I can pass and receive accurately while keeping possession and supporting my teammates.
- I can show fairness, communication, and confidence when playing in competitive situations.

VOCABULARY

pass, dribble, shoot, defend, teamwork, tactics, positioning, control

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

END POINT

- Children can use a range of sending and receiving skills, such as passing, catching, or striking, with control and accuracy.
- Children can send the ball over different distances using suitable passing or striking techniques for the game or situation.
- Children can track the movement of the ball and use the correct technique to control, receive, or intercept it successfully.

NC OBJECTIVE

- 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.

EDSTART KNOW

- I can use a range of sending and receiving skills such as passing, catching, or striking with control and accuracy.
- I can send the ball over different distances using the correct technique for the game.
- I can track the movement of the ball and use the right technique to control, receive, or intercept it.

EDSTART GO

- I can use a range of sending and receiving skills such as passing, catching, or striking with control and accuracy.
- I can send the ball over different distances using the correct technique for the game.
- I can track the movement of the ball and use the right technique to control, receive, or intercept it.

EDSTART SHOW

- I can demonstrate control, teamwork, and decision-making during small-sided games.
- I can pass, receive, and move effectively to create space and support my teammates.
- I can play fairly, communicate clearly, and show confidence in both attack and defence

VOCABULARY

pass, tackle, tag, attack, defend, teamwork, positioning, strategy

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

END POINT

- Children can use a range of sending and receiving skills, such as throwing, catching, or passing, with control and accuracy.
- Children can send the ball over different distances using suitable techniques for the game or situation.
- Children can track the movement of the ball and use the correct technique to catch, control, or receive it successfully.

NC OBJECTIVE

- 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.

EDSTART KNOW

- I can explain how to use different passing and catching techniques in handball and lacrosse.
- I can describe how accuracy and control help me to pass and receive the ball successfully.
- I can understand which technique to use depending on the distance and the situation in the game.

EDSTART GO

- I can use a range of sending and receiving skills such as throwing, catching, or passing with control and accuracy.
- I can send the ball over different distances using the correct technique for each game.
- I can track the movement of the ball and use the right technique to catch, control, or receive it successfully.

EDSTART SHOW

- I can demonstrate teamwork, communication, and awareness during small-sided games.
- I can pass, catch, and move effectively to create space and help my team keep possession.
- I can play fairly, show confidence, and use the right skills in both attack and defence.

VOCABULARY

throw, catch, aim, intercept, defend, teamwork,, accuracy

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

END POINT

- Children can adopt a ready position suitable for the game and react quickly to the ball or shuttle in competitive situations.
- Children can move efficiently around the court to position themselves effectively for returning shots.
- Children can use a variety of shots or techniques, selecting the most appropriate one depending on the game, opponent, or situation.

NC OBJECTIVE

- 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.

EDSTART KNOW

- I can explain what a ready position is and why it helps me react quickly in tennis and badminton.
- I can describe how to move around the court to get into the best position for a return.
- I can understand when to use different types of shots depending on the game and situation.

EDSTART GO

- I can adopt a ready position and react quickly to the ball or shuttle during a rally.
- I can move efficiently around the court to position myself for effective play.
- I can use a range of shots or techniques, choosing the right one for the situation.

EDSTART SHOW

- I can demonstrate control, coordination, and focus in competitive rallies and matches.
- I can show good decision-making by selecting the most effective shot or movement.
- I can play fairly and confidently, showing respect to opponents and teamwork in doubles play.

VOCABULARY

serve, rally, aim, control, teamwork, technique, power, placement

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

END POINT

- Children can adopt a ready position suitable for the game and react quickly to the ball during competitive play.
- Children can move efficiently around the court to position themselves effectively for attacking or defending.
- Children can use a variety of throwing, catching, or striking techniques depending on the type of game and situation.

NC OBJECTIVE

- 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.

EDSTART KNOW

- I can explain what a ready position is and why it helps me react quickly in volleyball and dodgeball.
- I can describe how to move into the right position to send, receive, or dodge effectively.
- I can understand when to use different throwing, catching, or striking techniques depending on the game situation.

EDSTART GO

- I can adopt a ready position and react quickly to the ball during a rally or game.
- I can move efficiently around the court to position myself for effective play.
- I can use a range of techniques such as throwing, catching, striking, or dodging with control and accuracy.

EDSTART SHOW

- I can demonstrate quick reactions, teamwork, and coordination during competitive games.
- I can show tactical awareness by positioning myself effectively to attack or defend.
- I can play fairly, communicate clearly, and show respect and sportsmanship in all matches.

VOCABULARY

serve, rally, aim, control, teamwork, technique, power, placement

COMPETING EDSTART – DEVELOPMENT OF STRIKING and FIELDING (ROUNDERS AND CRICKET)

END POINT

- 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.

NC OBJECTIVE

- 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.

EDSTART KNOW

- I can explain how to stand sideways with the bat ready to swing at the ball.
- I can describe how to score points and run safely between the bases.
- I can understand how to use the correct techniques when batting, bowling, and fielding

EDSTART GO

- I can stand in the correct batting position and swing at the ball with control.
- I can run to the bases safely and score points for my team.
- I can use the correct throwing, catching, and striking techniques during a game.

EDSTART SHOW

- I can demonstrate accuracy and control when batting, bowling, and fielding in competitive games.
- I can play confidently, following the rules and showing awareness of others.
- I can work as part of a team, showing fairness, communication, and respect during play.

VOCABULARY

bat, bowl, strike, catch, throw, field, teamwork, precision

YEAR FIVE

MOVING EDSTART – YOGA

END POINT

- Children can breathe in through their nose and out through the mouth whilst maintaining control of their bodies.
- Children can remember each Yoga pose and describe and perform them.

NC OBJECTIVE

- Develop flexibility, strength, technique, control and balance
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

EDSTART KNOW

- I can explain how controlled breathing helps me stay balanced, calm, and focused during yoga.
- I can describe different yoga poses and explain how they help improve strength, flexibility, and posture.
- I can understand how yoga supports both my physical health and emotional wellbeing.

EDSTART GO

- I can breathe deeply in through my nose and out through my mouth while maintaining control of my body.
- I can remember and perform a sequence of yoga poses with balance, coordination, and focus.
- I can move smoothly between poses, showing awareness of my breathing and alignment.

EDSTART SHOW

- I can demonstrate confidence, control, and focus throughout my yoga routine.
- I can describe and model yoga poses accurately for others.
- I can reflect on how yoga helps me feel calmer, stronger, and more focused both in and out of lessons.

VOCABULARY

balance, posture, breathing, mindfulness, alignment, flexibility, control, relaxation

COMPETING EDSTART – ATHLETICS

END POINT

- Children show good reaction times and can identify an effective sprint start.
- Children show a developed running technique for sprinting, showing good coordination and control.
- Children can demonstrate good control and coordination when performing jumping activities.

NC OBJECTIVE

- 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.

EDSTART KNOW

- I can explain what makes an effective sprint start and why reaction time is important.
- I can describe how to use coordination and control to improve my running and jumping technique.
- I can understand how to perform different athletic movements safely and effectively.

EDSTART GO

- I can show good reaction times and use an effective sprint start during races.
- I can perform a developed running technique for sprinting, showing rhythm, coordination, and control.
- I can demonstrate good control and balance when performing different jumping activities.

EDSTART SHOW

- I can perform confidently in a range of athletic events, using the correct technique.
- I can show determination, effort, and focus to achieve my personal best.
- I can compare my performance and identify ways to improve my speed, distance, and control.

VOCABULARY

speed, endurance, technique, distance, reaction, rhythm, power, precision

COMPETING EDSTART – ATTACKING and DEFENDING PRINCIPLES

END POINT

- 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.

NC OBJECTIVE

- 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.

EDSTART KNOW

- I can explain how to support the player with the ball by providing two passing options.
- I can understand that I may need to pass backwards to draw the defence away from goal when support isn't available.
- I can describe how staying close to teammates helps to maintain possession and force the ball wide.

EDSTART GO

- I can move into space quickly to support the player with the ball, giving clear passing options. I can use backward passes to help my team keep possession and create attacking opportunities. I can stay close to my teammates to link passes and apply attacking and defending strategies.

EDSTART SHOW

- I can demonstrate teamwork and communication by supporting others effectively during a game. I can show tactical understanding by choosing the right time to pass or move into space. I can play confidently and fairly, showing control, decision-making, and awareness of how to attack and defend as a team.

VOCABULARY

attack, defend, space, marking, positioning, strategy, transition, teamwork

COMPETING EDSTART – BADMINTON

END POINT

- Children can use a range of techniques to send, receive, and return the shuttle with control and accuracy to maintain a rally.
- Children can apply a variety of shot types using both the forehand and backhand sides effectively during play.
- Children can serve accurately and consistently to start play, showing awareness of positioning, control, and basic game rules.

NC OBJECTIVE

- 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.

EDSTART KNOW

- I can explain how to send, receive, and return the shuttle to keep a rally going.
- I can describe how to use different shot types such as forehand and backhand in a game.
- I can understand how to serve accurately and follow the basic rules of badminton.

EDSTART GO

- I can use a range of techniques to send, receive, and return the shuttle with control and accuracy.
- I can apply different shot types or actions using both my dominant and non-dominant sides effectively.
- I can serve consistently and accurately to start play, showing control and awareness of the court.

EDSTART SHOW

- I can maintain rallies confidently using a combination of forehand and backhand shots.
- I can demonstrate tactical awareness by placing shots effectively to challenge my opponent.
- I can play fairly, follow the rules, and show focus and sportsmanship throughout the game.

VOCABULARY

serve, rally, control, placement, accuracy, footwork, coordination, reaction

COMPETING EDSTART – BASKETBALL

END POINT

- Children can combine basketball skills such as dribbling, passing, and shooting within an activity and move between them with control and fluency.
- Children can explain how different basketball skills are used during a game and identify which situations require more than one skill.
- Children can support and assist peers by helping them complete activities, providing feedback, and accurately recording scores or results.

NC OBJECTIVE

- 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.

EDSTART KNOW

- I can explain how different basketball skills such as dribbling, passing, and shooting are used in a game.
- I can describe how combining different skills helps me play more effectively.
- I can understand how to support my teammates by helping them complete activities and record scores correctly.

EDSTART GO

- I can combine dribbling, passing, and shooting within an activity, moving between them with control and fluency.
- I can apply more than one skill at a time during a game, showing awareness of space and timing.
- I can assist my peers by giving feedback, supporting them during practice, and helping to record results accurately.

EDSTART SHOW

- I can demonstrate control, fluency, and teamwork when performing basketball skills in competitive games.
- I can show confidence and awareness when applying different techniques in match situations.
- I can encourage others, show fairness, and display good sportsmanship throughout all activities.

VOCABULARY

dribble, pass, shoot, rebound, mark, space, teamwork, accuracy

COMPETING EDSTART – CRICKET

END POINT

- Children can field with increased accuracy.
- Children can hit, throw, bowl and catch accurately and with control.
- Children can explain rules to others.

NC OBJECTIVE

- 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.

EDSTART KNOW

- I can explain the key rules of cricket and help others understand how to play fairly.
- I can describe how to field, bowl, throw, and catch with accuracy and control.
- I can understand how teamwork and communication help improve performance in games.

EDSTART GO

- I can field with increased accuracy and react quickly to stop or return the ball.
- I can hit, throw, bowl, and catch accurately using the correct technique for each skill.
- I can apply my understanding of the rules during practice and games, helping others when needed.

EDSTART SHOW

- I can demonstrate confidence, control, and consistency when batting, bowling, and fielding.
- I can show leadership by explaining the rules and supporting my teammates.
- I can display teamwork, fairness, and sportsmanship when playing competitively.

VOCABULARY

bat, bowl, strike, field, wicket, accuracy, teamwork, communication

COMPETING EDSTART – DODGEBALL

END POINT

- Children can use a variety of throwing, catching, and dodging techniques with control and accuracy to sustain rallies or stay in play.
- Children can apply different throwing actions and movements using both dominant and non-dominant sides effectively during a game.
- Children can serve or restart play accurately, demonstrating control, consistency, and understanding of the basic rules and tactics of dodgeball.

NC OBJECTIVE

- 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.

EDSTART KNOW

- I can explain how to use different throwing, catching, and dodging techniques in dodgeball.
- I can describe how to use both my dominant and non-dominant sides effectively during play.
- I can understand how to restart play safely and follow the basic rules of the game.

EDSTART GO

- I can use a variety of throwing, catching, and dodging techniques with control and accuracy.
- I can apply different throwing actions and movements using both sides of my body effectively.
- I can serve or restart play accurately and consistently, showing good awareness of space and rules.

EDSTART SHOW

- I can demonstrate control, accuracy, and tactical awareness during competitive dodgeball games.
- I can work as part of a team, communicating effectively to attack or defend.
- I can play confidently, fairly, and safely, showing respect and good sportsmanship throughout the game.

VOCABULARY

throw, dodge, catch, target, accuracy, reaction, teamwork, strategy

COMPETING EDSTART – FITNESS

END POINT

- 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.

NC OBJECTIVE

- Develop flexibility, strength, technique, control and balance.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

EDSTART KNOW

- I can explain how different volleyball skills such as serving, volleying, setting, and spiking are used in a game.
- I can describe how combining skills helps me play more effectively in both attack and defence.
- I can understand how to support and assist my teammates to complete activities and record scores accurately.

EDSTART GO

- I can combine serving, volleying, setting, and spiking within a game, moving between them with control and fluency.
- I can apply more than one skill at a time during play, showing coordination, timing, and teamwork.
- I can assist my peers by encouraging them, providing feedback, and helping to keep score correctly.

EDSTART SHOW

- I can demonstrate control, fluency, and communication when performing volleyball skills in a game.
- I can show confidence and awareness when applying different techniques to attack or defend.
- I can display teamwork, fairness, and sportsmanship during competitive play.

VOCABULARY

strength, stamina, endurance, agility, balance, coordination, flexibility, health

COMPETING EDSTART – FOOTBALL

END POINT

- Children can combine football skills such as dribbling, passing, and shooting within an activity, moving between them with control and fluency.
- Children can explain how different football skills are used during a game and identify which situations require more than one skill.
- Children can assist their peers by offering feedback, supporting them during practice, and recording scores or performance results accurately.

NC OBJECTIVE

- 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.

EDSTART KNOW

- I can explain how different football skills such as dribbling, passing, and shooting are used in a game.
- I can describe how combining these skills helps me play more effectively in attacking and defending situations.
- I can understand how to help my teammates by supporting them during activities and recording scores correctly.

EDSTART GO

- I can combine dribbling, passing, and shooting skills within a game, moving between them with control and fluency.
- I can apply more than one skill at a time during play, showing awareness of space, timing, and pressure.
- I can assist my teammates by giving constructive feedback and helping to record results accurately.

EDSTART SHOW

- I can demonstrate control, coordination, and teamwork when performing football skills in competitive games.
- I can show confidence and good decision-making when attacking and defending.
- I can encourage others, play fairly, and show sportsmanship throughout all activities.

VOCABULARY

pass, dribble, shoot, defend, control, positioning, teamwork, tactics

COMPETING EDSTART – GYMNASTICS

END POINT

- Children can create and perform a fluent sequence that combines eight or more balances with travelling movements, jumps, and rolls.
- Children can use appropriate gymnastics vocabulary to describe, evaluate, and refine their own and others' performances.
- Children can demonstrate control, body tension, and smooth transitions when linking movements together.

NC OBJECTIVE

- 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.

EDSTART KNOW

- I can explain how to combine balances, jumps, rolls, and travelling movements to create a fluent sequence.
- I can describe the key principles of control, tension, and extension in gymnastics.
- I can use appropriate gymnastics vocabulary to talk about what I and others are doing.

EDSTART GO

- I can create and perform a fluent sequence that includes eight or more balances linked with travelling movements, jumps, or rolls.
- I can demonstrate control, smooth transitions, and good body tension throughout my routine.
- I can describe and refine my own work using correct gymnastics terminology.

EDSTART SHOW

- I can perform my sequence confidently and with expression in front of others.
- I can evaluate my performance and make improvements using feedback.
- I can show confidence, focus, and precision when performing gymnastics routines.

VOCABULARY

balance, sequence, vault, transition, flexibility, strength, control, creativity

COMPETING EDSTART – HANDBALL

END POINT

- Children can combine handball skills such as passing, dribbling, and shooting within an activity, moving between them with control and fluency.
- Children can explain how different handball skills are used in a game and identify which situations require a combination of skills.
- Children can support their peers by offering feedback, helping them complete exercises, and accurately recording scores or outcomes.

NC OBJECTIVE

- 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.

EDSTART KNOW

- I can explain how to combine passing, dribbling, and shooting skills effectively in handball.
- I can describe how different skills are used within a game and when more than one skill is needed.
- I can understand how to support my peers by giving feedback and helping to record scores or results.

EDSTART GO

- I can combine handball skills such as passing, dribbling, and shooting within an activity, moving between them with control and fluency.
- I can apply more than one skill at a time during a game, showing awareness of space, timing, and accuracy.
- I can work with others to complete activities successfully and record results correctly.

EDSTART SHOW

- I can demonstrate control, coordination, and teamwork when performing handball skills in competitive situations.
- I can show confidence and decision-making during attacking and defending play.
- I can display fairness, communication, and encouragement when working with teammates and opponents.

VOCABULARY

throw, catch, intercept, attack, defend, accuracy, teamwork, tactics

COMPETING EDSTART – HOCKEY

END POINT

- Children can combine hockey skills such as dribbling, passing, and striking within an activity, moving between them with control and fluency.
- Children can explain how different hockey skills are used during a game and identify which situations require a combination of skills.
- Children can assist their peers by providing feedback, helping them complete activities, and recording scores accurately.

NC OBJECTIVE

- 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.

EDSTART KNOW

- I can explain how to combine hockey skills such as dribbling, passing, and striking effectively.
- I can describe how these skills are used during a game and when to use more than one skill at a time.
- I can understand how to help my peers by giving feedback, supporting them in activities, and recording scores correctly.

EDSTART GO

- I can combine dribbling, passing, and striking skills within an activity, moving between them with control and fluency.
- I can apply more than one skill during a game, showing awareness of space, timing, and direction.
- I can work confidently with others, supporting my team and recording results accurately.

EDSTART SHOW

- I can demonstrate control, coordination, and teamwork when performing hockey skills in competitive situations.
- I can show confidence and decision-making when attacking and defending during gameplay.
- I can display fairness, communication, and encouragement to help my team perform at their best.

VOCABULARY

pass, dribble, tackle, shoot, defend, space, teamwork, control

COMPETING EDSTART – INCLUSIVE SPORTS

END POINT

NC OBJECTIVE

- | | |
|---|---|
| <ul style="list-style-type: none"> • Children can perform attacking and defending skills confidently and safely. • Children can apply tactics and teamwork effectively in competitive settings. • Children can display empathy, fairness, and inclusion in all competitions. | <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. |
|---|---|

EDSTART KNOW

EDSTART GO

EDSTART SHOW

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|---|--|--|
| <ul style="list-style-type: none"> • I can explain how attacking and defending strategies are used in Boccia and Goalball. • I can describe why communication and timing are vital when competing in inclusive sports. • I can explain how fairness and empathy make competition enjoyable for everyone. | <ul style="list-style-type: none"> • I can use attacking and defensive techniques such as accurate throwing or blocking. • I can pass, aim, and score while following the rules of inclusive games. • I can adapt my strategy depending on my role and the situation in the game. | <ul style="list-style-type: none"> • I can demonstrate sportsmanship and respect in competitive situations. • I can stay positive and resilient when things don't go as planned. • I can encourage others to enjoy competition while keeping it fair and fun. |
|---|--|--|

VOCABULARY

inclusion, adapt, equality, teamwork, respect, challenge, participation, awareness

COMPETING EDSTART – JAG TAG

END POINT

NC OBJECTIVE

- | | |
|--|---|
| <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 can 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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EDSTART KNOW

EDSTART GO

EDSTART SHOW

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|---|---|---|
| <ul style="list-style-type: none"> • I can explain why I need to stand side-on and step towards my target when throwing. • I can describe how rotating my hips helps me to throw with more power and accuracy. • I can understand when to start a route and how to adjust the distance or height of my throw depending on the situation. | <ul style="list-style-type: none"> • I can stand side-on and step towards my target while rotating my hips to make a strong, accurate throw. • I can vary the distance and height of my throw depending on the target or route. • I can run different types of routes confidently, showing good timing and awareness of space. | <ul style="list-style-type: none"> • I can demonstrate accurate throwing and catching under pressure during JagTag games. • I can show control and decision-making when choosing the right route or pass. • I can play fairly and confidently, showing teamwork, communication, and understanding of game rules. |
|---|---|---|

VOCABULARY

routes, line of scrimmage, incomplete, spiral,

COMPETING EDSTART – LACROSSE

END POINT

NC OBJECTIVE

- | | |
|--|--|
| <ul style="list-style-type: none"> • Children can combine lacrosse skills such as cradling, passing, and shooting within an activity, moving between them with control and fluency. • Children can explain how different lacrosse skills are used in attacking and defending situations and identify when multiple skills are needed in a game. • Children can assist their peers by providing constructive feedback, supporting them during activities, and recording scores accurately. | <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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EDSTART KNOW

EDSTART GO

EDSTART SHOW

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|--|--|---|
| <ul style="list-style-type: none"> • I can explain how to combine lacrosse skills such as cradling, passing, and shooting effectively. • I can describe how different skills are used within attacking and defending situations. • I can understand how to help my peers by giving feedback, supporting them in activities, and recording scores correctly. | <ul style="list-style-type: none"> • I can combine cradling, passing, and shooting within a game, moving between them with control and fluency. • I can apply more than one skill at a time during play, showing awareness of space, timing, and positioning. • I can work confidently with others, giving feedback and helping to record results accurately. | <ul style="list-style-type: none"> • I can demonstrate control, coordination, and teamwork when performing lacrosse skills in competitive games. • I can show confidence and decision-making during attacking and defending phases. • I can play fairly, communicate clearly, and show encouragement and respect to teammates and opponents. |
|--|--|---|

VOCABULARY

scoop, cradle, pass, catch, shoot, defend, teamwork, positioning

COMPETING EDSTART – MOVEMENT TO MUSIC

END POINT

NC OBJECTIVE

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|--|--|
| <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. |
|--|--|

EDSTART KNOW

EDSTART GO

EDSTART SHOW

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|--|---|--|
| <ul style="list-style-type: none"> • I can explain how to perform dances fluently and with control. • I can describe how to create a short group dance that includes original and creative ideas. • I can understand how to link movements together smoothly to create a fluent routine with clear transitions. | <ul style="list-style-type: none"> • I can perform dances with fluency, timing, and control in front of others. • I can choreograph a small group dance, showing creativity and teamwork each week. • I can create and perform a fluent routine that includes 5-6 linked dance elements. | <ul style="list-style-type: none"> • I can demonstrate confidence and expression when performing individually and as part of a group. • I can evaluate my performance and use feedback to refine movements and transitions. • I can show focus, rhythm, and creativity in my final performance, performing with energy and emotion. |
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VOCABULARY

rhythm, timing, sequence, expression, control, coordination, movement, creativity

COMPETING EDSTART – NETBALL

END POINT

NC OBJECTIVE

- | | |
|---|--|
| <ul style="list-style-type: none"> • Children can combine netball skills such as passing, catching, and shooting within an activity, moving between them with control and fluency. • Children can explain how different netball skills are used within a game and identify which situations require a combination of skills. • Children can assist their peers by providing constructive feedback, supporting them during activities, and recording scores accurately. | <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. |
|---|--|

EDSTART KNOW

EDSTART GO

EDSTART SHOW

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|--|--|--|
| <ul style="list-style-type: none"> • I can explain how to combine netball skills such as passing, catching, and shooting effectively in a game. • I can describe how different skills are used within attacking and defending situations. • I can understand how to support my peers by giving feedback, working as part of a team, and helping to record scores correctly. | <ul style="list-style-type: none"> • I can combine passing, catching, and shooting skills within an activity, moving between them with control and fluency. • I can apply more than one skill at a time during a game, showing good decision-making and awareness of space. • I can assist my teammates by communicating clearly and supporting them during competitive play. | <ul style="list-style-type: none"> • I can demonstrate coordination, control, and teamwork when performing netball skills in a game. • I can show confidence and tactical understanding during attacking and defending situations. • I can play fairly, encourage others, and display respect and sportsmanship throughout matches. |
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VOCABULARY

pass, pivot, shoot, defend, space, marking, teamwork, accuracy

COMPETING EDSTART – OUTDOOR and ADVENTUROUS ACTIVITIES (OAA)

END POINT

NC OBJECTIVE

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|---|--|
| <ul style="list-style-type: none"> • Children can use clues and a compass to navigate a route. • Children can follow a map into an unknown location. • Children can 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 |
|---|--|

EDSTART KNOW

EDSTART GO

EDSTART SHOW

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|---|--|--|
| <ul style="list-style-type: none"> • I can explain how to use a map and compass to find my way. • I can describe how to follow clues safely to reach a location. • I can understand why teamwork, listening, and planning are important when orienteering. | <ul style="list-style-type: none"> • I can use clues and symbols on a map to navigate a route. • I can follow a map into an unknown area safely and confidently. • I can work with my team to choose the best route and find checkpoints. | <ul style="list-style-type: none"> • I can demonstrate confidence and focus when following a map or compass. • I can communicate clearly with my group to solve problems and complete a challenge. • I can show resilience and teamwork when exploring and navigating new areas |
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VOCABULARY

map, compass, navigate, teamwork, route, direction, problem-solving, challenge

COMPETING EDSTART – ROUNDEERS

END POINT

NC OBJECTIVE

- | | |
|--|---|
| <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. |
|--|---|

EDSTART KNOW

EDSTART GO

EDSTART SHOW

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|--|---|--|
| <ul style="list-style-type: none"> • I can explain the key rules of rounders and help others understand how to play fairly. • I can describe how to field, throw, bowl, and catch with accuracy and control. • I can understand how teamwork and communication help my team perform successfully. | <ul style="list-style-type: none"> • I can field with increased accuracy and react quickly to stop or return the ball. • I can hit, throw, bowl, and catch accurately using the correct technique for each skill • I can apply my understanding of the rules during practices and games, helping others when needed. | <ul style="list-style-type: none"> • I can demonstrate control and consistency when batting, bowling, and fielding in competitive games. • I can show teamwork and awareness when applying tactics to help my team succeed. • I can display confidence, fairness, and respect when competing and supporting others. |
|--|---|--|

VOCABULARY

bat, bowl, field, catch, run, teamwork, accuracy, communication

COMPETING EDSTART – SPORTS FROM AROUND THE WORLD

END POINT

NC OBJECTIVE

- | | |
|--|--|
| <ul style="list-style-type: none"> • Children can plan and apply attacking and defending strategies with teamwork and communication. • Children can perform with control, accuracy, and tactical awareness in competitive play. • Children can evaluate team performance, giving feedback to improve tactics and cooperation. | <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. |
|--|--|

EDSTART KNOW

EDSTART GO

EDSTART SHOW

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|---|--|---|
| <ul style="list-style-type: none"> • I can explain how tactics, positioning, and communication help my team succeed. • I can describe different attacking and defending strategies used in team games. • I can understand how to analyse my performance to make improvements | <ul style="list-style-type: none"> • I can perform attacking and defending roles effectively in competitive games. • I can adapt my tactics and movement to suit different situations in play. • I can use feedback to refine my performance and decision-making. | <ul style="list-style-type: none"> • I can demonstrate teamwork, leadership, and fair play during competition. • I can show control, accuracy, and focus when performing under pressure. • I can reflect on my performance and set goals for future improvement. |
|---|--|---|

VOCABULARY

culture, tradition, diversity, teamwork, participation, respect, inclusion, movement

COMPETING EDSTART – TAG RUGBY

END POINT

- Children can combine rugby skills such as passing, catching, and tagging within an activity, moving between them with control and fluency.
- Children can explain how different rugby skills are used during attacking and defending situations and identify when multiple skills are needed.
- Children can assist their peers by giving feedback, helping them complete activities, and recording scores accurately.

NC OBJECTIVE

- 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.

EDSTART KNOW

- I can explain how to combine skills such as passing, catching, and tagging effectively in a game.
- I can describe how different rugby skills are used in attacking and defending situations.
- I can understand how to support my teammates by communicating, giving feedback, and helping to record scores.

EDSTART GO

- I can combine passing, catching, and tagging skills within a game, moving between them with control and fluency.
- I can apply more than one skill at a time during play, showing awareness of space, movement, and timing.
- I can support my teammates by communicating clearly and playing fairly throughout the game.

EDSTART SHOW

- I can demonstrate control, coordination, and teamwork when performing rugby skills in competitive situations.
- I can show tactical awareness and confidence when attacking and defending.
- I can display sportsmanship, encouragement, and respect for teammates and opponents.

VOCABULARY

pass, tag, dodge, attack, defend, teamwork, positioning, tactics

COMPETING EDSTART – TARGET GAMES (TRI GOLF, FRISBEE, ARCHERY)

END POINT

- 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 several skills games

NC OBJECTIVE

- 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.

EDSTART KNOW

- I can explain how to control the direction of the ball using both a putter and a chipper.
- I can describe how aim, distance, and control affect accuracy in target games.
- I can understand how to adjust my stance and power depending on the type of target or distance.

EDSTART GO

- I can control the direction of the ball using a putter and a chipper with increasing accuracy.
- I can demonstrate my understanding of aim, distance, and control by taking part in a range of target-based activities.
- I can apply correct technique and concentration when aiming for a target at different distances.

EDSTART SHOW

- I can show precision, focus, and control when performing in golf, frisbee, or archery challenges.
- I can demonstrate consistency and confidence when applying aiming techniques in competitive situations.
- I can play fairly, show patience, and encourage others while taking part in target-based games.

VOCABULARY

aim, control, focus, target, precision, accuracy, balance, power

COMPETING EDSTART – TENNIS

END POINT

- Children can use a range of techniques for sending, receiving, and returning the ball with control and accuracy to sustain a rally.
- Children can apply a variety of shot types, using both forehand and backhand effectively during play.
- Children can serve or start play accurately, demonstrating control, consistency, and understanding of the basic rules of tennis.

NC OBJECTIVE

- 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.

EDSTART KNOW

- I can explain how to send, receive, and return the ball to keep a rally going.
- I can describe how to use different shot types, such as forehand and backhand, during a game.
- I can understand how to serve accurately and follow the basic rules of tennis.

EDSTART GO

- I can use a range of techniques for sending, receiving, and returning the ball with control and accuracy.
- I can apply different shots using both my dominant and non-dominant sides effectively during play.
- I can serve consistently and accurately to start play, showing control and awareness of positioning.

EDSTART SHOW

- I can maintain rallies with control, accuracy, and good positioning on the court.
- I can demonstrate tactical awareness by choosing the right shot to outplay my opponent.
- I can play fairly, follow the rules, and show respect and sportsmanship in all games.

VOCABULARY

serve, rally, volley, placement, control, footwork, accuracy, reaction

COMPETING EDSTART – VOLLEYBALL

END POINT

- Children can develop a range of techniques for sending, receiving, and returning the ball with control and accuracy to sustain a rally.
- Children can apply a variety of actions, including serving, setting, and volleying, using both dominant and non-dominant sides effectively during play.
- Children can serve or start play accurately, demonstrating control, consistency, and understanding of the basic rules and rotations of volleyball

NC OBJECTIVE

- 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.

EDSTART KNOW

- I can explain how to send, receive, and return the ball to keep a rally going.
- I can describe how to use different volleyball techniques such as serving, setting, and volleying.
- I can understand the basic rules and rotations of volleyball and how to start play fairly.

EDSTART GO

- I can develop a range of techniques for sending, receiving, and returning the ball with control and accuracy.
- I can apply different actions, using both my dominant and non-dominant sides effectively during play.
- I can serve accurately and consistently, showing control and awareness of positioning on the court.

EDSTART SHOW

- I can maintain rallies with accuracy and control while working as part of a team.
- I can demonstrate communication, teamwork, and tactical awareness during competitive play.
- I can play confidently and fairly, showing respect, encouragement, and good sportsmanship throughout matches.

VOCABULARY

serve, dig, set, spike, rally, teamwork, timing, coordination

COMPETING EDSTART – WELLBEING THROUGH PE

END POINT

NC OBJECTIVE

- Children can compete with confidence, fairness, and positivity.
- Children can show resilience by learning from mistakes and setting goals for improvement.
- Children can reflect on their effort and performance to recognise progress.

- 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.

EDSTART KNOW

EDSTART GO

EDSTART SHOW

- I can explain that giving my best effort is more important than winning.
- I can describe how mistakes help me learn and grow stronger.
- I can understand how setting small goals builds confidence and resilience.

- I can try my best in all games, even when things are hard.
- I can stay positive and keep going after making mistakes.
- I can work towards my personal goals and support others with theirs.

- I can show respect and fairness when competing against others.
- I can celebrate teamwork, effort, and improvement.
- I can reflect on my progress and feel proud of what I've achieved.

VOCABULARY

health, confidence, motivation, resilience, positivity, energy, focus, happiness

YEAR SIX

COMPLETE EDSTART – ATHLETICS

END POINT

NC OBJECTIVE

- 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 and techniques, such as running style and throwing/jumping technique achieving high success.
- Children confidently apply existing fundamental movements in a variety of athletic activities.

- 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.

EDSTART KNOW

EDSTART GO

EDSTART SHOW

- I can explain how to combine running, jumping, throwing, and catching techniques with control.
- I can describe the correct technique for different athletic events such as sprinting, jumping, and throwing.
- I can understand how to analyse my performance and make improvements to achieve better results.

- I can use a range of running, jumping, throwing, and catching techniques with control and accuracy.
- I can apply my knowledge of correct form and technique to improve performance in each event.
- I can confidently perform fundamental movement skills across a variety of athletic activities.

- I can demonstrate coordination, strength, and focus when performing in athletic events.
- I can compare my performance with previous attempts and identify ways to improve.
- I can show determination, effort, and sportsmanship while competing to achieve my personal best.

VOCABULARY

speed, endurance, technique, accuracy, stamina, consistency, performance, power

COMPLETE EDSTART – ATTACKING and DEFENDING PRINCIPLES

END POINT

NC OBJECTIVE

- Children understand that passing backwards can draw the defence away from goal when there is no forward support.
- Children recognise that passing backwards allows their team to retain possession when a forward pass is not possible.
- Children can apply 'Man Marking' principles effectively, forcing the player with the ball away from goal and reducing attacking options.
- Children can work collaboratively in both attack and defence, showing communication, awareness, and control during competitive play.

- 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.

EDSTART KNOW

EDSTART GO

EDSTART SHOW

- I can explain how passing backwards helps my team to keep possession and create new attacking opportunities.
- I can describe how moving the ball backwards or sideways can draw defenders out of position and open up space to attack.
- I can understand the importance of using 'Man Marking' and forcing the opposition away from goal to reduce their scoring chances.

- I can pass and move effectively to support my teammates in attack and maintain possession.
- I can communicate with my team to stay organised when defending and use positioning to force play away from goal.
- I can recognise when to switch from defence to attack and make quick, effective decisions during transitions.

- I can demonstrate tactical awareness and teamwork when applying attacking and defending principles in a game.
- I can show control, communication, and confidence when passing, marking, and intercepting.
- I can play fairly and competitively, showing respect, sportsmanship, and understanding of strategies that help my team succeed.

VOCABULARY

attack, defend, transition, positioning, strategy, marking, decision-making, teamwork

COMPLETE EDSTART – BADMINTON

END POINT

NC OBJECTIVE

- Children know where a shot should be aimed and show increasing accuracy.
- Children use good hand/eye coordination when playing and serving.
- Children use different shots in a game situation to outwit an opponent.

- 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.

EDSTART KNOW

EDSTART GO

EDSTART SHOW

- I can explain where to aim a shot to make it difficult for my opponent to return.
- I can describe how good hand-eye coordination helps me control the shuttle when playing and serving.
- I can understand how to use different shot types, such as drop shots, clears, and smashes, to outwit an opponent.

- I can aim my shots accurately and consistently towards specific areas of the court.
- I can demonstrate good hand-eye coordination when serving and returning the shuttle.
- I can use a range of shot types effectively during rallies to create attacking and defensive opportunities.

- I can demonstrate control, accuracy, and tactical awareness in competitive games.
- I can adjust my position and shot choice depending on my opponent's movement and strategy.
- I can show confidence, focus, and respect while playing, displaying fairness and good sportsmanship.

VOCABULARY

serve, rally, placement, drop-shot, accuracy, coordination, footwork, reaction

COMPLETE EDSTART – BASKETBALL

END POINT

- Children can evaluate their basketball performance and identify ways to improve their scores and gameplay.
- Children can explain how they have used feedback from a partner or coach to improve specific skills and techniques.
- Children can discuss the progress they have made in their performance, giving clear reasons for their improvement.

NC OBJECTIVE

- 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.

EDSTART KNOW

- I can explain how to evaluate my performance and identify ways to improve my scores or gameplay.
- I can describe how feedback from a partner or coach can help me improve my technique and decision-making.
- I can understand why analysing my performance helps me become a more confident and consistent player.

EDSTART GO

- I can evaluate my own performance and recognise what I need to do to improve my skills.
- I can use feedback from others to adjust my technique, movement, or tactical decisions.
- I can apply what I've learned to make visible improvements in my overall performance.

EDSTART SHOW

- I can demonstrate progress in my performance and explain how my improvements were achieved.
- I can show confidence and control in competitive situations by applying feedback effectively.
- I can reflect on my learning and support others by giving positive, constructive feedback.

VOCABULARY

dribble, pass, shoot, rebound, marking, spacing, tactics, composure

COMPLETE EDSTART – CRICKET

END POINT

- 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.

NC OBJECTIVE

- 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.

EDSTART KNOW

- I can explain the importance of playing competitive games fairly and following agreed rules.
- I can describe how to communicate a plan to my team to help us perform effectively when batting, bowling, and fielding.
- I can understand how analysing my own and others' performances can help improve technique, accuracy, and decision-making.

EDSTART GO

- I can play competitive cricket games while following the rules and showing respect for teammates and opponents.
- I can communicate clearly with my team to plan strategies for batting, bowling, and fielding.
- I can use a range of techniques with confidence and control during a game, including hitting, bowling, throwing, and catching.

EDSTART SHOW

- I can demonstrate teamwork, skill, and tactical understanding in competitive cricket matches.
- I can analyse my performance and use feedback to modify and improve my game.
- I can show leadership, focus, and sportsmanship while representing my team in competition.

VOCABULARY

bat, bowl, field, wicket, strike, teamwork, technique, concentration

COMPLETE EDSTART – DODGEBALL

END POINT

- Children know where to aim their throws to make it difficult for opponents to dodge or catch the ball, showing increasing accuracy.
- Children use good hand-eye coordination when throwing, catching, and dodging during competitive play.
- Children can apply different throwing techniques and tactics in a game situation to outwit opponents and help their team succeed.

NC OBJECTIVE

- 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.

EDSTART KNOW

- I can explain where to aim my throw to make it difficult for an opponent to dodge or catch.
- I can describe how good hand-eye coordination helps me throw, catch, and react quickly during a game.
- I can understand how to use different types of throws and tactics to outwit my opponents.

EDSTART GO

- I can aim my throws accurately at targets or opponents with control and precision.
- I can use good hand-eye coordination when throwing, catching, and dodging to stay in the game.
- I can use a variety of throwing techniques and tactics to create attacking and defensive opportunities.

EDSTART SHOW

- I can demonstrate accuracy, awareness, and control during competitive dodgeball games.
- I can make smart tactical decisions by choosing the right throw or movement at the right time.
- I can show teamwork, communication, and sportsmanship while competing fairly with others.

VOCABULARY

throw, dodge, catch, target, tactics, reaction, positioning, teamwork

COMPLETE EDSTART – FITNESS

END POINT

- 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.

NC OBJECTIVE

- Develop flexibility, strength, technique, control and balance.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

EDSTART KNOW

- I can explain how to evaluate my fitness performance and identify ways to improve my scores.
- I can describe how feedback from a partner or coach can help me improve my technique and results.
- I can understand how consistent effort and reflection lead to progress in my fitness levels.

EDSTART GO

- I can assess my performance and talk about what I need to do to improve my fitness.
- I can use feedback from a partner to make changes to my technique or effort levels.
- I can take part in a range of exercises, recording my results accurately and tracking my improvement.

EDSTART SHOW

- I can demonstrate progress and control in my fitness performance over time.
- I can explain how my performance has improved and give reasons for my success.
- I can show determination, resilience, and focus when working to achieve my personal best.

VOCABULARY

strength, stamina, endurance, agility, coordination, flexibility, balance, performance

COMPLETE EDSTART – FOOTBALL

END POINT

- Children can evaluate their football performance and discuss ways to improve their technique, decision-making, and teamwork.
- Children can explain how they have used feedback from a partner, coach, or teammate to improve their performance in training and matches.
- Children can talk about the progress they have made in their performance, identifying specific reasons for their improvement.

NC OBJECTIVE

- 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.

EDSTART KNOW

- I can explain how to evaluate my football performance and identify ways to improve my technique and teamwork.
- I can describe how feedback from a partner, coach, or teammate helps me develop my performance.
- I can understand why reflection and consistent practice lead to improvement in games and training.

EDSTART GO

- I can assess my performance and recognise what I need to do to improve my skills and decision-making.
- I can use feedback from others to adjust my technique, positioning, or movement during play.
- I can take part in practice games and training activities, recording and reflecting on my progress.

EDSTART SHOW

- I can demonstrate improvement in my football performance through better control, accuracy, and teamwork.
- I can explain how I have used feedback to make positive changes to my game.
- I can show determination, focus, and resilience to achieve my personal best while playing competitively and fairly.

VOCABULARY

pass, dribble, shoot, defend, strategy, positioning, control, composure

COMPLETE EDSTART – GYMNASTICS

END POINT

- 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

NC OBJECTIVE

- 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.

EDSTART KNOW

- I can explain how to perform a range of balance positions, including those with my feet elevated, while maintaining body tension and control.
- I can describe what synchronisation and canon mean and how they are used in group or paired performances.
- I can understand how to analyse my performance and use feedback to improve my technique and presentation.

EDSTART GO

- I can perform a variety of balances, transitions, and movements with fluency, control, and precision.
- I can work with a partner or group to include synchronisation and canon within a routine.
- I can reflect on my performance, using feedback from others to make improvements in quality and expression.

EDSTART SHOW

- I can demonstrate confidence, strength, and balance in my gymnastics sequences.
- I can perform with clear body tension, coordination, and timing when working with others.
- I can evaluate my work and show how I've improved my performance through focus and practice.

VOCABULARY

balance, sequence, vault, transition, flexibility, control, precision, strength

COMPLETE EDSTART – HANDBALL

END POINT

- Children can evaluate their performance in handball and identify ways to improve their technique, decision-making, and teamwork.
- Children can explain how they have used feedback from a partner, coach, or teammate to refine their passing, shooting, or defensive skills.
- Children can talk about the progress they have made in their performance and give reasons for their improvements in accuracy, control, and tactical awareness.

NC OBJECTIVE

- 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.

EDSTART KNOW

- I can explain how to evaluate my performance and identify ways to improve my handball skills.
- I can describe how feedback from a coach, partner, or teammate helps me improve my passing, shooting, or defending.
- I can understand how analysing my performance helps me make better decisions in a game.

EDSTART GO

- I can evaluate my performance and talk about what I need to do to improve my accuracy and control.
- I can use feedback from others to adjust my technique, timing, and tactical decisions during play.
- I can apply what I've learned to improve my performance in both practice and competitive situations.

EDSTART SHOW

- I can demonstrate confidence and improvement in my passing, shooting, and defending during games.
- I can explain how my performance has improved and give reasons for my progress.
- I can show teamwork, resilience, and sportsmanship while striving to achieve my personal best.

VOCABULARY

throw, catch, intercept, attack, defend, positioning, tactics, teamwork

COMPLETE EDSTART – HOCKEY

END POINT

- Children can evaluate their hockey performance and identify ways to improve their control, passing, and positioning.
- Children can explain how they have used feedback from a partner, coach, or teammate to refine their technique and tactical awareness.
- Children can discuss the improvements they have made in their performance, giving clear reasons for their progress in accuracy, teamwork, and game understanding.

NC OBJECTIVE

- 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.

EDSTART KNOW

- I can explain how to evaluate my hockey performance and identify ways to improve my skills and teamwork.
- I can describe how feedback from a coach, partner, or teammate helps me refine my passing, dribbling, or defending.
- I can understand how analysing my performance helps me make better decisions and improve my overall game.

EDSTART GO

- I can evaluate my performance and recognise what I need to do to improve my technique and accuracy.
- I can use feedback from others to adjust my positioning, control, or tactical play during matches.
- I can apply what I've learned in training to perform more effectively in competitive games.

EDSTART SHOW

- I can demonstrate improvement in my control, passing, and decision-making during gameplay.
- I can explain how I've used feedback to enhance my performance and confidence on the pitch.
- I can show teamwork, leadership, and sportsmanship while striving to achieve my personal best.

VOCABULARY

pass, dribble, tackle, shoot, defend, space, control, strategy

COMPLETE EDSTART – INCLUSIVE SPORTS

END POINT

NC OBJECTIVE

- Children can lead or officiate inclusive sports sessions safely and fairly.
- Children can evaluate their performance and use feedback to improve.
- Children can demonstrate leadership, empathy, and advocacy for inclusion in sport.
- 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.

EDSTART KNOW

EDSTART GO

EDSTART SHOW

- I can explain how inclusive sports support teamwork, empathy, and confidence.
- I can describe how analysing performance helps improve skill and understanding.
- I can understand the importance of promoting inclusion beyond PE.
- I can perform advanced Boccia or Goalball techniques in small games.
- I can give constructive feedback to help others improve.
- I can lead or officiate an inclusive activity, showing awareness of everyone's needs.
- I can demonstrate confidence, leadership, and respect for all participants.
- I can reflect on my performance and identify ways to improve.
- I can promote inclusion and fairness in PE and everyday life.

VOCABULARY

Leadership, Officiate, Feedback, Resilience, Analysis, Performance, Representation,

COMPLETE EDSTART – JAG TAG

END POINT

NC OBJECTIVE

- 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
- 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.

EDSTART KNOW

EDSTART GO

EDSTART SHOW

- I can explain that play starts on the 'line of scrimmage' and describe how my team should line up.
- I can understand how different offensive plays can help my team move the ball and score a touchdown.
- I can explain the key rules of JagTag and why teamwork, communication, and fairness are important in gameplay.
- I can take up the correct starting position on the line of scrimmage before each play.
- I can create and perform a variety of offensive plays with my teammates to attack effectively.
- I can organise my team, call plays, and communicate clearly to set up attacks and maintain structure.
- I can demonstrate confidence and tactical awareness when leading or supporting my team during a game.
- I can apply the correct rules while playing, showing fairness and respect for opponents and referees.
- I can show teamwork, focus, and enthusiasm while helping my team perform successfully in competitive play.

VOCABULARY

pass, catch, tag, attack, defend, strategy, teamwork, communication

COMPLETE EDSTART – LACROSSE

END POINT

NC OBJECTIVE

- Children can evaluate their performance in lacrosse and identify ways to improve their passing, control, and shooting skills.
- Children can explain how they have used feedback from a partner, coach, or teammate to refine their technique and tactical understanding.
- Children can discuss the improvements they have made in their performance, giving clear reasons for their progress in coordination, teamwork, and decision-making.
- 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.

EDSTART KNOW

EDSTART GO

EDSTART SHOW

- I can explain how to evaluate my lacrosse performance and identify ways to improve my skills and teamwork.
- I can describe how feedback from a partner, coach, or teammate helps me develop better control, passing, and shooting.
- I can understand how analysing my performance helps me improve my technique, tactics, and decision-making in games.
- I can evaluate my performance and recognise what I need to do to improve my accuracy and coordination.
- I can use feedback from others to adjust my movement, technique, or positioning during play.
- I can apply what I've learned in practice to perform more effectively in competitive matches.
- I can demonstrate progress and control when passing, catching, and shooting during games.
- I can explain how my performance has improved and give reasons for my progress.
- I can show teamwork, confidence, and sportsmanship while striving to achieve my personal best.

VOCABULARY

scoop, cradle, pass, catch, shoot, teamwork, attack, defend, movement

COMPLETE EDSTART – MOVEMENT TO MUSIC

END POINT

NC OBJECTIVE

- 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.
- 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.

EDSTART KNOW

EDSTART GO

EDSTART SHOW

- I can explain how to evaluate and refine my own dance performances and those of others.
- I can describe how to move in time with the rhythm and style of different types of music.
- I can understand how to analyse the strengths and areas for improvement in a routine using correct dance vocabulary.
- I can refine my dance movements based on feedback and self-evaluation.
- I can perform routines that match the rhythm, tempo, and expression of the music.
- I can use key terminology to discuss and improve choreography, movement quality, and timing.
- I can perform confidently and fluently, showing rhythm, expression, and control.
- I can demonstrate how feedback and reflection have helped me improve my performance.
- I can evaluate performances using accurate terminology, recognising creativity and areas for further development.

VOCABULARY

rhythm, timing, sequence, expression, formation, performance, coordination, creativity

COMPLETE EDSTART – NETBALL

END POINT

NC OBJECTIVE

- | | |
|---|--|
| <ul style="list-style-type: none"> • Children can evaluate their performance in netball and identify ways to improve their technique, positioning, and teamwork. • Children can explain how they have used feedback from a partner, coach, or teammate to refine their passing, movement, or shooting skills. • Children can discuss the improvements they have made in their performance, giving reasons for their progress in accuracy, communication, and game understanding. | <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. |
|---|--|

EDSTART KNOW

EDSTART GO

EDSTART SHOW

- | | | |
|---|--|--|
| <ul style="list-style-type: none"> • I can explain how to evaluate my performance and identify ways to improve my netball skills. • I can describe how feedback from a partner, coach, or teammate helps me develop my passing, movement, and shooting. • I can understand how analysing my performance helps me make better decisions and improve my teamwork in games. | <ul style="list-style-type: none"> • I can evaluate my performance and recognise what I need to do to improve my accuracy and control. • I can use feedback from others to adjust my technique, timing, or positioning during play. • I can apply what I've learned in training to perform more effectively in competitive matches. | <ul style="list-style-type: none"> • I can demonstrate confidence and improvement in passing, shooting, and defending during games. • I can explain how my performance has improved and give reasons for my progress. • I can show teamwork, communication, and sportsmanship while striving to achieve my personal best. |
|---|--|--|

VOCABULARY

pass, pivot, shoot, mark, space, teamwork, decision-making, communication

COMPLETE EDSTART – OUTDOOR and ADVENTUROUS ACTIVITIES (OAA)

END POINT

NC OBJECTIVE

- | | |
|---|--|
| <ul style="list-style-type: none"> • Children can plan a route and a series of clues for someone else. • Children can 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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EDSTART KNOW

EDSTART GO

EDSTART SHOW

- | | | |
|--|---|--|
| <ul style="list-style-type: none"> • I can explain how to plan a route using a map and key landmarks. • I can describe how to create clear clues or challenges for others to follow. • I can understand how teamwork and communication help solve outdoor challenges. | <ul style="list-style-type: none"> • I can plan a route and set a series of clues for someone else to complete. • I can take part in outdoor challenges both on my own and with a team. • I can use problem-solving and cooperation to complete a task successfully. | <ul style="list-style-type: none"> • I can demonstrate leadership and creativity when planning and presenting a route. • I can show confidence and teamwork during outdoor and adventurous activities. • I can reflect on my experience and explain how I contributed to my team's success. |
|--|---|--|

VOCABULARY

map, compass, navigate, teamwork, direction, route, challenge, problem-solving

COMPLETE EDSTART – ROUNDERS

END POINT

NC OBJECTIVE

- | | |
|--|---|
| <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. |
|--|---|

EDSTART KNOW

EDSTART GO

EDSTART SHOW

- | | | |
|--|---|---|
| <ul style="list-style-type: none"> • I can explain the key rules of rounders and why it is important to play fairly and follow them. • I can describe how to communicate a plan to my team to help us succeed when batting or fielding. • I can understand how to analyse my own and others' performance to identify ways to improve technique and tactics. | <ul style="list-style-type: none"> • I can play competitive rounders games while following the agreed rules and showing respect for others. • I can communicate effectively with my teammates to organise fielding positions and attacking plays. • I can use a range of skills such as throwing, catching, batting, and fielding with confidence and control. | <ul style="list-style-type: none"> • I can demonstrate accuracy, teamwork, and decision-making in competitive rounders games. • I can analyse my performance and apply feedback to improve my technique and tactical play. • I can show leadership, sportsmanship, and enjoyment while competing and representing my team. |
|--|---|---|

VOCABULARY

bat, bowl, field, strike, run, teamwork, accuracy, awareness

COMPLETE EDSTART – SPORTS FROM AROUND THE WORLD

END POINT

NC OBJECTIVE

- | | |
|---|--|
| <ul style="list-style-type: none"> • Children can perform advanced skills and combine techniques across multiple sports with fluency and confidence. • Children can lead, coach, or officiate peers using effective communication and teamwork. • Children can analyse their own and others' performance, showing improvement through reflection and feedback. | <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. |
|---|--|

EDSTART KNOW

EDSTART GO

EDSTART SHOW

- | | | |
|--|---|---|
| <ul style="list-style-type: none"> • I can explain how to evaluate my performance and use feedback to improve. • I can describe how to apply advanced skills and tactics across a range of sports. • I can understand how fitness, practice, and resilience affect overall performance. | <ul style="list-style-type: none"> • I can combine techniques fluently and perform them confidently in different sports. • I can take on leadership roles such as officiating, coaching, or team captain. • I can apply advanced skills and tactics effectively in competitive play. | <ul style="list-style-type: none"> • I can demonstrate confidence, independence, and consistency in my performance. • I can analyse and adapt my performance to achieve my personal best. • I can model sportsmanship, respect, and teamwork for others to follow. |
|--|---|---|

VOCABULARY

culture, diversity, respect, teamwork, inclusion, tradition, participation, fairness

COMPLETE EDSTART – TAG RUGBY

END POINT

- Children can evaluate their performance in tag rugby and identify ways to improve their teamwork, movement, and decision-making.
- Children can explain how they have used feedback from a coach, partner, or teammate to improve their attacking and defending techniques.
- Children can discuss the progress they have made in their performance, giving clear reasons for their improvements in skill, accuracy, and tactical understanding.

NC OBJECTIVE

- 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.

EDSTART KNOW

- I can explain how to evaluate my performance and identify ways to improve my skills and teamwork in tag rugby.
- I can describe how feedback from a coach, partner, or teammate helps me improve my attacking and defending.
- I can understand how analysing my performance helps me make better tactical decisions in games.

EDSTART GO

- I can evaluate my performance and recognise what I need to do to improve my movement, control, and positioning.
- I can use feedback from others to refine my passing, tagging, and support play.
- I can apply what I've learned in training to make better decisions during matches.

EDSTART SHOW

- I can evaluate my performance and recognise what I need to do to improve my movement, control, and positioning.
- I can use feedback from others to refine my passing, tagging, and support play.
- I can apply what I've learned in training to make better decisions during matches.

VOCABULARY

pass, tag, attack, defend, support, strategy, teamwork, space

COMPLETE EDSTART – TARGET GAMES (TRI GOLF, FRISBEE, ARCHERY)

END POINT

- 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.

NC OBJECTIVE

- 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.

EDSTART KNOW

- I can explain how to choose the correct type of throw or shot for different target games.
- I can describe how to give constructive feedback to help my peers improve their technique and positioning.
- I can understand how to analyse performance and suggest ways to make it better.

EDSTART GO

- I can select and perform the correct throw or shot with accuracy and control.
- I can work effectively as part of a team, showing communication, focus, and encouragement.
- I can identify areas of my performance that need improvement and apply ideas or practices to make progress.

EDSTART SHOW

- I can demonstrate precision and consistency in my throws or shots during target games.
- I can support others by giving useful feedback and applying advice from my peers.
- I can show patience, focus, and good sportsmanship while aiming to achieve my personal best.

VOCABULARY

aim, control, precision, accuracy, balance, focus, consistency, technique

COMPLETE EDSTART – TENNIS

END POINT

- Children know where to aim their shots to make it difficult for an opponent to return the ball, showing increasing accuracy.
- Children use good hand-eye coordination when playing rallies and serving.
- Children can apply a variety of shots, including forehand, backhand, and serve, to outwit their opponent during a game.

NC OBJECTIVE

- 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.

EDSTART KNOW

- I can explain where to aim my shots to make it difficult for my opponent to return the ball.
- I can describe how hand-eye coordination helps me play and serve accurately.
- I can understand how to use different shot types, such as forehand, backhand, and serve, to gain an advantage in a game.

EDSTART GO

- I can aim my shots with accuracy and control to keep rallies going or win points.
- I can use good hand-eye coordination when playing and serving to maintain consistency.
- I can apply a variety of shots effectively during rallies to outwit my opponent.

EDSTART SHOW

- I can demonstrate control, accuracy, and tactical awareness when competing in tennis games.
- I can make confident decisions about which shot to use depending on my opponent's position.
- I can play fairly, follow the rules, and show sportsmanship while competing.

VOCABULARY

serve, rally, volley, placement, footwork, control, accuracy, power

COMPLETE EDSTART – VOLLEYBALL

END POINT

- Children know where to aim their shots or passes to make it difficult for the opposing team to return the ball, showing increasing accuracy.
- Children use good hand-eye coordination when serving, setting, and volleying during play.
- Children can apply different types of shots or passes, such as volleys, serves, and spikes, to outwit opponents and work effectively as a team.

NC OBJECTIVE

- 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.

EDSTART KNOW

- I can explain where to aim my shots or passes to make it difficult for the opposing team to return the ball.
- I can describe how hand-eye coordination helps me serve, set, and volley accurately.
- I can understand how to use different techniques, such as volleys, serves, and spikes, to outwit opponents and support my team.

EDSTART GO

- I can aim my shots and passes accurately to keep the rally going and create space for my team.
- I can use good hand-eye coordination when serving, setting, or volleying the ball.
- I can apply a range of shot types and work effectively with teammates to attack and defend.

EDSTART SHOW

- I can demonstrate control, teamwork, and communication when playing competitive volleyball.
- I can show tactical awareness by positioning myself effectively and making smart shot choices.
- I can play confidently, follow the rules, and show fairness and respect during all games.

VOCABULARY

serve, dig, set, spike, rally, teamwork, coordination, timing

COMPLETE EDSTART – WELLBEING THROUGH PE

END POINT

NC OBJECTIVE

- | | |
|---|--|
| <ul style="list-style-type: none"> • Children can take responsibility for their wellbeing and make positive lifestyle choices. • Children can demonstrate confidence, mindfulness, and resilience through movement. • Children can act as role models, promoting kindness, teamwork, and positive wellbeing. | <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. |
|---|--|

EDSTART KNOW

EDSTART GO

EDSTART SHOW

- | | | |
|---|--|---|
| <ul style="list-style-type: none"> • I can explain how different movements (calm, active, focused) affect my wellbeing. • I can understand how teamwork, reflection, and rest support a healthy lifestyle. • I can describe how confidence and self-belief grow through physical activity. | <ul style="list-style-type: none"> • I can combine calm, energetic, and focused movements in my routines. • I can take responsibility for my own wellbeing by making healthy choices. • I can encourage and support others to feel positive through movement. | <ul style="list-style-type: none"> • I can perform confidently, showing control, pride, and mindfulness. • I can celebrate how movement supports my wellbeing inside and outside of PE. • I can model kindness, confidence, and respect for others' wellbeing. |
|---|--|---|

VOCABULARY

health, resilience, motivation, confidence, positivity, energy, mindfulness, happiness

COMPLETE EDSTART – YOGA

END POINT

NC OBJECTIVE

- | | |
|---|--|
| <ul style="list-style-type: none"> • Children can demonstrate, teach and lead a small group. • Children can give useful and supportive feedback to improve poses. • Children can show respect during poses and relaxation. | <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. |
|---|--|

EDSTART KNOW

EDSTART GO

EDSTART SHOW

- | | | |
|---|---|--|
| <ul style="list-style-type: none"> • I can explain how to demonstrate and lead yoga poses safely and confidently for a small group. • I can describe how to give useful and supportive feedback to help others improve their poses and posture. • I can understand the importance of showing respect and calmness during yoga practice and relaxation. | <ul style="list-style-type: none"> • I can demonstrate and lead yoga poses with control, balance, and focus. • I can give clear, positive feedback to others to help them refine their movements. • I can take part in yoga sessions respectfully, showing self-control, mindfulness, and awareness of others. | <ul style="list-style-type: none"> • I can lead and support a small group confidently through a short yoga sequence. • I can model correct breathing, posture, and relaxation techniques. • I can demonstrate calmness, respect, and empathy throughout yoga practice and group reflection. |
|---|---|--|

VOCABULARY

balance, posture, alignment, mindfulness, flexibility, focus, breathing, relaxation

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 physical literacy.

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 AND 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

Changing the size, shape, or layout of the activity area can completely transform the level of challenge and engagement. Smaller spaces encourage focus, control, and precision, while larger areas promote stamina, decision-making, and strategic play. Teachers can use zones to differentiate activities, providing varied levels of challenge for mixed abilities. Adjusting direction, targets, or movement routes helps children explore spatial awareness and positioning. By managing space thoughtfully, teachers can ensure safety, inclusion, and progression—allowing every pupil to work at the right pace while developing confidence, awareness, and tactical understanding within enjoyable, well-structured learning environments.

T - TASK

The way a task is structured determines its accessibility and challenge. Simplifying tasks by breaking skills into smaller steps supports confidence and understanding, while adding rules, conditions, or scoring systems increases engagement and cognitive challenge. Teachers can shift the focus—such as from speed to accuracy, or power to control—to suit learning goals and encourage reflection. Cooperative or competitive tasks can be used strategically to develop teamwork and resilience. By continually adapting the task, teachers ensure inclusivity, sustained motivation, and clear progression for all pupils, promoting deeper learning and transferable physical literacy skills.

E - EQUIPMENT

Modifying equipment helps ensure inclusion, engagement, and skill development. Larger or softer balls build coordination and confidence for beginners, while smaller or heavier ones add challenge for advanced learners. Using bright colours supports pupils with visual needs and helps maintain interest. Teachers can also change targets, rackets, or throwing objects to adjust skill focus. Equipment variety—such as foam bats, balloons, or beanbags—encourages creativity and exploration. These adaptations promote differentiation, enabling all pupils to succeed while refining technique and tactical understanding. By carefully selecting and varying equipment, teachers make every activity fun, accessible, and progressively challenging.

P - PEOPLE

Adjusting groupings, pairings, and roles supports inclusion, cooperation, and leadership development. Working in smaller groups increases participation and feedback opportunities, while larger teams promote strategy, communication, and teamwork. Teachers can rotate roles such as coach, official, or leader to build confidence and empathy. Pairing pupils by ability, experience, or personality encourages peer learning and mutual support. Inclusive grouping ensures every child feels valued and challenged appropriately. By varying the people involved, teachers can nurture personal and social development alongside physical competence, helping pupils to grow in confidence, build relationships, and develop essential lifelong collaboration skills.

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.

Assessment Formula

Effort × Attainment = Progress

Mark out of 4 Mark out of 4 Maximum Total 16

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

Working towards On target Above target Excelling

EDSTART
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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 wellbeing, 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.

RISK ASSESSMENT

WHY DO WE RISK ASSESS?

Risk assessment is not about eliminating risk but about ensuring that risks are managed so far as is reasonably practicable. In PESSPA, activities must remain challenging, enjoyable, and educational, while still protecting pupils and staff from foreseeable harm. afPE's Safe Practice in PESSPA makes clear that risk assessment is a core professional responsibility, underpinning safe and effective teaching.

What does the process involve?

1. **Identify hazards:** Consider the environment, equipment, activity type, pupils, staff, and external factors (e.g. weather, medical needs).
2. **Evaluate risk:** Judge the likelihood of harm and its potential severity.
3. **Plan control measures:** Put in place steps that reduce risks to an acceptable level while still allowing meaningful learning.
4. **Implement and monitor:** Apply those measures in practice and adjust dynamically (on-the-spot decisions when conditions change).
5. **Review and update:** Revisit risk assessments after incidents, near misses, or significant changes, and at least annually.

Principles from afPE Safe Practice

- **Proportionate:** Controls must balance safety with opportunity. Over-restriction can damage learning.
- **Inclusive:** Adaptations should consider SEND, medical needs, and varying pupil abilities.
- **Dynamic:** Written assessments are essential, but vigilance during lessons is equally important.
- **Educational:** Pupils should be taught to understand and manage risk themselves.
- **Accountable:** Documentation protects staff, provides evidence of planning, and ensures compliance with employer policies.

WHAT SHOULD BE INCLUDED?

A well-completed risk assessment should show that you have:

- Anticipated specific hazards in the activity and environment.
- Considered equipment safety and maintenance.
- Taken account of staff competence and supervision levels.
- Built in emergency procedures (first aid, evacuation, communication).
- Planned reasonable adjustments for inclusion and behaviour management.
- Linked your assessment to curriculum aims so that learning remains central.

Risk assessment is not paperwork for its own sake. Done well, it enables teachers and coaches to deliver safe, inclusive, and high-quality physical education. It is a living process that should guide planning, inform teaching, and evolve through reflection — exactly as outlined in afPE's Safe Practice in PESSPA.

Partners

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





EDSTART
PE CURRICULUM