



Cameley Church of England Primary School

Physical Education - Our Curriculum (2022 - 2023)



'Nurturing Faith: Inspiring Learning'



Curriculum Intent for Physical Education at Cameley CEVC Primary School

"Don't put a limit on anything. The more you dream, the further you get." - Michael Phelps

Our PE curriculum is designed to encourage and support our pupils in becoming confident in a wide range of physical activities so that by the time they leave they are willing to have a go at anything. We want them to feel they can excel but also fully enjoy the opportunities we provide.

We move from the EYFS in which pupils practise and improve their gross motor skills into ks1 where throwing and catching skills form the basis of moving to small group and team games that encourage initial collaboration and co-operation. This builds resilience as well as the understanding of how to be healthy competitors.

"Talent wins games, but teamwork and intelligence wins championships." - Michael Jordan

We intend that through experiencing swimming and athletics as they move towards year 6 pupils will continue to understand the relationship between fitness and well-being.

Our P.E curriculum strongly supports our quest to develop our core drivers of inclusion, reflection, innovation, and aspiration, and it provides real context for social and moral development promoted in our PSHE.

"I work hard, and I do good, and I'm going to enjoy myself. I'm not going to let you restrict me." - Usain Bolt



Long Term Overview (Implementation)

Beneath, is a long-term overview of Physical Education

Term	Foundation/EYFS	Year 1	Year 2 2022 - 2023	Year 3	Year 4 2022 - 2023	Year 5	Year 6 2022 - 2023
Term 1 & 2	Ball Skills: Rolling	Throwing and Catching - Skills Focus	Throwing and Catching: Bench ball	Throwing and Catching: Bench ball	Ball Skills: Basketball	Ball Skills: Stool ball	Ball Skills: Handball
Term 1	Gymnastics: Balance	Gymnastics: Balance	Gymnastics: Balance	Gymnastics: Balance	Gymnastics: Balance	Gymnastics: Balance	Gymnastics: Balance
Term 2	Dance: Country Dance/Morris Dancing	Dance: Medieval Dancing	Dance: Maypole	Dance: Egyptian folk dance (Baladi)	Dance: Contemporary	Dance: Hip-Hop	Dance: Folk Dance
Term 3 & 4	Ball Skills: Throwing	Throwing and Catching: Team Passing	Ball Skills: Small Invasion Games	Ball Skills: Invasion Games	Ball Skills: Netball	Ball Skills: Hockey	Ball Skills: Rugby
Term 3	Gymnastics: Travelling	Gymnastics: Travelling	Gymnastics: Travelling	Gymnastics: Travelling	Gymnastics: Travelling	Gymnastics: Travelling	Gymnastics: Travelling
Term 4	Dance: Bollywood	Dance: Jazz	Dance: English Country	Dance: Greek Dance	Dance: Polka Dancing	Dance: Modern	Dance: Tudor Dance
Term 5	Ball Skills: Kicking	Ball Skills: Football	Ball Skills: Football	Ball Skills: Tennis	Ball Skills: Rounders	Ball Skills: Cricket	Ball Skills: Cricket
Term 5	Gymnastics: Jump, Roll and Sequence	Gymnastics: Jump, Roll and Sequence	Gymnastics: Jump, Roll and Sequence	Gymnastics: Jump, Roll and Sequence	Gymnastics: Jump, Roll and Sequence	Gymnastics: Jump, Roll and Sequence	Gymnastics: Jump, Roll and Sequence
Term 6	Athletics	Athletics	Athletics	Athletics	Athletics	Athletics	Athletics

Key Concepts Over Time

	EYFS				
Autumn	Control	Co-ordination	Performance	Collaboration	Creativity
Spring	Control	Co-ordination	Performance	Collaboration	Creativity
Summer	Control	Co-ordination	Performance	Collaboration	Creativity
	Year 1				
Autumn	Control	Co-ordination	Performance	Collaboration	Creativity
Spring	Control	Co-ordination	Performance	Collaboration	Creativity
Summer	Control	Co-ordination	Performance	Collaboration	Creativity
	Year 2				
Autumn	Control	Co-ordination	Performance	Collaboration	Creativity
Spring	Control	Co-ordination	Performance	Collaboration	Creativity
Summer	Control	Co-ordination	Performance	Collaboration	Creativity
	Year 3				
Autumn	Control	Co-ordination	Performance	Collaboration	Creativity
Spring	Control	Co-ordination	Performance	Collaboration	Creativity
Summer	Control	Co-ordination	Performance	Collaboration	Creativity
	Year 4				
Autumn	Control	Co-ordination	Performance	Collaboration	Creativity
Spring	Control	Co-ordination	Performance	Collaboration	Creativity
Summer	Control	Co-ordination	Performance	Collaboration	Creativity
	Year 5				
Autumn	Control	Co-ordination	Performance	Collaboration	Creativity
Spring	Control	Co-ordination	Performance	Collaboration	Creativity
Summer	Control	Co-ordination	Performance	Collaboration	Creativity
	Year 6				
Autumn	Control	Co-ordination	Performance	Collaboration	Creativity
Spring	Control	Co-ordination	Performance	Collaboration	Creativity

Summer

Control

Co-ordination

Performance

Collaboration

Creativity

Area	Foundation/EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Co-ordination skills	Copy and explore basic movements with some control and Coordination, e.g. balance on one leg.	Use their bodies and a variety of equipment with some coordination. Begin to develop hand-eye coordination by throwing towards a target.	To develop hand-eye coordination to be able to receive and send balls using a racquet/table tennis bat.	Perform a variety of throws using a selection of equipment. Know how to use space in games.	Develop increased poise, balance and coordination while moving and stopping. Intercept and stop the ball with consistency, and sometimes catch the ball.	Demonstrate agility and full-body-control whilst changing direction in a confined space. Throw with some accuracy and power into a target area.	Show control and power in take-off and landing activities. Show accuracy and good technique when throwing for distance.
Develop confidence	Have a go at activities.	Move confidently in a range of ways, joining in safely negotiating space.	Identify what they do best and what they find difficult.	Able to take part in outdoor and adventurous activity challenges both individually and within a team.	Recognise own ways to challenge oneself.	Offer a detailed and effective evaluation of both personal performances and activities.	Identify aspects of their own performance that need improvement and suggest how to improve them, i.e. which aspects were

							performed consistently, accurately, fluently and clearly.
Physically active	Perform fundamental movement skills at a developing level in: Travelling skills and body actions with some control.	Perform fundamental movement skills at a developing level in: Travelling skills. Sending skills. Receiving skills. Perform basic body actions with control and show some sense of dynamic, expressive and rhythmic qualities in their own dance.	Perform fundamental movement skills at a developing level and start to master some basic movements in: Travelling skills. Sending skills. Receiving skills. Perform body actions with control and coordination and perform short dances, showing an understanding of expressive qualities.	Master most fundamental skills and start to develop sport specific skills. Develop throwing and catching skills using different sports and activities. Perform using a number of sending and receiving skills with some accuracy. Travelling - change	Master fundamental movement skills and start to develop sport specific skills. Develop a broader range of skills using different sports and activities. Perform using a number of sending and receiving skills with consistency and accuracy. Travel with an	Continue to develop sport specific skills applying them with coordination and control. Perform a number of skills, i.e. travelling with and without equipment, sending and receiving skills with consistency, accuracy, confidence and control.	Continue to develop sport specific skills, applying them with control and precision. Perform a number of travelling skills, i.e. with and without equipment, sending and receiving skills with consistency, accuracy, confidence, control and speed. Perform dances fluently

				<p>direction easily. Perform travelling, rolling, jumping and balancing skills. Perform freely, translating ideas from a stimulus into movement using dynamic, rhythmic and expressive qualities clearly and with control. Plan routes around obstacles (e.g. PE apparatus, table/chairs in classroom).</p>	<p>object i.e. running or dribbling a ball with/without equipment. Perform movements, shapes and balances that are matched and/or mirrored. Perform dances clearly and fluently, show sensitivity to the dance idea and the accompaniment. Orientate a map consistently and accurately. Follow a simple star orienteering</p>	<p>Perform different styles of dance clearly and fluently, adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance. Perform symmetrical and asymmetrical actions and counter balance and counter tension with a partner.</p>	<p>and with control and can perform to an accompaniment expressively and sensitively. Accept responsibility when working in a team.</p>
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				Begin to work cooperatively with others to solve challenges.	course and simple point to point orienteering course on school grounds recording controls. Work cooperatively with others to solve challenges.	Work cooperatively with a partner and small group.	
Engage in competitive sport	Work independently, with a partner and in a small group and begin to develop collaborative skills.	Engage in simple competitive and cooperative activities, showing kindness and respect for others.	Develop simple attacking skills.	Collaborate as a team and develop defending skills.	Show ability in communicating, collaborating and competing with each other.	Work cooperatively to put strategies and solutions into action.	Develop and refine problem-solving skills when working in groups and on their own. Demonstrate good sportsmanship.
Health and active	Recognise that being active keeps us healthy.	Describe how my body feels before, during and after	Describe how my body feels during different	Can explain why it is important to warm up and	Understand and explain the different	Recognise own areas for improvement within	Recognise own areas for improvement and

		physical exercise.	activities and can compare. Can explain what their body needs to stay healthy and fit.	cool down Can explain what their body needs to stay healthy and fit - specifically linking to food types and choices.	components of fitness; speed, stamina, strength, coordination, balance and agility and explain how these are improved.	components of fitness.	suggest activities that they could do to do this.
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Progression: : Term 1

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
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<p>Ball skills</p>	<p>Ball skills - Rolling</p> <p>Nursery Grasp and release a ball - rolling</p> <p>Reception Grasp and release a ball with force and accuracy</p>	<p>THROWING AND CATCHING: Skills Focus</p> <p>Move fluently, changing speed and direction easily and avoiding collisions.</p> <p>Develop control and accuracy when rolling a ball.</p> <p>Develop control and accuracy when throwing underarm and overhead.</p>	<p>THROWING AND CATCHING: Bench ball</p> <p>Perform a range of rolling, throwing, striking, kicking, catching and gathering skills with control.</p> <p>Develop an awareness of others in running, chasing, and avoiding games.</p> <p>Make simple decisions about when and where to run.</p> <p>Practise accuracy in throwing and hitting skills.</p> <p>Choose and use skills effectively for</p>	<p>THROWING AND CATCHING: Bench ball</p> <p>Perform a range of rolling, throwing, striking, kicking, catching and gathering skills with control.</p> <p>Develop an awareness of others in running, chasing, and avoiding games.</p> <p>Make simple decisions about when and where to run.</p> <p>Practise accuracy in throwing and hitting skills.</p>	<p>Ball Skills: BASKETBALL</p> <p>Dribble in various directions with accuracy and control.</p> <p>Pass to teammates using a chest pass.</p> <p>Pivot to change facing direction when holding the ball.</p>	<p>Ball Skills: STOOLBALL</p> <p>Understand the context of striking and fielding within the context of stoolball and develop skills of how to outwit an opponent.</p> <p>Improve fielding skills and strike the ball with the bat in various directions.</p> <p>Use attacking and defending play in order to score runs or to minimise the chance that opponent will do so.</p> <p>Learn, practice and apply ball skills of catching, throwing (over arm), batting and fielding.</p> <p>Target Bowling.</p> <p>Evaluate and improve their performance</p>	<p>Ball Skills: HANDBALL</p> <p>Develop a range of passing techniques becoming familiar with the ball. Catch the ball using the w shape.</p> <p>Pass within a team moving towards a target.</p> <p>Pass consistently and accurately whilst under pressure form an opponent.</p> <p>Utilise the overhead passes.</p> <p>Develop shooting skills</p>	
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			practical games.	Choose and use skills effectively for practical games.		through feedback and reflection.	including wrist flick and feint shots. Develop movement taking a maximum of three steps. Develop strategies for intercepting a pass. Develop strategies for goal keeping against a handball shot.	
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Gymnastics (Balance)	Nursery Sits from lying down	Moving around the space between mats and small apparatus.	Explore the 5 basic shapes (straight, tuck, star, straddle, pike).	Explore balancing on combination of one two three four points.	Explore balancing on combination of one two three four points.	Perform balances with control, showing good body tension.	Perform balances with control, showing good body tension.
	Stands from sitting	Explore the 5 basic shapes (straight, tuck, star, straddle, pike).	Develop arch and dish shapes (arms and legs extended off the floor).	Balance on floor and apparatus exploring which body parts are the safest to use.	Balance on floor and apparatus exploring which body parts are the safest to use.	Mirror and match partners balance.	Mirror and match partners balance.
	Reception Maintains balance using body to stabilise	Develop arch and dish shapes (arms and legs extended off the floor).	Develop tension in the core, develop tension and extension in the arms, legs, ribs and feet.	Explore balancing with a partner; facing the side, behind and on different levels.	Explore balancing with a partner; facing the side, behind and on different levels.	Explore symmetrical and Asymmetrical balances on own and with a partner.	Explore symmetrical and Asymmetrical balances on own and with a partner.
	Can balance on one foot	Develop tension in the core, develop tension and extension in the arms, legs, ribs and feet.	Pike, arch, tuck and dish shapes.	Explore balancing with a partner; facing the side, behind and on different levels.	Explore balancing with a partner; facing the side, behind and on different levels.	Explore and develop control, in taking some of the partner's weight using counter balance and counter tension.	Explore and develop control, in taking some of the partner's weight using counter balance and counter tension.
		Pike, arch, tuck and dish shapes.	Move in and out balance fluently.	Move in and out balance fluently.	Move in and out balance fluently.	Perform a range of acrobatic balances, with a partner on the floor and on different levels on apparatus.	Perform a range of acrobatic balances,
						Perform group balances at the beginning, middle or end of a sequence.	Perform a range of acrobatic balances,

							<p>with a partner on the floor and on different levels on apparatus.</p> <p>Perform group balances at the beginning, middle or end of a sequence.</p> <p>Begin to take more weight on hands, when progressing, bunny hop into handstand.</p>	
<p>Key Vocabulary (Ball Skills)</p>	<p>Ball Safe space Still Stop Carefully</p>	<p>Bounce Catch Balance Co-ordination Movement Changing direction</p>	<p>Score Improve Balance Co-ordination Movement Changing direction Teamwork Progression</p>	<p>Aim Throw Balance Co-ordination Movement Changing direction Game related Progression</p>	<p>Distance Basketball Movement Co-ordination Rules Movement with the ball Shooting Understanding of the game Correct</p>	<p>Spatial awareness Movement Co-ordination Rules Correct Scoring/rules/responsibility Progression Batters Bowlers No Ball</p>	<p>Team Balance Co-ordination Movement Changing direction Game related Roles and responsibility Progression</p>	

					scoring Progression	Caught Wide Bowled Run-out Fielders Wickets		
Key Vocabulary (Gymnastics)	Space Safely	Straight Star Tuck Straddle Pike	Arch Shape Dish Shape Tension Pike	Balancing Fluency	Balancing Fluency	Control Asymmetrical Symmetrical Counter balance Counter tension Acrobatic Sequence	Control Asymmetrical Symmetrical Counter balance Counter tension Acrobatic Sequence Progressing	
Assessment in Ball Skills EYFS/Y1/2/3 - QR Code displaying skills Year 4/5/6 - Double-Page Sped / QR Code								
Assessment in Gymnastics EYFS/Y1/2/3 - QR Code displaying skills Year 4/5/6 - QR code showing group routines.								
British Values	Democracy, Solidarity and equality	Democracy, Solidarity and equality	Democracy, Solidarity and equality	Democracy, Solidarity and equality	Democracy, Solidarity and equality	Democracy, Solidarity and equality	Democracy, Solidarity and equality	Democracy, Solidarity and equality
Christian Values	Generosity / Justice	Generosity / Justice	Generosity / Justice	Generosity / Justice	Generosity / Justice	Generosity / Justice	Generosity / Justice	Generosity / Justice
SMSC Links	Encourage a respect for democracy and support for participation in	Encourage a respect for democracy and support for participation in	Encourage a respect for democracy and support for participation in	Encourage a respect for democracy and support for participation in	Encourage a respect for democracy and support for participation in	Encourage a respect for democracy and support for participation in the	Encourage a respect for democracy and support for	

	the democratic processes including respect for how laws are made and applied.	the democratic processes including respect for how laws are made and applied.	the democratic processes including respect for how laws are made and applied.	participation in the democratic processes including respect for how laws are made and applied.	the democratic processes including respect for how laws are made and applied.	democratic processes including respect for how laws are made and applied.	participation in the democratic processes including respect for how laws are made and applied.	
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Progression: : Term 2

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Ball Skills	Ball skills: Rolling	THROWING AND CATCHING: Skills Focus	Bench Ball	Bench Ball	Basketball	Stoolball	Handball
Nursery Grasp and release a ball - rolling	Nursery Grasp and release a ball - rolling	Move fluently, changing speed and direction easily and avoiding collisions.	Perform a range of rolling, throwing, catching and gathering skills with control.	Perform a range of rolling, throwing, striking, kicking, catching and gathering skills with control.	Pass to team mates using a chest pass, bounce pass and shoulder pass.	Understand the context of striking and fielding within the context of stoolball and develop skills of how to outwit an opponent.	Develop a range of passing techniques becoming familiar with the ball. Catch the ball using the w shape.
Reception Grasp and release a ball with force and accuracy	Reception Grasp and release a ball with force and accuracy	Develop control and accuracy when rolling a ball.	Develop an awareness of others in running, chasing, and avoiding games.	Develop an awareness of others in running, chasing, and avoiding games.	Send and receive the ball to and from a team mate on the move whilst under pressure form an opponent	Improve fielding skills and strike the ball with the bat in various directions.	Pass within a team moving towards a target.
		Develop control and accuracy when throwing underarm.	Make simple decisions about when and where to run.	Make simple decisions about when and where to run.	Develop the skill of shooting into a hoop.	Use attacking and defending play in order to score runs or to minimise the chance that opponent will do so.	Pass consistently and accurately whilst under pressure form an opponent.
		Understand the concept of tracking, getting in line with a ball to receive it.	Practise accuracy in throwing skills.	Practise accuracy in throwing skills.	Shoot into a hoop whilst under pressure from an opponent.	Learn, practice and apply ball skills of catching, throwing (over arm), batting and fielding.	Utilise the overhead passes.
		Choose and use skills effectively for practical games.	Choose and use skills effectively for practical games.	Choose and use skills effectively for practical games.	Create space on the pitch to receive a pass from a team mate.	Develop shooting skills including wrist flick and feint shots.	Develop movement taking a maximum of three steps.
					Pivot to change facing direction		

					when holding the ball. Defending; picking an opponent based on position and sticking with them.	Target Bowling. Evaluate and improve their performance through feedback and reflection	Develop strategies for intercepting a pass. Develop strategies for goal keeping against a handball shot.
Dance	<p>Country Dance/ Morris Dancing</p> <p>Nursery Can move with some expression to music</p> <p>Reception Can move with expression and emotion to change their style of dance</p> <p>Reception Creates lines and circles pivoting from the shoulder and elbow</p>	<p>Medieval Dancing</p> <p>Copy and explore different body actions, travel, jump, turn, gesture.</p> <p>Respond to stimuli with different actions, use parts of the body to return to stimuli.</p> <p>Copy movement and movement patterns and travel in different directions and at different levels.</p>	<p>Maypole Dancing</p> <p>Repeat a range of actions with coordination and control.</p> <p>Link a range of actions with coordination and control.</p> <p>Explore actions in response to stimuli.</p> <p>Develop movement of the body to express emotions.</p>	<p>Egyptian Folk Dance (Baladi)</p> <p>Create dance phrase to communicate an idea.</p> <p>Develop movement using actions, space, relationships and dynamics.</p> <p>Understand choreographic devices, such as motif and repetition.</p>	<p>Contemporary</p> <p>Develop a sense of musicality in movements.</p> <p>Introduce mirroring, unison, canon, complementary and contrasting movements.</p>	<p>Hip-Hop</p> <p>Explore, improvise and choose appropriate materials to create new motifs in a chosen dance style.</p>	<p>Folk Dance</p> <p>Develop movements associated with a set genre of music performing accurately with a sense of rhythm. Combined movement ideas fluently and effectively introduce mirroring, canon, complementary and contrasting movements.</p>
Key Vocabulary (Ball Skills)	Ball Throw Catch	Ball Throw Catch Underarm	Ball Throw Catch Underarm	Ball Throw Catch Underarm	Underarm Overarm Shoot Aim		Push Receive Handle Stance

		Roll Aim Target Direction Turn	Roll Aim Target Direction Turn Strike Hit Kick Move Avoid Chase Catch	Roll Aim Target Direction Turn Strike Gather Accurate Space Hit Kick Move Avoid Chase Catch	Target Direction Turn Accurate Space Move Avoid Pressure Bounce pass Chest pass Shoulder pass Pivot Defence		Opponent On side Off side
Key Vocabulary (Dance)	Country Dancing Morris Dancing Jump Space Move Turn Wave	Medieval Dancing Travel Levels Jump Turn Gesture	Maypole Dancing Coordination Control Actions Emotion	Folk Baladi Movement Action Space Relationship Dynamics Choreographic Motif repetition	Contemporary Musicality Mirroring Unison Cannon Complementary Contrasting movement	Hip-Hop Improvise Motif	Folk Genre Rhythm Fluent Mirror Cannon Complementary Contrasting movement.

Assessment in Ball Skills

EYFS/Y1/2/3 - QR Code displaying skills
Year 4/5/6 - Double-Page Speed/QR Code

Assessment in Dance

EYFS/Y1/2/3 - QR Code displaying skills
Year 4/5/6 - QR code showing group routines.

Fundamental British Values	Mutal respect, equality, equity and solidarity	Mutal respect, equality, equity and solidarity	Mutal respect, equality, equity and solidarity	Mutal respect, equality, equity and solidarity	Mutal respect, equality, equity and solidarity	Mutal respect, equality, equity and solidarity	Mutal respect, equality, equity and solidarity
Christian Values	Compassion / Perseverance	Compassion / Perseverance	Compassion / Perseverance	Compassion / Perseverance	Compassion / Perseverance	Compassion / Perseverance	Compassion / Perseverance
SMSC Links	Encourage respect for others	Encourage respect for others	Encourage respect for others	Encourage respect for others	Encourage respect for others	Encourage respect for others	Encourage respect for others

Progression: : Term 3

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Ball Skills	Ball Skills: Throwing	Team Passing	Small Invasion Games	Invasion Games	Netball	Hockey	Rugby
	<p>Nursery Grasp and release a ball.</p> <p>Reception Grasp and release with two hands to throw and catch a large ball.</p>	<p>Understand the concept of tracking, getting in line with a ball to receive it.</p> <p>Choose and use skills effectively for practical games.</p>	<p>Perform a range of rolling, throwing, striking, kicking, catching and gathering skills with control.</p> <p>Develop an awareness of others in running, chasing, and avoiding games.</p> <p>Make simple decisions about when and where to run.</p> <p>Practise accuracy in throwing and hitting skills.</p> <p>Choose and use skills effectively for practical games.</p>	<p>Perform a range of rolling, throwing, striking, kicking, catching and gathering skills with control.</p> <p>Develop an awareness of others in running, chasing, and avoiding games.</p> <p>Make simple decisions about when and where to run.</p> <p>Practise accuracy in throwing and hitting skills.</p> <p>Choose and use skills effectively for practical games.</p>	<p>Dribble in various directions with accuracy and control.</p> <p>Pass to teammates using a chest pass.</p> <p>Pivot to change facing direction when holding the ball.</p> <p>Develop skills of passing (chest pass, shoulder pass, one/two handed passing).</p> <p>Ability to mark a player.</p> <p>Develop shooting skills.</p>	<p>Understanding parts of the stick.</p> <p>Developing the hockey stance.</p> <p>Dribble the ball using the open side of the stick with control and accuracy whilst under pressure from an opponent.</p> <p>Dribble the ball using the open and reverse side of the stick with control and accuracy whilst under pressure from an opponent.</p> <p>Send and receive the ball using a push pass, sweep pass with control and accuracy whilst</p>	<p>Develop a range of passing techniques becoming familiar with the ball. Catch the ball using the w shape.</p> <p>Pass within a team moving towards a target.</p> <p>Pass consistently and accurately whilst under pressure from an opponent.</p> <p>Utilise the overhead and popping passes.</p> <p>Develop strategies for intercepting a pass.</p> <p>Develop strategies for</p>

						<p>under pressure from opponents.</p> <p>Strike the ball accurately into a target area using the push and slap shot with control and accuracy whilst under pressure from an opponent.</p>	<p>defending and scoring.</p>
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<p>Gymnastics (Travelling)</p>	<p>Nursery</p> <p>Squats with steadiness rising with no hands</p> <p>Reception</p> <p>Maintains balance using body to stabilise</p> <p>Climb across equipment using alternative feet</p>	<p>Taking weight on hands and feet.</p> <p>Monkey walk, caterpillar walk and bunny hop.</p>	<p>Taking weight on hands and feet.</p> <p>Monkey walk, caterpillar walk and bunny hop.</p> <p>Move smoothly from a position of stillness to a travelling movement and one position of stillness to another.</p>	<p>Bunny hop, use a variety of rolling action to travel on the floor and along apparatus.</p> <p>Travel in different pathways on the floor and using apparatus.</p> <p>Travel at different speeds.</p>	<p>Travel with a partner; move away from and together on the floor and on apparatus.</p> <p>Travel at different speeds.</p> <p>Explore different entry and exit points together than travelling in a straight line on apparatus.</p> <p>Travel in different pathways on the floor and using apparatus.</p> <p>Explore different entry and exit points other than travelling in a straight line on apparatus.</p>	<p>Travel sideways in a bunny hop action. Increase the variety of pathways, levels and speeds at which you travel.</p> <p>Travel in time with a partner. Move away and back to a partner.</p>	<p>Travel sideways in a bunny hop action. Increase the variety of pathways, levels and speeds at which you travel.</p> <p>Travel in time with a partner. Move away and back to a partner.</p>
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Key Vocabulary (Ball Skills)	Ball Throw Catch	Ball Throw Catch Underarm Roll Aim Target Direction Turn	Ball Throw Catch Underarm Roll Aim Target Direction Turn Strike Hit Kick Move Avoid Chase Catch	Ball Throw Catch Underarm Roll Aim Target Direction Turn Strike Gather Accurate Space Hit Kick Move Avoid Chase Catch	Underarm Overarm Shoot Aim Target Direction Turn Accurate Space Move Avoid Pressure Bounce pass Chest pass Shoulder pass Pivot Defence	Dribble Pass Sweep Control Accuracy Shoot Aim Direction Turn Push Slap Position	Push Receive Handle Stance Opponent On side Off side
Key Vocabulary (Gymnastics)	Balance Squat Climb Travel Move	Space, travel, monkey walk, caterpillar walk, crab walk, control, soldier crawl, sequence, evaluate, balance, agility	Coordination, speed, direction, body awareness, teddy bear roll, pencil roll, happy cat, angry cat, pace,	Symmetry, strength, pushing, pulling, stationary, extend, tuck/star/straddle/pike jump, flexibility.	Rhythmic Gymnastics, accelerate, decelerate, body tension. Egg roll, transition, stride.	Front/back support, collaboratively, scorpion position,	Handstand, flight, asymmetrical, element, headstand,

Assessment in Ball Skills
 EYFS/Y1/2/3 - QR Code displaying skills
 Year 4/5/6 - Double-Page Spread/QR Code

Assessment in Gymnastics
 EYFS/Y1/2/3 - QR Code displaying skills
 Year 4/5/6 - QR code showing group routines.

Fundamental British Values	Individual liberty, self-help, self-responsibility and equality	Individual liberty, self-help, self-responsibility and equality	Individual liberty, self-help, self-responsibility and equality	Individual liberty, self-help, self-responsibility and equality	Individual liberty, self-help, self-responsibility and equality	Individual liberty, self-help, self-responsibility and equality	Individual liberty, self-help, self-responsibility and equality
Christian Values	Courage / Service	Courage / Service	Courage / Service	Courage / Service	Courage / Service	Courage / Service	Courage / Service
SMSC Links	Encourage pupils to accept responsibility for behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality of the school and society more widely	Encourage pupils to accept responsibility for behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality of the school and society more widely	Encourage pupils to accept responsibility for behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality of the school and society more widely	Encourage pupils to accept responsibility for behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality of the school and society more widely	Encourage pupils to accept responsibility for behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality of the school and society more widely	Encourage pupils to accept responsibility for behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality of the school and society more widely	Encourage pupils to accept responsibility for behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality of the school and society more widely

Progression: : Term 4

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Ball Skills	Throwing and catching	THROWING AND CATCHING: Team Passing	Small Invasion Games	Invasion Games	Netball	Hockey	Rugby
	<p>Nursery Throw and release a ball with force and some control and accuracy</p> <p>Reception Grasp and release with two hands to throw and catch a variety of different objects</p>	<p>Understand the concept of tracking, getting in line with a ball to receive it.</p> <p>Choose and use skills effectively for practical games.</p>	<p>Perform a range of rolling, throwing, striking, kicking, catching and gathering skills with control.</p> <p>Develop an awareness of others in running, chasing, and avoiding games.</p> <p>Make simple decisions about when and where to run.</p> <p>Practise accuracy in throwing and hitting skills.</p> <p>Choose and use skills effectively for practical games.</p>	<p>Perform a range of rolling, throwing, striking, kicking, catching and gathering skills with control.</p> <p>Develop an awareness of others in running, chasing, and avoiding games.</p> <p>Make simple decisions about when and where to run.</p> <p>Practise accuracy in throwing and hitting skills.</p> <p>Choose and use skills effectively for practical games.</p>	<p>Dribble in various directions with accuracy and control.</p> <p>Pass to teammates using a chest pass.</p> <p>Pivot to change facing direction when holding the ball.</p> <p>Develop skills of passing (chest pass, shoulder pass, one/two handed passing).</p> <p>Ability to mark a player.</p> <p>Develop shooting skills.</p>	<p>Understanding parts of the stick.</p> <p>Developing the hockey stance.</p> <p>Dribble the ball using the open side of the stick with control and accuracy whilst under pressure from an opponent.</p> <p>Dribble the ball using the open and reverse side of the stick with control and accuracy whilst under pressure from an opponent.</p> <p>Send and receive the ball using a push pass, sweep pass with control and accuracy whilst</p>	<p>Develop a range of passing techniques becoming familiar with the ball. Catch the ball using the w shape.</p> <p>Pass within a team moving towards a target.</p> <p>Pass consistently and accurately whilst under pressure from an opponent.</p> <p>Utilise the overhead and popping passes.</p> <p>Develop strategies for intercepting a pass.</p>

						<p>under pressure from opponents.</p> <p>Strike the ball accurately into a target area using the push and slap shot with control and accuracy whilst under pressure from an opponent.</p>	
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DANCE	Bollywood	Jazz	English Country	Greek Dancing	Polka Dancing	Modern	Tudor Dancing
Nursery Moves in response to music hanging body shapes		Copy and explore basic body actions (e.g. travel, jump, turn, gesture).	Repeat a range of actions with co-ordination and control.	Develop a sense of musicality in movements.	Connect different ideas to structure a dance phrase.	Perform specific skills and movement patterns for different dance styles with accuracy.	Develop movements associated with the set genre of music
Reception Experiments with different ways of moving		Respond to a range of stimuli with different actions.	Link of range of actions with coordination and control.	Introduce mirroring, unison, canon, complementary and contrasting moves.	Link phrases to music.	Develop mirroring, unison, canon, complementary and contrasting moves.	performing accurately with a sense of rhythm.
		Use different parts of the body to respond to stimuli.	Explore actions in response to stimuli.	Link phrases to music.	Talk about how to improve a dance.	Develop mirroring, unison, canon, complementary and contrasting moves.	Combined movement ideas fluently and effectively.
		Copy movement and movement patterns.	Develop movement of the body to express emotions.	Showcase a clear beginning, middle and end.		Compose dances by using, adapting, and developing steps, formations and patterning from different dance styles.	Create and structure motifs, phrases, sections and whole dances.
		Travel in different directions and at different levels.	Choose and link actions that express a mood, idea, or feeling with rhythmic and dynamic qualities.	Describe and evaluate compositional features of dances performed with a partner and in a group.		Perform dances expressively, using a range of performance skills.	Use basic compositional principles when creating dances.
		Compose and link movement phrases to make simple dances with a clear beginning, middle, and end.	Remember and repeat a short dance phrase.				Create and perform dances with fluency, control and flair.
		Perform movement phrases using a range of body	Perform dance phrases and short dances using rhythmic and dynamic qualities				Understand how dance is formed and performed.

		<p>actions and body parts.</p> <p>Watch and talk about different dances.</p> <p>Explain how dances make us feel.</p> <p>Describe qualities of movement.</p>	<p>that express moods, ideas and feelings.</p> <p>Show greater control, coordination and spatial awareness.</p> <p>Talk about how a dance could be improved.</p> <p>Describe and evaluate some of the compositional features of dances performed with a partner and in a group.</p> <p>Understand how a dance is formed and performed.</p> <p>Evaluate, refine, and develop their own and others' work.</p>			<p>Talk about how they might improve a dance.</p> <p>Evaluate, refine and develop their own and others' work.</p>	<p>Describe and evaluate some of the compositional features of dances performed with a partner and in a group.</p>
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Key Vocabulary (Ball Skills)	Ball Throw Catch	Ball Throw Catch Underarm Roll Aim Target Direction Turn	Ball Throw Catch Underarm Roll Aim Target Direction Turn Strike Hit Kick Move Avoid Chase Catch	Ball Throw Catch Underarm Roll Aim Target Direction Turn Strike Hit Kick Move Avoid Chase Catch	Underarm Overarm Shoot Aim Target Direction Turn Accurate Space Move Avoid Pressure Bounce pass Chest pass Shoulder pass Pivot Defence	Dribble Pass Sweep Control Accuracy Shoot Aim Direction Turn Push Slap Position	Dribble Pass Sweep Control Accuracy Shoot Aim Direction Turn Push Slap Position
Key Vocabulary (Dance)	Moving, travel, body shape, music Bollywood	Travel, jump, link, balance, duet, beginning, middle, end, energy, perform Jazz	choreograph, formation, space, rhythm, control, dynamic, express English Country	Gesture, stillness, unison, Mirroring, complementary Greek Dancing	phrase, expressions, flexed, improve, Polka Dancing	flicks, lifts, contact work, refine, performance Modern	Sliders, helicopter, confrontation, direction, Formation Tudor Dance
<p style="text-align: center;">Assessment in Ball Skills EYFS/Y1/2/3 - QR Code displaying skills Year 4/5/6 - Double-Page Spread/QR Code</p>							
<p style="text-align: center;">Assessment in Dance EYFS/Y1/2/3 - QR Code displaying skills Year 4/5/6 - QR code showing group routines.</p>							
Fundamental British Values	Mental health and wellbeing, self-help and self-responsibility	Mental health and wellbeing, self-help and self-responsibility	Mental health and wellbeing, self-help and self-responsibility	Mental health and wellbeing, self-help and self-responsibility	Mental health and wellbeing, self-help and self-responsibility	Mental health and wellbeing, self-help and self-responsibility	Mental health and wellbeing, self-help and self-responsibility

Christian Values	Forgiveness / Trust	Forgiveness / Trust	Forgiveness / Trust	Forgiveness / Trust	Forgiveness / Trust	Forgiveness / Trust	Forgiveness / Trust
SMSC Links	Enable pupils to develop self-knowledge, self-esteem and self-confidence	Enable pupils to develop self-knowledge, self-esteem and self-confidence	Enable pupils to develop self-knowledge, self-esteem and self-confidence	Enable pupils to develop self-knowledge, self-esteem and self-confidence	Enable pupils to develop self-knowledge, self-esteem and self-confidence	Enable pupils to develop self-knowledge, self-esteem and self-confidence	Enable pupils to develop self-knowledge, self-esteem and self-confidence

Progression: : Term 5

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Ball Skills	Ball skills: Kicking	Ball Skills: FOOTBALL	Ball Skills: FOOTBALL	Ball Skills: TENNIS	Ball Skills: ROUNDERS	Ball Skills: CRICKET	Ball Skills: CRICKET
	<p>Nursery Kick a stationary ball with increasing accuracy</p> <p>Reception Shows increasing control over kicking an object.</p>	<p>Dribble the ball in different directions.</p> <p>Stop the ball using a stated part of the body.</p> <p>Maintain control over the ball when dribbling.</p> <p>Pass the ball accurately to a partner.</p> <p>Control a pass when sent by a partner.</p> <p>Strike a ball to a target.</p> <p>Block or catch a shot towards the goal.</p> <p>Tackle an opponent when they are dribbling.</p>	<p>Dribble the ball in different directions.</p> <p>Stop the ball using a stated part of the body.</p> <p>Maintain control over the ball when dribbling.</p> <p>Pass the ball accurately to a partner.</p> <p>Control a pass when sent by a partner.</p> <p>Strike a ball to a target.</p> <p>Block or catch a shot towards the goal.</p> <p>Tackle an opponent when they are dribbling.</p>	<p>Strike a ball into a set area.</p> <p>Strike a fast-moving ball into a set area.</p> <p>Hit the ball on the volley into a set area.</p> <p>Strike a bounding ball into a set area.</p> <p>Strike a ball moving towards you into a set area.</p> <p>Develop striking the ball on the back hand.</p> <p>Serve underarm to an opponent.</p> <p>Serve overarm to an opponent.</p> <p>Develop team skills when playing in doubles against an opponent.</p>	<p>Throw the ball overarm to a designated base.</p> <p>Consistently catch the ball at various heights and speeds.</p> <p>Gather a bouncing ball.</p> <p>Move and gather a ball travelling low to the ground.</p> <p>Bowl underarm to set a height to a batter.</p> <p>Bowl at pace underarm to a batter.</p> <p>Run at pace between bases.</p> <p>Strike the ball.</p>	<p>Consistently strike a ball towards a target area.</p> <p>Place shots away from fielders.</p> <p>Use defensive shots to defend the stumps.</p> <p>Consistently catch the ball at various heights and speeds.</p> <p>Gather a bouncing ball.</p> <p>Move and gather a ball travelling low to the ground.</p> <p>Throw the ball accurately to a wicket keeper.</p> <p>Throw the ball accurately</p>	<p>Consistently strike a ball towards a target area.</p> <p>Place shots away from fielders.</p> <p>Use defensive shots to defend the stumps game height in shots when batting.</p> <p>Consistently catch the ball at various heights and speeds.</p> <p>Gather a bouncing ball.</p> <p>Move and gather a ball travelling low to the ground.</p> <p>Throw the ball accurately to a wicket keeper.</p>

					Strike the ball in a chosen direction away from a set field.	directly at the stumps. Bowl the ball in a straight line at speed. When bowling consider where the ball will bounce for the batter.	Throw the ball accurately directly at the stumps. Bowl the ball in a straight line at speed. When bowling consider where the ball will bounce for the batter.
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<p>Gymnastics (Jump, Roll and Sequence)</p>	<p>Nursery Maintains balance using their body to stabilise. Can balance on one foot. Climbs steps using alternative feet. Climb across equipment using alternative feet.</p> <p>Reception Demonstrates strength, balance and coordination when climbing.</p> <p>Negotiates obstacles safely</p>	<p>Explore shapes in the air when jumping. Pencil roll, egg roll, dish roll.</p> <p>Perform a gymnastic sequence with a balance, travelling action, jump and roll.</p>	<p>Explore shapes in the air when jumping. Pencil roll, egg roll, dish roll.</p> <p>Perform a gymnastic sequence with a balance, travelling action, jump and roll.</p> <p>Beginning a forward roll.</p> <p>Short sequence with a clear beginning, middle and end.</p> <p>Adapt a sequence to include apparatus.</p> <p>Teach a self-created sequence to a partner and perform to each other.</p>	<p>Demonstrate a star and tucked shapes, [perform from a bench, stress keeping body upright, strong core, tension, and extension in limbs.</p> <p>Stag jump on floor and onto apparatus.</p> <p>Quarter or half term jumps on floor onto apparatus.</p> <p>Link 3 different balance with 3 different ways of travelling. Showing clear changes of speed.</p>	<p>Continue to develop control in the pencil dish teddy bear and rock and roll rolling action on the floor. Off and along apparatus or in time with a partner.</p> <p>Combine the phases of early rolling action to perform the full forward roll.</p> <p>Create a sequence containing four elements, travelling in L shaped pathway.</p>	<p>Make symmetrical and Asymmetrical shapes in the air.</p> <p>Jump along and off apparatus varying height with control in the air and on landing.</p> <p>Explore different starting and finishing positions when rolling.</p> <p>Complete a forward roll from a straddle position on feet and end in straddle position on floor or feet.</p> <p>Explore symmetry or Asymmetry throughout the rolling actions.</p>	<p>Work in a group of 4-6 people, to create a long more complex sequence of up to 10 elements. You sequence may include a combination of counter balance, counter tension, twisting and turning, travelling on hands and feet, jumping and rolling. Your sequence should demonstrate different ways of working with a partner or a group. E.g starting together or apart, moving apart or together matching, mirror, contrasting shapes, speeds, level, or timing.</p>
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						Create a sequence of up to 8 elements including: asymmetrical shapes, balancing, and symmetrical rolling and jumping activities insure the sequences including changing of direction and level and show mirroring and matching shapes and balances.	
Key Vocabulary (Ball Skills)	Ball Kick Control Stop	Dribble, Control, Kick, Shoot, Stop,	Pace, Speed Balance Co-ordination Movement Close control Dribbling Progression	Movement Co-ordination Grip Striking Rally Raquet Progression	Bat Run Rounder Movement Decisions Bowl Underarm Backstop	Co-ordination Throwing Catching Bowling (Overarm) Batting (Stance, grip) Progression	Co-ordination Throwing Catching Bowling (Overarm) Batting (Stance, grip) shot Umpiring/z Progression
Key Vocabulary (Gymnastics)	Balance Squat Climb Travel Move	Space, travel, monkey walk, caterpillar walk, crab walk, control, soldier	Coordination, direction, body awareness, teddy bear roll, pencil roll, happy cat,	Symmetry, strength, pushing, pulling, stationary, extend,	Rhythmic Gymnastics, accelerate, decelerate, body tension. Egg roll,	Front/back support, collaboratively, scorpion position,	Handstand, flight, asymmetrical, element, headstand,

		crawl, sequence, evaluate, balance, agility,	angry cat,	Tuck/star/straddle/pike jump, flexibility.	transition, stride,		
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Assessment in Ball Skills
EYFS/Y1/2/3 - QR Code displaying skills
Year 4/5/6 - Double-Page Spread/QR Code

Assessment in Gymnastics
EYFS/Y1/2/3 - QR Code displaying skills
Year 4/5/6 - QR code showing group routines.

Fundamental British Values	Tolerance of different cultures and religions, equality and equity.	Tolerance of different cultures and religions, equality and equity.	Tolerance of different cultures and religions, equality and equity.	Tolerance of different cultures and religions, equality and equity.	Tolerance of different cultures and religions, equality and equity.	Tolerance of different cultures and religions, equality and equity.	Tolerance of different cultures and religions, equality and equity.
Christian Values	Friendship / Truthfulness	Friendship / Truthfulness	Friendship / Truthfulness	Friendship / Truthfulness	Friendship / Truthfulness	Friendship / Truthfulness	Friendship / Truthfulness
SMSC Links	Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures.	Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures.	Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures.	Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures.	Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures.	Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures.	Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures.

Progression: : Term 6

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Athletics

<p>Nursery Run safely on whole foot</p> <p>Run with safety and awareness, negotiating a space.</p> <p>Reception Move energetically e.g. running, jumping, hopping and skipping</p>	<p><u>Running</u> Run a flat sprint Run a spring using hurdles</p> <p><u>Jumping</u> Jump from a stationary position. Jump upwards</p> <p><u>Throwing</u> Throw a bean bag to set a target.</p>	<p><u>Running</u> Run a flat sprint Run a spring using hurdles</p> <p><u>Jumping</u> Develop use of arms and body shape to increase distance and height of jumps.</p> <p><u>Throwing</u> Maximise the distance a tennis ball can be thrown.</p>	<p><u>Running</u> Develop a running stride when running a flat sprint. Run a spring using hurdles. Begin to run lengthier distance.</p> <p><u>Jumping</u> Perform combinations of jumps e.g. hop, step, jump showing control and consistency.</p> <p><u>Throwing</u> Throw a javelin from a standing position. Maximise the distance a tennis ball can be thrown. Throw bean bags at a set target.</p>	<p><u>Running</u> Improve reaction times when running a flat sprint. Run a spring using hurdles. Run a relay. Develop pacing when distance running.</p> <p><u>Jumping</u> Choose different styles of jumping. Develop a run up when jumping for distance.</p> <p><u>Throwing</u> Throw a shot put from a static position. Throw a javelin from standing position. Maximise the distance a bean bag and tennis ball can be thrown at a target.</p>	<p><u>Running</u> Develop strategies for running on a bend. Develop the ability to lean towards the line. Run a spring using hurdles. Run a relay using a baton. Develop strategies for a 1km race.</p> <p><u>Jumping</u> Demonstrate a range of jumps showing power and control and consistency at both take-off and landing. Develop a stride pattern and foot placement when jumping for distance.</p> <p><u>Throwing</u> Throw a discuss from a standing position. Throw a show put using rotation to</p>	<p><u>Running</u> Develop an understanding of the block-sprint start. Run a sprint using hurdles. Improve times for running over 1km. Run a relay passing the baton whilst moving.</p> <p><u>Jumping</u> Demonstrate a range of jumps, showing power and control and consistency at both take-off and landing. Develop a stride pattern and foot placement when jumping for distance.</p> <p><u>Throwing</u> Throw a hammer. Throw a discuss using rotation to develop distance. Throw a shot put using rotation to develop distance.</p>
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						develop distance. Throw a javelin using a run up.	Throw a javelin using a run up.
Key Vocabulary	Run Jump Hop Skip Throw Race	Sprint Run Jog Jump Hurdle Throw Target	Sprint Run Jog Jump Hurdle Throw Target Shot Over arm Under arm Extend	Sprint Run Distance Hop Step Jump Control Javelin Target Aim	Relay Pace Collaborative Planning Run up Long jump Control Javelin Target Aim	Relay Pace Collaborative Planning Starting position Power Run up Long jump Take off landing Control Discuss Shot put Rotation Target Aim	Relay Pace Long distance Block sprint Baton Collaborative Planning Starting position Power Run up Long jump Take off landing Control Discuss Shot put Rotation Target Aim

Assessment in Ball Skills
EYFS/Y1/2/3 - QR Code displaying skills
Year 4/5/6 - Double-Page Spead/QR Code

Fundamental British Values	Rule of law, equity and solidarity.	Rule of law, equity and solidarity.	Rule of law, equity and solidarity.	Rule of law, equity and solidarity.	Rule of law, equity and solidarity.	Rule of law, equity and solidarity.	Rule of law, equity and solidarity.
Christian Values	Respect / Thankfulness	Respect / Thankfulness	Respect / Thankfulness	Respect / Thankfulness	Respect / Thankfulness	Respect / Thankfulness	Respect / Thankfulness

SMSC Links	Distinguish right from wrong. Respect civil and criminal law of England.	Distinguish right from wrong. Respect civil and criminal law of England.	Distinguish right from wrong. Respect civil and criminal law of England.	Distinguish right from wrong. Respect civil and criminal law of England.	Distinguish right from wrong. Respect civil and criminal law of England.	Distinguish right from wrong. Respect civil and criminal law of England.	Distinguish right from wrong. Respect civil and criminal law of England.