



Beginning of each new unit

- Pre-assessment (session 1 with your new group) - this should be linked to prior learning and discussions with the previous class teachers will be essential.

Relevance

- Retrieval of prior knowledge - make the link between today's lesson and the previous one and the previous sport...
- Links to be made to the principles of PE and the relevance that this has to our children - why are we doing it? And why is it important for them?

lesson

- Warm-up (children to be given the knowledge of how to warm up and what to do during a warm up, including stretches) The children need to begin to become more independent in selecting appropriate warm ups for specific sports/activities - all warm-ups MUST focus on the fundamentals (retrieval).
- Vocabulary shared (this will be throughout a session, especially highlighted during observations/analysis of their own and peers skills, next steps and feedback on activities)
- A new skill or consolidation of a skill, concept, tactic, context to be introduced (mini-steps - building to the bigger picture (performance, game, presentation, race, personal best opportunity).
- Opportunities to apply taught skills to be evident within conditioned games - not full matches.
- Analyse and evaluations (observations / feedback) given by peers and self to recognise next steps and areas to improve - use of digital technology is needed. The children MUST have the opportunity to beat personal bests.

Key focus during every lesson

Fundament Movement Skills

Concepts

Personal Development Opportunities

Vocabulary

Health and Fitness (15 minute run)

Element 1

- Q. What should the pupil already know?
- Q. What does a pupil need to know?
- Q. In what order should this knowledge be built and which knowledge needs to be retrieved from previous learning?

Element 2

- Q. Why have you chosen this knowledge and why now? Would an alternative context (sport/activity) also work?
- Q. What vocabulary will pupils need to have?

Element 3

- Q. Which activities will best teach the concept/content?
- Q. Which order of activities is needed to build understanding? Use mini-steps to deepen the understanding and then apply into a sporting context.

Element 4

- Q. How is 'in the moment observation' used? Do pupils know what their next steps might be and can they select these independently?
- Q. What is the best way to assess understanding and skills?
 - Observation
 - Questioning
 - Peer and self-assessment
 - Core tasks (PEDPASS)
- Q. Do the learners know how to explain their movements, actions and tactics, using subject specific vocabulary?

Long Term Impact

Assessment

(Swimming, games, gym/dance)

Experiences

Lifelong love of health and fitness

Element 5

- Q. What subject specific identity is being developed?
- Q. Why are they participating in PE (Key Principles)?
- Q. How are they developing as a whole person (Personal Development)?

<p style="text-align: center;">Fundamental Movement Skills</p> <p style="text-align: center;">Walk, run, jump, hop, skip, dodge, throw, catch, strike with hands/feet/an implement, balance, land, rotate</p> <p style="text-align: center;">Key Principles</p> <p style="text-align: center;">Health & Fitness, Body Awareness, Special Awareness, Control, Sequencing, Health & Safety, Competition/Performance</p>						
	<u>Dance</u>	<u>Gymnastics</u>	<u>Games</u>	<u>Athletics</u>	<u>Outdoor Education</u>	<u>Personal Development / Swimming</u>
	Space Dynamics Motifs Choreography Performance	Shape Travel - (walk, roll, jump) Weight on hands Change (shape, level, direction and speed) Sequences	Tactics (attack, defend, formation, position) Sending Receiving	Run, jump, throw Speed Distance Accuracy Competition	Teamwork, Communication, Resilience, Organisation, Co-operation, Fairness, Respect, Leadership	Water confidence / Water safety Stroke development Agility, balance, coordination, strength, speed, stamina, staying healthy (physical and mental health)
RECEPTION	Acquiring and Developing Skills					Compete fairly in game situations
	Use space safely.	Move and stop and recognise both commands.	Throw a ball underarm. Roll a ball or hoop.	Learn skills of running, jumping and throwing with a range of equipment.		Show an awareness of how the body changes during exercise.
	Selecting and applying skills, tactics and compositional ideas					Swimming
	Use bodies to imitate motifs from stories/topics such as animals, trees etc.	Learn the first four or six gymnastics shapes (pencil/straight/tuck/star and pike) and demonstrate these positions in a variety of ways.	Choose when to throw or roll a ball within a given game.	Follow simple instructions. When to throw, when to wait, when...		1. Show an understanding of poolside safety 2. Enter the water safely from the poolside 3. Blow bubbles into the water, with mouth or nose and mouth submerged 4. Move through the water for 2 metres on the front while blowing bubbles, return to an upright/standing position 5. Move through the water for 2 metres on the back using an alternating leg action, ears in water and return to an upright/standing position
	Knowledge and understanding of health and fitness					6. Perform a star floating position on front or back
	Recognise how their bodies feel when still and exercising	Recognise how their body feels when still and when exercising	Know that being active is good for you.	Say how they feel when they run slow or when they run fast.		7. Use front paddle action to move a ball across the pool 8. Push and glide on the back 9. Roll from front to back, looking at the ceiling
	Evaluating and improving performance					10. Climb out of the pool safely
Watch and copy movements and actions	Say which actions they like and which actions they do not like.	Start showing ability to work with a partner in throwing/catching games.	Use comparative language i.e further, faster, longer, and be able to physically demonstrate this.			



<p align="center">Fundamental Movement Skills</p> <p align="center">Walk, run, jump, hop, skip, dodge, throw, catch, strike with hands/feet/an implement, balance, land, rotate</p> <p align="center">Key Principles</p> <p align="center">Health & Fitness, Body Awareness, Special Awareness, Control, Sequencing, Health & Safety, Competition/Performance</p>						
<u>Dance</u>	<u>Gymnastics</u>	<u>Games</u>	<u>Athletics</u>	<u>Outdoor Education</u>	<u>Personal Development / Swimming</u>	
Space Dynamics Motifs Choreography Performance	Shape Travel - (walk, roll, jump) Weight on hands Change (shape, level, direction and speed) Sequences	Tactics (attack, defend, formation, position) Sending Receiving	Run, jump, throw Speed Distance Accuracy Competition	Teamwork, Communication, Resilience, Organisation, Co-operation, Fairness, Respect, Leadership	Water confidence / Water safety Stroke development Agility, balance, coordination, strength, speed, stamina, staying healthy (physical and mental health)	
YEAR 1	Acquiring and Developing Skills					
	Explore movement and respond imaginatively to a range of stimuli (images, music, videos, feelings) Move confidently and safely in their own space, changing direction, level and speed	Explore gymnastic actions and still shapes Move confidently and safely in their own space, changing direction, level and speed	Be confident and safe in spaces used for games Explore and use skills, actions and ideas individually and in combination to suit the game they are playing		Recognise their own space Follow safety procedures and rules	With guidance, participate displaying respect, fair play and working well with others. Show an awareness of how the body changes/functions during exercise. Individual challenge, trying to better themselves to achieve a personal best.
	Selecting and applying skills, tactics and compositional ideas					
	Compose and link movements to make simple dances (beginning, middle, end) Use a range of body actions and parts when performing	Copy and create link movements (beginning, middle and end) Perform movement phrases using a range of body actions and body parts	How to choose and use skills effectively for particular games		Follow simple instructions, keeping themselves safe Solve simple challenges and problems with some success	<p>Swimming</p> <ol style="list-style-type: none"> 1. Answer 2 water safety questions 2. Enter the pool safely, steps, ramp, swivel 3. Move through the water confidently in different ways - walk, hop, jump, skip, gallop, march 4. Use a woggle to swim front paddle and back paddle for 5 metres 5. Push and glide on the front and back 6. Attempt a simultaneous circle action with legs while on the back for 2 metres, using a woggle or floats 7. Travel under a woggle waterfall, experiencing water over the head 8. Return to standing from a star float on the back 9. Perform a treading water action with legs using a woggle (sea horses), or floats 10. Exit the pool safely and unassisted
	Knowledge and understanding of health and fitness					
Recognise how their bodies feel when still and exercising	How to carry and place apparatus Recognise how their body feels when still and when exercising	Know that being active is good for you and the different ways we can be active		Recognise and describe how their body feels during adventurous activity (scared, worried, excited)		
Evaluating and improving performance						
Copy, watch and describe movement	Watch, copy and describe what they and other have done	Watch, copy and describe what others are doing Describe what they are doing		Observe what others have done use their observations to improve their performance		



PE Year 2						
Fundamental Movement Skills						
Walk, run, jump, hop, skip, dodge, throw, catch, strike with hands/feet/an implement, balance, land, rotate						
Key Principles						
Health & Fitness, Body Awareness, Special Awareness, Control, Sequencing, Health & Safety, Competition/Performance						
	<u>Dance</u>	<u>Gymnastics</u>	<u>Games</u>	<u>Athletics</u>	<u>Outdoor Education</u>	<u>Personal Development / Swimming</u>
	Space Dynamics Motifs Choreography Performance	Shape Travel - (walk, roll, jump) Weight on hands Change (shape, level, direction and speed) Sequences	Tactics (attack, defend, formation, position) Sending Receiving	Run, jump, throw Speed Distance Accuracy Competition	Teamwork, Communication, Resilience, Organisation, Co-operation, Fairness, Respect, Leadership	Water confidence / Water safety Stroke development Agility, balance, coordination, strength, speed, stamina, staying healthy (physical and mental health)
YEAR 2	Acquiring and Developing Skills (sending and receiving)					Explain how the body changes during exercise
	To explore, remember, repeat and link actions with coordination, control and an awareness of expressive qualities to dance.	Remember, repeat and link combinations of actions, shapes, balances with control and precision	Improve the way they coordinate and control their bodies and a range of equipment To remember, repeat and link combination skills		Recognise their own space Follow safety procedures and rules of the centre	Participate displaying respect, fair play and working well with others, in PE as well as during lunchtime games - obeying the referees command (Play Leaders)
	Selecting and applying skills, tactics and compositional ideas (attack and defend, tactics)					Swimming
	To compose and perform short dances that express mood, ideas and feelings	Choose, use and vary simple compositional ideas in the sequences they create and perform	To choose, use and vary simple tactics		Follow simple routes, keeping themselves safe Solve simple challenges and problems successfully	1. Answer 2 water safety questions 2. Enter the pool safely with a step or jump 3. Swim 2 metres of front paddle, and 2 metres of back paddle, unaided
	Knowledge and understanding of health and fitness (health and well-being)					4. Use a woggle to kick across pool while blowing bubbles
	Recognise and describe how different dance makes them feel Understand the importance of warming up and cooling down	Recognise, describe what their bodies feel like during activity Lift, move and place equipment safely	Recognise and describe what their bodies feel like during different types of exercise		Recognise and describe how their body feels during adventurous activity (scared, worried, excited)	5. Demonstrate front crawl arm action while standing 6. Demonstrate back crawl arm action while standing 7. Push and glide on the front with face in the water
Evaluating and improving performance (analysis)					8. Push and glide on the back arms by the side 9. Rotate from back float to front float, and return back to a back float, using a woggle	
Watch and describe dance phases and use what they learn to improve their own work	Improve their work using information they have gained from watching, listening and investigating	Recognise good quality in performance To use information to improve their work		Observe what they have done and use their observations to improve their performance	Submerge under water and retrieve an object	



PE Year 3

Fundamental Movement Skills

Walk, run, jump, hop, skip, dodge, throw, catch, strike with hands/feet/an implement, balance, land, rotate

Key Principles

Health & Fitness, Body Awareness, Special Awareness, Control, Sequencing, Health & Safety, Competition/Performance

	<u>Dance</u>	<u>Gymnastics</u>	<u>Games</u>	<u>Athletics</u>	<u>Outdoor Education</u>	<u>Personal Development / Swimming</u>
	Space Dynamics Motifs Choreography Performance	Shape Travel - (walk, roll, jump) Weight on hands Change (shape, level, direction and speed) Sequences	Tactics (attack, defend, formation, position) Sending Receiving	Run, jump, throw Speed Distance Accuracy Competition	Teamwork, Communication, Resilience, Organisation, Co-operation, Fairness, Respect, Leadership	Water confidence / Water safety Stroke development Agility, balance, coordination, strength, speed, stamina, staying healthy (physical and mental health)
YEAR 3	Acquiring and Developing Skills (sending and receiving)					Displays an understanding of respect, fair play and working well with others and applies this to all aspects of PE and sport. Demonstrate, through examples (warm-ups) an understanding of how the body changes/functions during exercise <u>Swimming</u> 1. Answer 2 water safety questions 2. Enter the water with a step or jump entry, turn around and swim back to poolside 3. Push and glide into either front crawl or breaststroke for 5 metres 4. Push and glide into back crawl, and swim for 5 metres 5. Perform a star float on the front or back, and hold for 3 seconds 6. Perform dolphin leg kick on the front or back for 2 metres 7. Scull head first, using a woggle 8. Attempt breaststroke – may use a woggle for support 9. Tread water for 10 seconds 10. Swim forward for 2 metres and then roll onto back, swim on the back for 2 metres and roll into a standing position (regaining feet) .
	<ul style="list-style-type: none"> To improvise freely on their own and with a partner, translating ideas from a stimulus into movement 	<ul style="list-style-type: none"> To consolidate and improve the ability of their actions, body shapes and balances and their ability to link phrases of movement 	<u>Invasion Games</u> <ul style="list-style-type: none"> To consolidate and improve the quality of their techniques and their ability to link movements <u>Net/Wall Games</u> <ul style="list-style-type: none"> To begin to develop arrange of skills in net games <u>Striking and fielding</u> <ul style="list-style-type: none"> Intercept and sometimes catch a ball successfully Return the ball quickly and accurately 	<ul style="list-style-type: none"> To remember, repeat and link combinations of actions To use their bodies and a variety of equipment with greater control and coordination 		
	Selecting and applying skills, tactics and compositional ideas (attack and defend, tactics)					
	<ul style="list-style-type: none"> To create and link dance phrases using a simple dance structure or motif To perform dances with an awareness of rhythms, dynamic and expressive qualities, on their own, with a partner and in small groups 	<ul style="list-style-type: none"> To improve their ability to select appropriate actions and use simple compositional ideas 	<u>Invasion Games</u> To improve their ability to choose and use simple tactics and strategies <u>Net/Wall Games</u> <ul style="list-style-type: none"> to choose and use a range of simple tactics and strategies To keep, adapt and make rules for net games <u>Striking and fielding</u> <ul style="list-style-type: none"> Understand how teamwork can make it more difficult—using simple tactics Keep and adopt rules 	<ul style="list-style-type: none"> To choose skills and equipment to help them meet the challenges they are set To explain how they have to perform against the challenge they have been set 		



PE Year 3

Fundamental Movement Skills

Walk, run, jump, hop, skip, dodge, throw, catch, strike with hands/feet/an implement, balance, land, rotate

Key Principles

Health & Fitness, Body Awareness, Special Awareness, Control, Sequencing, Health & Safety, Competition/Performance

	<u>Dance</u>	<u>Gymnastics</u>	<u>Games</u>	<u>Athletics</u>	<u>Outdoor Education</u>	<u>Personal Development / Swimming</u>
	Space Dynamics Motifs Choreography Performance	Shape Travel - (walk, roll, jump) Weight on hands Change (shape, level, direction and speed) Sequences	Tactics (attack, defend, formation, position) Sending Receiving	Run, jump, throw Speed Distance Accuracy Competition	Teamwork, Communication, Resilience, Organisation, Co-operation, Fairness, Respect, Leadership	Water confidence / Water safety Stroke development Agility, balance, coordination, strength, speed, stamina, staying healthy (physical and mental health)
YEAR 3 CONTINUED...	Knowledge and understanding of health and fitness (health and well-being)					Displays an understanding of respect, fair play and working well with others and applies this to all aspects of PE and sport. Demonstrate, through examples (warm-ups) an understanding of how the body changes/functions during exercise Swimming 1. Answer 2 water safety questions 2. Enter the water with a step or jump entry, turn around and swim back to poolside 3. Push and glide into either front crawl or breaststroke for 5 metres 4. Push and glide into back crawl, and swim for 5 metres 5. Perform a star float on the front or back, and hold for 3 seconds 6. Perform dolphin leg kick on the front or back for 2 metres 7. Scull head first, using a woggle 8. Attempt breaststroke – may use a woggle for support 9. Tread water for 10 seconds 10. Swim forward for 2 metres and then roll onto back, swim on the back for 2 metres and roll into a standing position (regaining feet) .
	<ul style="list-style-type: none"> To keep up activity over a period of time and know they need to warm up and cool down for dance 	<ul style="list-style-type: none"> To recognise and describe the short-term effects of exercise on the body during different activities To know the importance of suppleness and strength 	<u>Invasion Games</u> <ul style="list-style-type: none"> To know and describe the short-term effects of different exercise activities on the body How to improve stamina <u>Net/Wall Games</u> <ul style="list-style-type: none"> To know why warming up is important To recognise how playing affects their bodies 	<ul style="list-style-type: none"> To recognise and describe what their bodies feel like during different types of activity 		
	Evaluating and improving performance (analysis)					
<ul style="list-style-type: none"> To describe and evaluate some of the compositional features of dances performed with a partner and in a group To talk about how they might improve their dances 	<ul style="list-style-type: none"> To describe and evaluate the effectiveness and quality of a performance To recognise how their own performance has improved 	<u>Invasion Games</u> <ul style="list-style-type: none"> To describe and evaluate the effectiveness and quality of performance To use what they have learned to improve their work <u>Net/Wall Games</u> <ul style="list-style-type: none"> To recognise what techniques are being used To suggest ideas and practices to improve their play 	<ul style="list-style-type: none"> To watch, copy and describe what they and others have done 			



PE Year 4					
Fundamental Movement Skills					
Walk, run, jump, hop, skip, dodge, throw, catch, strike with hands/feet/an implement, balance, land, rotate					
Key Principles					
Health & Fitness, Body Awareness, Special Awareness, Control, Sequencing, Health & Safety, Competition/Performance					
Dance	Gymnastics	Games	Athletics	Outdoor Education	Personal Development / Swimming
Space Dynamics Motifs Choreography Performance	Shape Travel - (walk, roll, jump) Weight on hands Change (shape, level, direction and speed) Sequences	Tactics (attack, defend, formation, position) Sending Receiving	Run, jump, throw Speed Distance Accuracy Competition	Teamwork, Communication, Resilience, Organisation, Co-operation, Fairness, Respect, Leadership	Water confidence / Water safety Stroke development Agility, balance, coordination, strength, speed, stamina, staying healthy (physical and mental health)
YEAR 4	Acquiring and Developing Skills (sending and receiving)				
	<ul style="list-style-type: none"> To explore and create characters and narratives in response to a range of stimuli 	<ul style="list-style-type: none"> To develop the range of actions, body shapes and balances they include in a performance To perform skills and actions more accurately and consistently 	<u>Invasion Games</u> <ul style="list-style-type: none"> To develop the range and consistency of their skills <u>Net/Wall Games</u> <ul style="list-style-type: none"> To consolidate and develop the range and consistency of their skills in net games <u>Striking and fielding</u> <ul style="list-style-type: none"> Use a range of striking and fielding skills with control Strike a ball with intent and throw accurately 	<ul style="list-style-type: none"> To consolidate and improve the quality, range and consistency of the techniques they use for particular activities 	<p>Change running styles according to distance, with the intention of beating personal best's</p> <p>Children to show an awareness of the impact a 'leader' can have on a game. Using communication to deliver key information.</p> <p>To understand and the positive outcomes of sport as well as the repercussion of inactivity</p> <p>Swimming</p> <ol style="list-style-type: none"> Swim a recognisable breaststroke for 5 metres Answer 2 water safety questions Perform 2 different types of entries and tread water for 15 seconds each time; <i>performed in shoulder-deep water</i> Swim 15 metres of back crawl Swim 15 metres of a recognised front stroke, either front crawl or breaststroke Swim 10 metres, holding a float under each arm, using lifesaving backstroke leg kick Swim 5 metres, dolphin leg kick on front Swim 5 metres, dolphin leg kick on back Perform a handstand with both hands on the pool floor; <i>performed in chest-deep water</i> Perform a horizontal float on the back and hold for 5 seconds, roll on to the front, hold for 5 seconds, roll to the original back float position and hold for 5 seconds. submerge, push and glide on the side, roll to a face down position
	Selecting and applying skills, tactics and compositional ideas (attack and defend, tactics)				
<ul style="list-style-type: none"> To use simple choreographic principles to create motifs and narrative To perform more complex dance phrases and dances that communicate character and narrative 	<ul style="list-style-type: none"> To create gymnastic sequences that meet a theme or set of conditions To use compositional devices when creating their sequence, such as changes in speed, level and direction 	<u>Invasion Games</u> <ul style="list-style-type: none"> To devise and use rules To use and adapt tactics in different situations <u>Net/Wall Games</u> <ul style="list-style-type: none"> In game situations, choose and use a range of simple tactics and strategies To keep, adapt and make rules for net game <u>Striking and fielding</u> <ul style="list-style-type: none"> Select which batting/throwing skills will make it the most difficult Judge how far they can run to score points 	<ul style="list-style-type: none"> To develop their ability to choose and use simple tactics and strategies in different situations 		



PE Year 4

Fundamental Movement Skills

Walk, run, jump, hop, skip, dodge, throw, catch, strike with hands/feet/an implement, balance, land, rotate

Key Principles

Health & Fitness, Body Awareness, Special Awareness, Control, Sequencing, Health & Safety, Competition/Performance

	<u>Dance</u>	<u>Gymnastics</u>	<u>Games</u>	<u>Athletics</u>	<u>Outdoor Education</u>	<u>Personal Development / Swimming</u>
	Space Dynamics Motifs Choreography Performance	Shape Travel - (walk, roll, jump) Weight on hands Change (shape, level, direction and speed) Sequences	Tactics (attack, defend, formation, position) Sending Receiving	Run, jump, throw Speed Distance Accuracy Competition	Teamwork, Communication, Resilience, Organisation, Co-operation, Fairness, Respect, Leadership	Water confidence / Water safety Stroke development Agility, balance, coordination, strength, speed, stamina, staying healthy (physical and mental health)
YEAR 4 CONTINUED...	Knowledge and understanding of health and fitness (health and well-being)					Change running styles according to distance, with the intention of beating personal best's Children to show an awareness of the impact a 'leader' can have on a game. Using communication to deliver key information. To understand and the positive outcomes of sport as well as the repercussion of inactivity Swimming 1. Swim a recognisable breaststroke for 5 metres Answer 2 water safety questions 2. Perform 2 different types of entries and tread water for 15 seconds each time; <i>performed in shoulder-deep water</i> 3. Swim 15 metres of back crawl 4. Swim 15 metres of a recognised front stroke, either front crawl or breaststroke 5. Swim 10 metres, holding a float under each arm, using lifesaving backstroke leg kick 6. Swim 5 metres, dolphin leg kick on front 7. Swim 5 metres, dolphin leg kick on back 8. Perform a handstand with both hands on the pool floor; <i>performed in chest-deep water</i> 9. Perform a horizontal float on the back and hold for 5 seconds, roll on to the front, hold for 5 seconds, roll to the original back float position and hold for 5 seconds. submerge, push and glide on the side, roll to a face down position
	<ul style="list-style-type: none"> To know and describe what you need to do to warm up and cool down for dance 	<ul style="list-style-type: none"> To describe how the body reacts during different types of activity, and how this affects the way they perform 	<u>Invasion Games</u> <ul style="list-style-type: none"> To recognise which activities help their speed, strength and stamina To recognise when speed, strength and stamina are important in games <u>Net/Wall Games</u> <ul style="list-style-type: none"> To know why warming up is important To recognise how changing their style and intensity while playing affects their bodies 	<ul style="list-style-type: none"> To know, measure and describe the short-term effects of exercise on the body To describe how the body reacts to different types of activity 		
	Evaluating and improving performance (analysis)					
	<ul style="list-style-type: none"> To describe, interpret and evaluate their own and others' dances, taking account of character and narrative 	<ul style="list-style-type: none"> To describe their own and others' work, making simple judgement about the quality of performances and suggesting ways they could be improved 	<u>Invasion Games</u> <ul style="list-style-type: none"> To explain their ideas and plans To recognise aspects of their work that need improving <u>Net/Wall Games</u> <ul style="list-style-type: none"> To recognise what skilful play looks like To suggest ideas and practices to improve their play, and apply these to games 	<ul style="list-style-type: none"> To describe and evaluate the effectiveness of performances and recognise aspects of performances that need improving 		



PE Year 5					
Fundamental Movement Skills					
Walk, run, jump, hop, skip, dodge, throw, catch, strike with hands/feet/an implement, balance, land, rotate					
Key Principles					
Health & Fitness, Body Awareness, Special Awareness, Control, Sequencing, Health & Safety, Competition/Performance					
Dance	Gymnastics	Games	Athletics	Outdoor Education	Personal Development / Swimming
Space Dynamics Motifs Choreography Performance	Shape Travel - (walk, roll, jump) Weight on hands Change (shape, level, direction and speed) Sequences	Tactics (attack, defend, formation, position) Sending Receiving	Run, jump, throw Speed Distance Accuracy Competition	Teamwork, Communication, Resilience, Organisation, Co-operation, Fairness, Respect, Leadership	Water confidence / Water safety Stroke development Agility, balance, coordination, strength, speed, stamina, staying healthy (physical and mental health)
YEAR 5	Acquiring and Developing Skills (sending and receiving)				
	<ul style="list-style-type: none"> To explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group 	<ul style="list-style-type: none"> To perform actions, shapes and balances consistently and fluently in specific activities 	<u>Invasion Games</u> <ul style="list-style-type: none"> To develop a broader range of techniques and skills for attacking and defending <u>Net/Wall Games</u> <ul style="list-style-type: none"> To develop the range and consistency of their skills, especially in specific net games <u>Striking and fielding</u> <ul style="list-style-type: none"> Develop a range of skills specific to striking and fielding Bowl underarm accurately and bat effectively using different shots 	<ul style="list-style-type: none"> To develop the consistency of their actions in a number of events To increase the number of techniques they use 	<p>Children understand the role of a 'leader' and take the opportunity to take the lead in games and coaching scenarios. Communication develops across all sporting activities.</p> <p>Display an understanding of fair play, working well with others and leading a medium sized group</p> <p>Swimming</p> <ol style="list-style-type: none"> Be rescued by a reaching aid Perform a straddle entry and tread water for 30 seconds. <i>If the water is too shallow, substitute step entry and support scull for 30 seconds.</i> Push and glide into a forward somersault Scull head first for 5 metres and feet first for 5 metres Swim 15 metres of a recognised front stroke with correct breathing. <i>Learner's first choice</i> Swim 10 metres of front stroke with correct breathing. <i>Learner's second choice</i> Swim 20 metres of back crawl Swim 10 metres on the front, using dolphin leg kick, without aids Start in a crouch position in the water, spring up before gliding to bottom of pool, then glide to surface <p>Swim 5 metres of lifesaving backstroke without aids</p>
	Selecting and applying skills, tactics and compositional ideas (attack and defend, tactics)				
<ul style="list-style-type: none"> To compose dances by using, adapting and developing steps, formations and patterning from different dance styles To perform dances expressively, using a range of performance skills 	<ul style="list-style-type: none"> To choose and apply basic compositional ideas to the sequence they create and to adapt them to new situations 	<u>Invasion Games</u> <ul style="list-style-type: none"> To know and apply the basic strategic and tactical principles of attack and to adapt them to different situations To choose and apply skills more consistently in activities <u>Net/Wall Games</u> <ul style="list-style-type: none"> To use and adapt rules, strategies and tactics, using their knowledge of basic principles of attack and defence <u>Striking and fielding</u> <ul style="list-style-type: none"> Use tactics to impact a game when batting and fielding Gauge when to run and how far 	<ul style="list-style-type: none"> To choose appropriate techniques for specific events 		



PE Year 5					
Fundamental Movement Skills					
Walk, run, jump, hop, skip, dodge, throw, catch, strike with hands/feet/an implement, balance, land, rotate					
Key Principles					
Health & Fitness, Body Awareness, Special Awareness, Control, Sequencing, Health & Safety, Competition/Performance					
Dance	Gymnastics	Games	Athletics	Outdoor Education	Personal Development / Swimming
Space Dynamics Motifs Choreography Performance	Shape Travel - (walk, roll, jump) Weight on hands Change (shape, level, direction and speed) Sequences	Tactics (attack, defend, formation, position) Sending Receiving	Run, jump, throw Speed Distance Accuracy Competition	Teamwork, Communication, Resilience, Organisation, Co-operation, Fairness, Respect, Leadership	Water confidence / Water safety Stroke development Agility, balance, coordination, strength, speed, stamina, staying healthy (physical and mental health)
YEAR 5 CONTINUED...	Knowledge and understanding of health and fitness (health and well-being)				
	<ul style="list-style-type: none"> To organise their own warm-up and cool-down activities to suit the dance To show an understanding of why it is important to warm up and cool down 	<ul style="list-style-type: none"> To know and understand the basic principles of warming up and why it is important for good quality performance To understand why physical activity is good for their health 	<u>Invasion Games</u> <ul style="list-style-type: none"> To know and understand the basic principles of warming up and understand why it is important for a good-quality performance. To demonstrate that they understand the principles of warming up by choosing appropriate activities for the games they are going to play <u>Net/Wall Games</u> <ul style="list-style-type: none"> To know why warming up and cooling down are important To know how physical activity affects their health 	<ul style="list-style-type: none"> To understand the basic principles of warming up To understand why exercise is good for fitness, health and wellbeing 	Children understand the role of a 'leader' and take the opportunity to take the lead in games and coaching scenarios. Communication develops across all sporting activities. Display an understanding of fair play, working well with others and leading a medium sized group <u>Swimming</u> <ol style="list-style-type: none"> Be rescued by a reaching aid Perform a straddle entry and tread water for 30 seconds. <i>If the water is too shallow, substitute step entry and support scull for 30 seconds.</i> Push and glide into a forward somersault Scull head first for 5 metres and feet first for 5 metres Swim 15 metres of a recognised front stroke with correct breathing. <i>Learner's first choice</i> Swim 10 metres of front stroke with correct breathing. <i>Learner's second choice</i> Swim 20 metres of back crawl Swim 10 metres on the front, using dolphin leg kick, without aids Start in a crouch position in the water, spring up before gliding to bottom of pool, then glide to surface Swim 5 metres of lifesaving backstroke without aids
	Evaluating and improving performance (analysis)				
To describe, analyse, interpret and evaluate dances, showing an understanding of some aspects of styles and context	<ul style="list-style-type: none"> To choose and use information and basic criteria to evaluate their own and others' work 	<u>Invasion Games</u> <ul style="list-style-type: none"> To choose and use information to evaluate their own and others' work <u>Net/Wall Games</u> <ul style="list-style-type: none"> To evaluate performances, explain what needs improving in others' work and suggest possible improvements 	<ul style="list-style-type: none"> To evaluate their own and others' work and suggest ways to improve it 		



PE Year 6

Fundamental Movement Skills

Walk, run, jump, hop, skip, dodge, throw, catch, strike with hands/feet/an implement, balance, land, rotate

Key Principles

Health & Fitness, Body Awareness, Special Awareness, Control, Sequencing, Health & Safety, Competition/Performance

	<u>Dance</u>	<u>Gymnastics</u>	<u>Games</u>	<u>Athletics</u>	<u>Outdoor Education</u>	<u>Personal Development / Swimming</u>
	Space Dynamics Motifs Choreography Performance	Shape Travel - (walk, roll, jump) Weight on hands Change (shape, level, direction and speed) Sequences	Tactics (attack, defend, formation, position) Sending Receiving	Run, jump, throw Speed Distance Accuracy Competition	Teamwork, Communication, Resilience, Organisation, Co-operation, Fairness, Respect, Leadership	Water confidence / Water safety Stroke development Agility, balance, coordination, strength, speed, stamina, staying healthy (physical and mental health)
YEAR 6	Acquiring and Developing Skills (sending and receiving)					
	<ul style="list-style-type: none"> To explore, improvise and combine movement ideas fluently and effectively 	<ul style="list-style-type: none"> To combine and perform gymnastic actions, shapes and balances more fluently and effectively across the activity areas 	<u>Invasion Games</u> <ul style="list-style-type: none"> To choose, combine and perform skills more fluently and effectively in invasion games <u>Net/Wall Games</u> <ul style="list-style-type: none"> To recognise what skilful play looks like, observing the techniques used To suggest ideas and practices to improve their play and their peers work <u>Striking and fielding</u> <ul style="list-style-type: none"> Develop a range of skills specific to striking and fielding, showing consistency and control Vary bowling style and throw overarm with accuracy 	<ul style="list-style-type: none"> Show consistency in their actions in a number of events To increase the number of techniques they use and choose these independently to meet the expectations of the task 		Children apply leadership, communication, respect and fair play during intra and inter competitive sporting opportunities. Swimming <ol style="list-style-type: none"> Be rescued by catching a rope Perform a straddle entry and tread water for 30 seconds while wearing a T-shirt. Remove the T-shirt and climb out unassisted. If the water is too shallow, substitute step entry and support scull Scull feet first for 10 metres and head first for 10 metres Swim 25 metres of back crawl using a correct finish Swim 25 metres of a recognised front stroke, incorporating a correct finish. Learner's first choice Swim 20 metres of recognised front stroke, incorporating a correct finish. Learner's second choice Swim 5 metres of butterfly Push and glide into a handstand - must be performed in tummy-deep or to chest-deep water Perform a sitting dive, depending on the depth of water. If in shallow water, perform underwater push and glide, roll onto back while underwater and surface in a back glide
	Selecting and applying skills, tactics and compositional ideas (attack and defend, tactics)					
<ul style="list-style-type: none"> To create and structure motifs, phrases, sections and whole dances Begin to use basic compositional principles when creating their dances 	<ul style="list-style-type: none"> To develop their own gymnastic sequences by understanding, choosing and applying a range of compositional principles 	<u>Invasion Games</u> <ul style="list-style-type: none"> To understand, choose and apply a range of tactics and strategies for defence and attack To use these tactics and strategies more consistently in similar games <u>Net/Wall Games</u> <ul style="list-style-type: none"> To use and adapt rules, strategies and tactics, using their knowledge of basic principles of attack and defence Create their own 'games' which follow the basic principles of attack and defence <u>Striking and fielding</u> <ul style="list-style-type: none"> Use tactics to impact a game when batting and fielding, using their knowledge of the rules and techniques Hit the ball from both sides of the body when batting. 	<ul style="list-style-type: none"> To choose appropriate techniques for specific events, and apply these across disciplines 			



PE Year 6

Fundamental Movement Skills

Walk, run, jump, hop, skip, dodge, throw, catch, strike with hands/feet/an implement, balance, land, rotate

Key Principles

Health & Fitness, Body Awareness, Special Awareness, Control, Sequencing, Health & Safety, Competition/Performance

	<u>Dance</u>	<u>Gymnastics</u>	<u>Games</u>	<u>Athletics</u>	<u>Outdoor Education</u>	<u>Personal Development / Swimming</u>
	Space Dynamics Motifs Choreography Performance	Shape Travel - (walk, roll, jump) Weight on hands Change (shape, level, direction and speed) Sequences	Tactics (attack, defend, formation, position) Sending Receiving	Run, jump, throw Speed Distance Accuracy Competition	Teamwork, Communication, Resilience, Organisation, Co-operation, Fairness, Respect, Leadership	Water confidence / Water safety Stroke development Agility, balance, coordination, strength, speed, stamina, staying healthy (physical and mental health)
YEAR 6 CONTINUED...	Knowledge and understanding of health and fitness (health and well-being)					Children apply leadership, communication, respect and fair play during intra and inter competitive sporting opportunities.
	<ul style="list-style-type: none"> To understand why dance is good for their fitness, health and wellbeing To prepare effectively for dancing 	<ul style="list-style-type: none"> To understand why warming up and cooling down are important To understand why exercise is good for health, fitness and wellbeing and how to become healthier themselves To carry out warm-ups safely and effectively 	<u>Invasion Games</u> <ul style="list-style-type: none"> To understand why exercise is good for their fitness, health and wellbeing To understand the need to prepare properly for games <u>Net/Wall Games</u> <ul style="list-style-type: none"> To know why warming up and cooling down are important and understand core muscles groups to warm up for different sports and actions To know how physical activity affects their health 	<ul style="list-style-type: none"> To understand the basic principles of warming up and lead others through effective warm ups To understand, explain and show why exercise is good for fitness, health and wellbeing 		<u>Swimming</u> <ol style="list-style-type: none"> Be rescued by catching a rope Perform a straddle entry and tread water for 30 seconds while wearing a T-shirt. Remove the T-shirt and climb out unassisted. If the water is too shallow, substitute step entry and support scull Scull feet first for 10 metres and head first for 10 metres Swim 25 metres of back crawl using a correct finish
Evaluating and improving performance (analysis)						
<ul style="list-style-type: none"> To understand how a dance is formed and performed To evaluate, refine and develop their own and others' work 	<ul style="list-style-type: none"> To evaluate their own and others' work To suggest ways of making improvements 	<u>Invasion Games</u> <ul style="list-style-type: none"> To develop their ability to evaluate their own and others' work and to suggest ways to improve it <u>Net/Wall Games</u> <ul style="list-style-type: none"> To evaluate performances, explain what needs improving in their own and others' work and suggest possible improvements—seeking to improve technique and skill level 	<ul style="list-style-type: none"> To evaluate their own and others' work and suggest ways to improve it, evaluating success by comparing it to personal bests. 		<ol style="list-style-type: none"> Swim 25 metres of a recognised front stroke, incorporating a correct finish. Learner's first choice Swim 20 metres of recognised front stroke, incorporating a correct finish. Learner's second choice Swim 5 metres of butterfly Push and glide into a handstand - must be performed in tummy-deep or to chest-deep water Perform a sitting dive, depending on the depth of water. If in shallow water, perform underwater push and glide, roll onto back while underwater and surface in a back glide 	



		PE				
		Dance and Gymnastics	Games	Athletics	Personal Development	Swimming
YEAR 3	Apply given ideas to sequences independently and with others.	<p><u>Invasion Games</u></p> <p>Start to see quality of techniques and ability to link movements, to be applied to a game context.</p> <p>Develop range and consistency of skills in all games.</p> <p>Improve ability to choose and use simple tactics and strategies.</p> <p>Take part in opposed conditioned games.</p> <p>Accurately pass to someone else.</p> <p>Move with a ball.</p> <p><u>Net / wall games</u></p> <p>Pupils will be able to show correct footwork in simple tasks</p> <p>Pupils will be able to show correct footwork in a task with some variables, whilst catching and throwing with moderate success</p> <p>Pupils will be able to show correct footwork in a conditioned game situation, whilst throwing and catching with a high level of success.</p>	<p>Change speed and direction whilst running.</p> <p>Jump accurately from a standing position, aiming for a personal best distance.</p>	<p>Displays an understanding of respect, fair play and working well with others and applies this to all aspects of PE and sport.</p> <p>Demonstrate, through examples (warm-ups) an understanding of how the body changes/ functions during exercise</p>	<ol style="list-style-type: none"> 1. Answer 2 water safety questions 2. Enter the water with a step or jump entry, turn around and swim back to poolside 3. Push and glide into either front crawl or breaststroke for 5 metres 4. Push and glide into back crawl, and swim for 5 metres 5. Perform a star float on the front or back, and hold for 3 seconds 6. Perform dolphin leg kick on the front or back for 2 metres 7. Scull head first, using a woggle 8. Attempt breaststroke - may use a woggle for support 9. Tread water for 10 seconds <p>Swim forward for 2 metres and then roll onto back, swim on the back for 2 metres and roll into a standing position (regaining feet)</p>	
	Start to become competent at producing a sequence of matching and mirroring with a partner.					<p>Copy, remember, explore and repeat simple actions.</p> <p>Link and vary ideas with control and co-ordination.</p> <p>Continue to develop skills of performing with control and co-ordination.</p> <p>Improvise freely on own and with a partner- using a range of stimuli and music to interpret.</p> <p>Translate ideas from a variety of stimuli into movement, with a partner/ as a solo.</p> <p>Compare, develop and adapt movement and motifs to create longer dances in a small group.</p>



PE					
	Dance and Gymnastics	Games	Athletics	Personal Development	Swimming
YEAR 4	<p>Can translate ideas from various stimuli (e.g topic) into a sequence of movements.</p> <p>Compare, develop and adapt movement to create longer dances in larger groups using co-operative skills.</p> <p>Use dance vocabulary to compare and improve work.</p> <p>Link and vary ideas with control and co-ordination.</p> <p>Apply compositional ideas to sequences on their own and in groups.</p> <p>Create sequences that meet a theme.</p> <p>Use compositional devise when creating sequences, such as changes in speed, level and direction (mostly prompted).</p> <p>Refine and practise movements.</p> <p>Make suggestions on how to improve.</p>	<p><u>Invasion games - Hockey, rugby, football and netball</u></p> <p>Catch a ball consistently.</p> <p>Pass the ball accurately and with speed.</p> <p>To be able to attack as individuals, in 2s and 3s.</p> <p>To be able to dodge a defender when running towards the goal.</p> <p>Describe the effects of exercise on the body.</p> <p><u>Striking and Fielding games - cricket and rounders</u></p> <p>Catch a ball consistently.</p> <p>Take part in opposed conditioned games.</p> <p>Accurately pass to a teammate.</p> <p><u>Net and Wall games - tennis and table tennis</u></p> <p>Confidently use forehand.</p> <p>Be able to return a pass.</p> <p>Begin to start rallies of more than 2 shots, moving appropriately to hit the ball.</p>	<p>Run at speed appropriate to the distance being run.</p> <p>Take a running jump with appropriate foot patterns/ movements.</p> <p>Demonstrate a range of throwing actions using a variety of objects.</p> <p>Make suggestions for improvements.</p> <p>Begin to recognise how to improve performance - self-evaluation to beat personal best.</p>	<p>Change running styles according to distance, with the intention of beating personal best's</p> <p>Children to show an awareness of the impact a 'leader' can have on a game. Using communication to deliver key information.</p> <p>To understand and the positive outcomes of sport as well as the repercussion of inactivity.</p>	<ol style="list-style-type: none"> Swim a recognisable breaststroke for 5 metres Answer 2 water safety questions Perform 2 different types of entries and tread water for 15 seconds each time; <i>performed in shoulder-deep water</i> Swim 15 metres of back crawl Swim 15 metres of a recognised front stroke, either front crawl or breaststroke Swim 10 metres, holding a float under each arm, using lifesaving backstroke leg kick Swim 5 metres, dolphin leg kick on front Swim 5 metres, dolphin leg kick on back Perform a handstand with both hands on the pool floor; <i>performed in chest-deep water</i> Perform a horizontal float on the back and hold for 5 seconds, roll on to the front, hold for 5 seconds, roll to the original back float position and hold for 5 seconds. submerge, push and glide on the side, roll to a face down position



PE					
	Dance and Gymnastics	Games	Athletics	Personal Development	Swimming
YEAR 5	<p>Demonstrate precision, control and fluency in response to music.</p> <p>Vary dynamic movements and develop actions individually, in pairs and as part of group.</p> <p>Continually demonstrate rhythm and spatial awareness.</p> <p>Start to perform expressively.</p> <p>Observe others performances and make suggestions on how they can improve.</p> <p>Link ideas and techniques with control, precision and fluency when performing skills.</p> <p>Create a sequence which incorporates different speeds, directions and levels - using apparatus and mats.</p>	<p><u>Invasion games - Hockey, rugby, football and netball</u></p> <p>Control and catch a ball accurately and pass whilst moving.</p> <p>Take part in conditioned games with understanding of tactics and rules.</p> <p>Use a variety of techniques to pass the ball.</p> <p>Work as part of a team to retain possession of the ball.</p> <p>Beginning to have an understanding of tactics within a game.</p> <p>Describe the values of physical activity.</p> <p><u>Striking and Fielding games - cricket and rounders</u></p> <p>Strike a bowled ball with a variety of bats / racquets, with control.</p> <p>Control, field and catch a ball accurately.</p> <p>Participate in conditioned games, understanding tactics and rules.</p> <p>Understand and choose appropriate tactics.</p> <p><u>Net and Wall games - tennis and table tennis</u></p> <p>Control a ball accurately.</p> <p>Participate in conditioned games, understanding tactics and rules.</p> <p>Use of forehand consistently.</p> <p>Gain confidence with using backhand.</p>	<p>Sustain running technique at a range of speeds.</p> <p>Demonstrate accuracy and technique in a range of throwing and catching actions.</p> <p>Recognise how to improve performance - self-evaluation to beat personal best.</p> <p>Describe how to refine and improve performances.</p>	<p>Children understand the role of a 'leader' and take the opportunity to take the lead in games and coaching scenarios.</p> <p>Communication develops across all sporting activities.</p> <p>Display an understanding of fair play, working well with others and leading a medium sized group</p>	<ol style="list-style-type: none"> 1. Be rescued by a reaching aid 2. Perform a straddle entry and tread water for 30 seconds. <i>If the water is too shallow, substitute step entry and support scull for 30 seconds.</i> 3. Push and glide into a forward somersault 4. Scull head first for 5 metres and feet first for 5 metres 5. Swim 15 metres of a recognised front stroke with correct breathing. <i>Learner's first choice</i> 6. Swim 10 metres of front stroke with correct breathing. <i>Learner's second choice</i> 7. Swim 20 metres of back crawl 8. Swim 10 metres on the front, using dolphin leg kick, without aids 9. Start in a crouch position in the water, spring up before gliding to bottom of pool, then glide to surface <p>Swim 5 metres of lifesaving backstroke without aids</p>



PE					
	Dance and Gymnastics	Games	Athletics	Personal Development	Swimming
YEAR 6	<p>Ensure movements are clear, accurate and consistent.</p> <p>Prepare and perform confidently to an audience.</p> <p>Safely and consistently, combine six gymnastic shapes, in rolls, balances and jumps within sequences.</p> <p>Suggests ways to improve performance showing a good knowledge and understanding.</p> <p>Be creative and imaginative in composing own dances.</p> <p>Show controlled movements that express emotion and feeling.</p> <p>Perform and create performances in a variety of dance styles with accuracy and consistency.</p> <p>Select and use a wide range of compositional skills to demonstrate ideas.</p>	<p><u>Invasion games - Hockey, rugby, football and netball</u></p> <p>Control, catch and pass a ball in opposed situations whilst moving.</p> <p>Combine accurate passing skills within a game.</p> <p>Play longer games showing an awareness of skills and tactics.</p> <p>Understand the long term effects of exercise.</p> <p><u>Striking and Fielding games - cricket and rounders</u></p> <p>Choose the most appropriate passing skills and techniques in a game.</p> <p>Know their position and role within a team (e.g. backstop - knowing to throw quickly to first base when appropriate).</p> <p>Confidently strike a ball with a bat.</p> <p><u>Net and Wall games - tennis and table tennis</u></p> <p>Control the movement of a ball, whilst moving, in a game.</p> <p>Serve with speed and precision.</p> <p>Combine a variety of shots within a game.</p>	<p>Athletics</p> <p>Control take-off and landing when jumping.</p> <p>Be accurate when throwing for distance.</p> <p>Combine running and jumping well.</p> <p>Use of video analysis to improve technique.</p> <p>Advise and help others in order for them to improve their own performance.</p>	<p>Children apply leadership, communication, respect and fair play during intra and inter competitive sporting opportunities.</p>	<ol style="list-style-type: none"> 1. Be rescued by catching a rope 2. Perform a straddle entry and tread water for 30 seconds while wearing a T-shirt. Remove the T-shirt and climb out unassisted. If the water is too shallow, substitute step entry and support scull 3. Scull feet first for 10 metres and head first for 10 metres 4. Swim 25 metres of back crawl using a correct finish 5. Swim 25 metres of a recognised front stroke, incorporating a correct finish. Learner's first choice 6. Swim 20 metres of recognised front stroke, incorporating a correct finish. Learner's second choice 7. Swim 5 metres of butterfly 8. Push and glide into a handstand - must be performed in tummy-deep or to chest-deep water 9. Perform a sitting dive, depending on the depth of water. If in shallow water, perform underwater push and glide, roll onto back while underwater and surface in a back glide

