

What will a Morpeth Partnership Sports Person look like?

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| | At the end of Year 2 they will have the following knowledge: | At the end of Year 6 they will have the following knowledge: |
| Being an Morpeth Sports person | 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 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. |
| Knowledge | At Key Stage 1, pupils in the Morpeth Partnership are taught to: | |
| | <ul style="list-style-type: none"> ● Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities ● Participate in team games, developing simple tactics for attacking and defending ● Perform dances using simple movement patterns | |
| | At Key Stage 2, pupils in the Morpeth Partnership are taught to: | |
| | <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 ● 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 | |

Swimming and water safety

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

In particular, pupils should be taught to:

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

At Key Stage 3 Pupils in the Morpeth Partnership should be taught to:

- Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]
- Develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]
- Perform dances using advanced dance techniques within a range of dance styles and forms
- Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best
- Take part in competitive sports and activities and encouraged to consider furthering this through community links or sports clubs.

Progression of key skills from Y1 – Y8

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

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| End of Year 3 | <p>To throw and catch with control.</p> <p>To be aware of space and use it to support team-mates and to cause problems for the opposition.</p> <p>To know and use rules fairly understanding why they are necessary.</p> | <p>To adapt sequences to suit different types of apparatus and criteria.</p> <p>To work in a controlled and safe way.</p> <p>To compare and contrast gymnastic sequences.</p> <p>To perform a sequence with four or more movements</p> | <p>To improvise freely and translate ideas from a stimulus into movement.</p> <p>To share and create phrases with a partner and small group.</p> <p>To repeat, remember and perform phrases.</p> | <p>To run at fast, medium and slow speeds; changing speed and direction.</p> <p>To take part in a relay, remembering when to run and what to do.</p> <p>To explore different throws using different techniques</p> <p>To practice a standing long jump</p> | <p>To complete a treasure style outdoor challenge</p> <p>To follow outdoor safety rules.</p> |
| End of Year 4 | <p>To catch with one hand.</p> <p>To throw and catch accurately. To hit a ball accurately with control.</p> <p>To keep possession of the ball.</p> <p>To be aware of defending and attacking.</p> | <p>To work at different levels, speeds and directions in a controlled way.</p> <p>To include change of speed and direction.</p> <p>To include a range of shapes.</p> <p>To work with a partner to create, repeat and improve a sequence with 8 or more movements.</p> | <p>To take the lead when working with a partner or group.</p> <p>To use dance to communicate an idea.</p> <p>To create longer sequence</p> | <p>To run over a long distance.</p> <p>To sprint over a short distance, thinking about track relevance.</p> <p>To throw in different ways.</p> <p>To hit a target.</p> <p>To jump in different ways - exploring foot patterns.</p> | <p>To follow a very basic map in a familiar context.</p> <p>To follow a route within a time limit.</p> |
| End of Year 5 | <p>To gain possession by working as a team.</p> <p>Introduce basic tactics</p> <p>To pass in different ways.</p> <p>To introduce different</p> | <p>To make complex extended sequences with increased control and confidence</p> <p>To combine action, balance and shape.</p> | <p>To make complex extended sequences with increased control and confidence</p> <p>To combine action,</p> | <p>To perform controlled take off and landings in varied athletic jumps.</p> <p>To throw for distance using different</p> | <p>To use a map to complete an outdoor challenge</p> |

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| | shots with a racket. To combine throwing and catching with movement. To understand the differences in passing, dribbling and shooting. | To peer assess and use peer assessment to improve performance | balance and shape. To peer assess and use peer assessment to improve performance | equipment. To consider and introduce running technique thinking about short and long distances | |
| End of Year 6 | To play to agreed rules more independently To explain rules to others. To understand different roles and positions and try to adhere to them To recognise and use space in games more often | To combine my own work with that of others. To understand and attempt to apply tension To create and perform sequences to specific timings. To travel, balance and jump on and off apparatus safely To self assess as a way of improving performance | To develop sequences in a specific style. To perform with more control, precision and fluency To move more precisely to the count of 8 | To consider the use of pace when running longer distance To perform controlled take off and landings in varied athletic jumps considering height and distance To begin to consider personal best To use specific equipment to develop different athletic throwing styles | To complete a range of outdoor team building challenges using problem solving To use greater time constraints |
| End of Year 7 | To begin to use tactics as a way of outperforming the opposition To become more confident and fluent with combined movements | To understand counter balance and counter tension To use more complex apparatus with increased control To name and recognise an increased amount of | To work as a group to bring together a complex routine using peer assessment as a way of improving To understand the physical | To introduce formal athletics events and equipment focussing on technique and safety To consider different race techniques and strategies | |

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| | <p>To use more complex sport specific skills</p> <p>To follow rules consistently</p> | <p>apparatus before use</p> <p>To safely move and set up apparatus</p> <p>To use peer assessment to improve our own performance and the performance of others</p> | <p>improvements required to become better at dance</p> | <p>To follow good lane discipline</p> <p>To introduce running jumps and high jump</p> | |
| <p>End of Year 8</p> | <p>To understand and attempt complex sport specific systems and tactics</p> <p>To adapt previously learned tactics to improve performance</p> <p>To have increased control and consistency in various striking and fielding and net sports</p> | <p>To focus on flight using different shapes and control to land</p> <p>To use self assessment to improve own performance</p> <p>To work in a group creating a routine on various apparatus</p> <p>To perform showing tension, control and fluency between movements</p> | <p>To help choreograph a complex dance sequence with good timing and rhythm</p> <p>To understand and follow different rhythms</p> <p>Perform with confidence when asked</p> | <p>To develop throwing techniques with appropriate equipment considering use of build up</p> <p>To introduce measured run ups to jumps</p> <p>To understand rules and actively officiate in certain events</p> <p>To further develop running considering different phases of races</p> | |

Concepts in Physical Education

| At the end of Key Stage 1, the pupils will have developed an understanding of the following concepts in PE: | At the end of Key Stage 2, the pupils will have developed an understanding of the following concepts in PE: | At the end of Key Stage 3, the pupils will have developed an understanding of the following concepts in PE: |
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| <p>Pupils should be able to:</p> <ul style="list-style-type: none"> • Develop fundamental movement skills such as agility, balance and coordination • To master basic movements in isolation and with others • Demonstrate running, jumping, throwing and catching • Begin to participate in simple competitive situations • Demonstrate simple movement patterns | <p>Pupils will be able to explain and demonstrate a broad range of skills</p> <ul style="list-style-type: none"> • To be able to confidently and competently perform actions that lead to detailed sequences of movement • To be able to communicate and collaborate effectively • To enjoy competition • To be able to evaluate their own performance in order to improve their own skills | <p>Pupils should build upon previous learned skills and embed the following:</p> <ul style="list-style-type: none"> • To become more competent, confident and expert in techniques • To understand what makes an effective performance • To be involved in long term beneficial exercise • Use a range of tactics and strategies when playing games • Perform a range of dance styles • To be able to work in a team • To be able to problem solve • To analyze own and others performances • To be able to demonstrate and achieve personal best • Participation in competitive activities • To signpost community links to link with school sport |