



# PE CURRICULUM COVERAGE

## PHYSICAL EDUCATION INTENT

We firmly believe that all children should experience high quality PE and School Sport. This belief and ethos allows our school to shape our children into healthy, social and active young people.

We aim to build the skills, knowledge and confidence of our children so that they can develop a lifelong passion for sport. Through the delivery of unique, broad activities and skills which are fully inclusive and personalised to the needs of our children, we aspire our children to value PE and sport and make it a part of their lives - both in school and out of school.

Through the Primary PE and Sport Premium funding we can achieve this by:

- Improving the quality of existing PE teaching through continuing professional learning in PE for our staff, so that all our pupils improve their health, skills and physical literacy, and have access to a broader range of sports.
- Increasing participation levels in competitive sport and healthy activity of pupils, and maintain these throughout their life.
- Understanding the benefits of high quality PE and Sport, including its use as a tool for whole school improvement.
- Developing a broad and balanced PE and Sport Curriculum.

PE at Wheatlands will develop not only physical literacy and physical skills, but it will allow our children to learn about themselves, the importance of a healthy, active lifestyle, self-expression and concepts such as fair play and respect. It will also contribute to the development of a range of important cognitive skills, such as decision making and analysis, and social skills such as teamwork and communication.

# Physical Education: EYFS

NURSERY	Gymnastic Movements	Fundamental Movements and Team Games	Dance
	<i>Developing balance, agility and co-ordination, and begin to apply these in a range of activities</i>	<i>Master basic movements including running, jumping, throwing and catching, as well as participate in team games, developing simple tactics for attacking and defending</i>	<i>Perform dances using simple movement patterns</i>
	<p><b>Curriculum guidance for 3 and 4 year olds</b></p> <ul style="list-style-type: none"> <li>• Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>• Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>• Increasingly able to use and remember sequences and patterns of music that are related to music and rhythm.</li> <li>• Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</li> <li>• Respond to what they have heard, expressing their thoughts and feelings.</li> <li>• Can spin, roll and independently use ropes and swings</li> <li>• Can tummy crawl, crawl on all fours, hang on monkey bars.</li> </ul>	<p><b>Curriculum guidance for 3 and 4 year olds</b></p> <ul style="list-style-type: none"> <li>• Increasingly follow rules, understanding why they are important.</li> <li>• Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>• Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>• Can catch a large ball. <b>Can kick a large ball.</b></li> <li>• Continue to develop their movement, balancing, riding (scooters, trikes &amp; bikes) and ball skills.</li> <li>• Begins to use different vocabulary of movement e.g. gallop, slither.</li> <li>• Can tummy crawl, crawl on all fours, hang on monkey bars.</li> </ul>	<p><b>Curriculum guidance for 3 and 4 year olds</b></p> <ul style="list-style-type: none"> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>• Increasingly able to use and remember sequences and patterns of music that are related to music and rhythm.</li> <li>• Respond to what they have heard, expressing their thoughts and feelings.</li> <li>• Begins to use different vocabulary of movement e.g. gallop, slither.</li> </ul>

# Physical Education: EYFS

	Gymnastic Movements	Fundamental Movements and Team Games	Dance
<b>Reception and ELG</b>	<i>Developing balance, agility and co-ordination, and begin to apply these in a range of activities</i>	<i>Master basic movements including running, jumping, throwing and catching, as well as participate in team games, developing simple tactics for attacking and defending</i>	<i>Perform dances using simple movement patterns</i>
	<p><b>Curriculum guidance for reception &amp; ELG</b></p> <ul style="list-style-type: none"> <li>Know and talk about the different factors that support overall health and wellbeing:               <ul style="list-style-type: none"> <li>-regular physical activity</li> </ul> </li> <li>Revise and refine the fundamental movement skills they have already acquired: rolling, running, crawling, hopping, walking, skipping, jumping, climbing.</li> <li>Progress towards a more fluent style of moving, with developing control and grace.</li> <li>Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming.</li> <li>Combine different movements with ease and fluency.</li> <li>Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.</li> <li>Develop overall body strength, balance, coordination and agility.</li> <li>Work and play cooperatively and take turns with others.</li> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>	<p><b>Curriculum guidance for reception &amp; ELG</b></p> <ul style="list-style-type: none"> <li>Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming.</li> <li>Revise and refine the fundamental movement skills they have already acquired: rolling, running, crawling, hopping, walking, skipping, jumping, climbing.</li> <li>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.</li> <li>Work and play cooperatively and take turns with others.</li> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>	<p><b>Curriculum guidance for reception &amp; ELG</b></p> <ul style="list-style-type: none"> <li>Progress towards a more fluent style of moving, with developing control and grace.</li> <li>Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming.</li> <li>Combine different movements with ease and fluency.</li> <li>Create collaboratively, sharing ideas, resources and skills.</li> <li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>Explore and engage in music making and dance, performing solo or in groups.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> <li>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>

# Physical Education: Key Stage 1

	Gymnastic Movements	Fundamental Movements, Team Games, Athletics	Dance
<b>Year 1</b>	<p><i>Develop balance, agility and co-ordination, flexibility and core strength. Begin to apply these in a range of activities</i></p>	<p><i>Master basic movements including running, jumping, throwing and catching, as well as participate in team games (including invasion games) developing simple tactics for attacking and defending</i></p>	<p><i>Perform dances using simple movement patterns</i></p>
	<ul style="list-style-type: none"> <li>• To lift, carry and place apparatus safely (animals)</li> <li>• To travel safely in different ways (bounce, jump from 2 feet to 2 feet, to jump safely off and on to equipment).</li> <li>• I can travel at different speeds and levels matching speed to the type of movement</li> <li>• Make body curled, tense, stretched and relaxed</li> <li>• To travel in different ways</li> <li>• Run at a slow pace (jogging) on toes</li> <li>• Run at a fast pace (sprinting) on toes (balls of feet), changing speed from one to another</li> <li>• Control body when travelling and balancing</li> <li>• Roll, curl and travel in different ways- egg roll, pencil roll, teddy bear roll</li> <li>• To balance in different ways</li> <li>• Travel on the ground and on, over and under equipment</li> <li>• Balance on both legs individually for 5 seconds</li> <li>• Jump from a small height/ equipment bending knees to land and doing this safely</li> <li>• Hop on one leg for 5 seconds without overbalancing</li> <li>• Hop on the spot on 1 leg for 10 seconds, using arms for balance</li> <li>• To jump in a thin shape (straight jump), in a wide shape (star jump), curled shape (tuck jump)</li> <li>• To travel, jump and hold a shape</li> <li>• Copy sequences and repeat them</li> <li>• To create and improve own sequence</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to listen carefully and follow instructions</li> <li>• Throw underarm</li> <li>• Throw and kick in different ways</li> <li>• Walk and run in a straight line with feet and knees facing forward</li> <li>• Walk in a straight line with control, using arms and legs alternatively</li> <li>• Follow a given pathway (travelling forwards, backwards and sideways)</li> <li>• Run in a straight line, lifting knees high and use arms to run faster</li> <li>• Jump from 2 feet and land on 1 foot (and vice versa)</li> <li>• Walk and move a football with feet</li> <li>• Kick a large ball with the side of the foot over a short distance and through a gate</li> <li>• Roll and trap a ball using hands and feet</li> <li>• Retrieve a ball and return it to a given position avoiding others</li> <li>• Stop a ball with body or feet when in goal (soft ball).</li> <li>• Follow the rules when playing small-sided competitive games involving balls</li> </ul>	<ul style="list-style-type: none"> <li>• Perform own dance moves</li> <li>• Copy or make up a short dance</li> <li>• Move safely in a space</li> <li>• Clap a simple rhythm accurately to help dance moves</li> <li>• Show emotion through movement</li> <li>• Copy and repeat simple actions</li> <li>• Copy a short routine accurately</li> <li>• Count a beat of 4 and move to it</li> <li>• Show co-ordination in dance moves</li> </ul>

# Physical Education: Key Stage 1

	Team Games	Fundamental Movements,	Athletics
<b>Year 1</b>	<i>Participate in team games (including invasion games) developing simple tactics for attacking and defending</i>	<i>To master basic movements including running, jumping, coordination and balance</i>	<i>To master basic movements including running and jumping</i>
	<ul style="list-style-type: none"> <li>• To travel in different ways with control (<i>invasion games</i>)</li> <li>• To travel with a ball in different ways (<i>invasion games</i>)</li> <li>• To travel with a ball in different directions. (<i>Invasion games</i>)</li> <li>• To use hands and feet to change direction when travelling with a ball (<i>invasion games</i>)</li> <li>• To pass the ball to another player (<i>invasion games</i>)</li> <li>• To use all passing skills in the context of a game (<i>invasion games</i>)</li> <li>• To think about using space in a team game (<i>attacking and defending</i>)</li> <li>• To mark another player (<i>attacking and defending</i>)</li> <li>• To defend the space between players (<i>attacking and defending</i>)</li> <li>• To pass a ball to another player. (<i>attacking and defending</i>)</li> <li>• To get past a defender. (<i>attacking and defending</i>)</li> <li>• To use attacking and defending skills in a team game. (<i>attacking and defending</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• To develop balance and co-ordination when moving round or over an obstacle (circuit training)</li> <li>• To develop balance and coordination when jumping in different ways (circuit training)</li> <li>• To develop balance and coordination when moving along a pathway (circuit training)</li> <li>• To develop balance and coordination when rolling and bouncing a ball (circuit training)</li> <li>• To develop balance and co-ordination whilst combining skills independently (circuit training)</li> <li>• To improve performance (circuit training)</li> </ul> <p>Throw underarm</p> <ul style="list-style-type: none"> <li>• Throw and kick in different ways</li> <li>• Walk and run in a straight line with feet and knees facing forward</li> <li>• Walk in a straight line with control, using arms and legs alternatively</li> <li>• Follow a given pathway (travelling forwards, backwards and sideways)</li> <li>• Run in a straight line, lifting knees high and use arms to run faster</li> <li>• Jump from 2 feet and land on 1 foot (and vice versa)</li> <li>• Walk and move a football with feet</li> <li>• Kick a large ball with the side of the foot over a short distance and through a gate</li> <li>• Roll and trap a ball using hands and feet</li> <li>• Retrieve a ball and return it to a given position avoiding others</li> <li>• Stop a ball with body or feet when in goal (soft ball).</li> <li>• Follow the rules when playing small-sided competitive games involving balls</li> </ul>	<ul style="list-style-type: none"> <li>• To move (run) at different speeds (running and jumping)</li> <li>• To walk and run in different ways. (running and jumping)</li> <li>• To change direction whilst walking and running. (running and jumping)</li> <li>• To jump for height. (running and jumping)</li> <li>• To jump for distance (running and jumping)</li> <li>• To jump in different ways taking off with 1 or 2 feet when jumping (running and jumping)</li> <li>• To perform a jumping sequence (running and jumping)</li> </ul>

# Physical Education: Key Stage 1

Physical Education: Key Stage 1			
	Gymnastic Movements	Basic Movements and Team Games	Dance
Year 2	<i>Developing balance, agility and co-ordination, and begin to apply these in a range of activities</i>	<i>Master basic movements including running, jumping, throwing and catching, as well as participate in team games, developing simple tactics for attacking and defending</i>	<i>Perform dances using simple movement patterns</i>
	<ul style="list-style-type: none"> <li>Identify points (heads, hands, elbows, knees and feet) and patches (bottom, thigh, back)</li> <li>Squat and tuck head between knees to perform a forward roll</li> <li>Twist and turn when moving while maintaining balance</li> <li>Create different shapes with body (arches and bridges)</li> <li>Perform different jumps (star, pencil and tuck)</li> <li>Balance on different apparatus (e.g. overturned bench)</li> <li>Perform a simple gymnastic routine of at least 3 movements independently</li> <li>Improve sequence based on feedback</li> <li>Hold form with arms raised in a finishing position without being prompted</li> </ul>	<ul style="list-style-type: none"> <li>Use hitting, kicking and/or rolling in a game</li> <li>Decide the best space to be in during a game</li> <li>Follow rules</li> <li>Help team to stop somebody scoring points</li> <li>When attacking move the ball forwards to score a point.</li> <li>Change pace on a command (walk, jog, sprint)</li> <li>Use the outside of the foot to 'dig in' and change direction. Run forwards and backwards and swap between the two</li> <li>Hop from one end of the hall to the other, without putting other foot down</li> <li>Jump backwards and forwards over a line for 20 seconds, lifting knees high</li> <li>Combine a run up with a jump to increase the jump</li> <li>Bend knees to push straight up to touch a mark on the wall</li> <li>Run quickly backwards, bending forwards, looking over both shoulders</li> <li>Sidestep quickly with bent knees, keeping hips and feet facing forward</li> <li>Jump backwards, sideways and forwards with excellent balance</li> <li>Roll a ball around my body whilst walking or jogging</li> </ul>	<ul style="list-style-type: none"> <li>Change rhythm, speed, level and direction in dance</li> <li>Create and invent own movements</li> <li>Move body to a given beat</li> <li>Copy and repeat more complex actions (travel, change direction, gestures)</li> <li>Create a short routine with support from a peer or an adult</li> <li>Move appropriately to the style of a piece of music</li> <li>Use dance to show a mood or feeling</li> <li>Show enthusiasm in movements</li> <li>Say positive comments about a performance</li> <li>Perform a simple routine of at least 3 movements independently</li> <li>Confidently travel in different ways</li> </ul>

# Physical Education: Key Stage 1

	<b>Gymnastic Movements</b>	<b>Basic Movements and Team Games</b>	<b>Dance</b>
<b>Year 2</b>		<ul style="list-style-type: none"><li>• Pass a ball from one hand to the other without dropping it, whilst travelling</li><li>• Step with the opposite foot to throwing hand when throwing a large ball</li><li>• Fully extend arms and fingers when releasing a ball (1 or 2 hands)</li><li>• Make a target for a partner to aim for using hands</li><li>• Bounce a ball at hip height, using fingertips, whilst moving</li><li>• Pull a ball into chest tightly when catching</li><li>• Throw a ball (or bean bag) into or onto a target from 3m to score a point</li><li>• Throw a ball to someone who is about 3m away (2 hands, push from chest)</li><li>• Catch a ball thrown from 3m away, most of the time</li><li>• Kick a ball with the inside of the foot through a gate 3m away.</li></ul>	



# Physical Education: Key Stage 2

	Athletics	Competitive Games- Invasion games, striking and fielding	Gymnastics
<b>Year 3</b>	<p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Circuit training</p>	<p>Play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis) and apply basic principles suitable for attacking and defending</p>	<p>Develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics)</p>
	<ul style="list-style-type: none"> <li>• To refine the fundamental skills of running, jumping and throwing</li> <li>• To sprint effectively</li> <li>• To jump for distance.</li> <li>• To run over hurdles</li> <li>• To develop and refine different throwing techniques</li> <li>• To learn different push throw techniques</li> <li>• To take part in a competitive athletics event</li> </ul>	<ul style="list-style-type: none"> <li>• To understand the basic principles of invasion games.</li> <li>• To move with different balls</li> <li>• To use a range of techniques to pass the ball</li> <li>• To understand the basic principles of defending in invasion games</li> <li>• To understand the basic principles of attacking in invasion games</li> <li>• To develop dribbling and ball control skills in football.</li> <li>• To apply the skills of invasion games to a game situation</li> <li>• To develop passing and receiving skills in football.</li> <li>• To know how to find and use space effectively.</li> <li>• To learn the defensive skills of marking and tackling.</li> <li>• To learn how to shoot in football. To understand the importance of fitness in football.</li> <li>• To use the skills that have been learnt and apply them in a game. To work as part of a team.</li> </ul>	<p><u>Shape</u></p> <ul style="list-style-type: none"> <li>• To perform static body shapes , safely and in a controlled manner</li> <li>• To make body shapes in the air/ Create different shapes with body</li> <li>• To make rhythmic gymnastic moves</li> <li>• To perform a rhythmic gymnastic routine</li> <li>• To create symmetrical shapes</li> <li>• To perform a range of jumps accurately</li> <li>• To accurately perform a forward roll from standing and a tucked backward roll.</li> <li>• To perform a squat on vault accurately</li> <li>• To perform a lunge into handstand and a cartwheel accurately.</li> <li>• To link movements together by performing a chassis step, straight jump half-turn and cat leap</li> <li>• To create and perform a gymnastics sequence with a partner.</li> </ul>

# Physical Education: Key Stage 2

	Athletics	Competitive Games	Gymnastics
Year 3		<ul style="list-style-type: none"><li>• To catch with accuracy. (in the context of cricket and/ or rounders</li><li>• To use an overarm throw to hit a target with accuracy.</li><li>• To strike a ball in an intended direction.</li><li>• To work cooperatively to field a ball</li><li>• To use striking and fielding skills in a game</li><li>• To design and play games that use striking and fielding skills.</li><li>• LO: To take part in a competitive striking and fielding game</li><li>• To use effective footwork, movement and positioning in the context of net and wall games.</li><li>• To roll and throw a ball accurately.</li><li>• To develop ball control when using a racket.</li><li>• To hit a ball accurately using the forehand technique.</li><li>• To use the backhand technique in different ways.</li><li>• To play competitive net and wall-based games</li></ul>	

# Physical Education: Key Stage 2

Physical Education: Key Stage 2			
	Dance	Outdoors and Adventurous Activity	Evaluate
<b>Year 3</b>	<i>Perform dances using a range of movement patterns</i>	<i>Take part in outdoor and adventurous activity challenges both individually and within a team</i>	<i>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</i>
	<ul style="list-style-type: none"> <li>• Show spatial awareness when dancing (considering others)</li> <li>• Make movements appropriate to the type of music</li> <li>• Perform a sequence with control and co-ordination</li> <li>• Move in unison and in time</li> <li>• Change tempo in movements (to combine movements and phrases at different speeds)</li> <li>• Evaluate a performance, using appropriate vocabulary, offering areas for improvement</li> <li>• To use movement phrases to create and a sequence with a beginning, middle and end</li> <li>• Share and create phrases with a partner and small group</li> <li>• Remember and repeat dance perform phrases</li> <li>• To use different levels when dancing</li> <li>• To adapt movement phrases to vary the length of a dance</li> <li>• LO: To use dance vocabulary to improve the sequence and performance of a dance</li> </ul>	<ul style="list-style-type: none"> <li>• To work effectively with others to complete a task and to communicate effectively.</li> <li>• To follow multistep instructions by listening carefully and processing what needs to be done</li> <li>• To solve a range of problems when working with others by understanding the problem and collaboratively coming up with a plan.</li> <li>• To follow a set of directions correctly. To give clear and precise directions for someone else to follow.</li> <li>• To follow simple maps</li> <li>• To know what orienteering is. To know and understand a range of map symbols.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast gymnastic sequences</li> <li>• Recognise own improvement in ball games</li> </ul>

# Physical Education: Key Stage 2

	<b>Athletics</b>	<b>Competitive Games</b>	<b>Gymnastics</b>
<b>Year 4</b>	<i>Use running, jumping, throwing and catching in isolation and in combination</i>	<i>Play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis) and apply basic principles suitable for attacking and defending</i>	<i>Develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics)</i>
	<ul style="list-style-type: none"> <li>• To refine the fundamental skills of running, jumping and throwing</li> <li>• To know and use an effective running technique for sprinting</li> <li>• To sustain a sprinting pace</li> <li>• To complete a sprint finish as part of a medium distance run (200-400m)</li> <li>• To be able to run at a fast pace whilst jumping over medium hurdles</li> <li>• To run as part of a relay team end to end and in a circuit</li> <li>• To pass a baton effectively end to end and in a circuit</li> <li>• To improve standing long jump distances; recording and coaching others</li> <li>• To begin to understand how to perform a standing triple jump</li> <li>• To learn and be able to describe the 'pull throw' technique to throw a javelin</li> <li>• To hold a combined sports event (running, throwing and jumping) that involves focussing on improving personal bests.</li> </ul>	<ul style="list-style-type: none"> <li>• Throw a large ball using a shoulder pass with 1 hand</li> <li>• Throw a large ball using a bounce and chest pass over distance of more than 5m</li> <li>• Catch a large ball from over 5m away consistently</li> <li>• Stand with legs apart, feeding a large ball through them in a figure of 8</li> <li>• Understand the basic principles for attacking and defending including Be aware of space and use it to support team mates and to cause problems for the opposition</li> <li>• Understand the need and importance of movement in a game situation</li> <li>• Aim accurately at a moving target (eg. a hula hoop rolling or a person running) with a ball or object</li> <li>• Throw a rugby ball correctly from standing, and while moving, to a teammate – walking rugby</li> <li>• To understand and practise some of the fundamental skills of tennis (recap)</li> <li>• To hit a ball with accuracy using the forehand technique</li> <li>• To be able to play a backhand stroke with control and accuracy</li> <li>• To be able to perform an overhead tennis serve</li> <li>• To develop a volley for use in a tennis mini-game.</li> <li>• To apply learnt skills in a variety of tennis mini-games</li> </ul>	<ul style="list-style-type: none"> <li>• Move in a controlled way</li> <li>• Balance on head, legs straight and toes pointed, with partner supporting if needed</li> <li>• Perform a handstand against a wall or using a partner for support</li> <li>• Create symmetrical and asymmetrical balances with a partner</li> <li>• Jump from apparatus, using body correctly to gain height and land safely</li> <li>• Turn 180° when jumping to the right and left</li> <li>• Always show a good gymnastic finishing position</li> <li>• Use a range of available apparatus safely, with caution</li> <li>• Balance on a narrow beam (upturned bench) independently</li> <li>• Travel showing different speeds, directions, foot patterns and levels</li> </ul>

# Physical Education: Key Stage 2

	Athletics	Competitive Games	Gymnastics
Year 4		<ul style="list-style-type: none"><li>• Kick a ball using the side of the foot to a teammate over a distance of more than 6m</li><li>• Strike a ball with the front of the foot accurately into a goal, from different angles from a distance, of more than 6m away and from a penalty spot to avoid a goal keeper.</li><li>• Pass a ball as it is moving (without stopping first).</li><li>• Run with the ball at the feet and dribble around</li><li>• To use correct techniques for catching a ball when fielding in cricket</li><li>• To use an overarm throw to hit a target with accuracy.</li><li>• To use the long barrier technique to stop a rolling ball</li><li>• Demonstrate awareness of boundaries of the playing area in a game situation and work as a team to prevent a ball crossing the boundary.</li><li>• To learn defensive hitting techniques for batting in cricket</li><li>• To learn attacking hitting techniques for batting in cricket</li><li>• To learn the correct technique for bowling overarm in cricket from a standing position</li><li>• To know and apply the rules of Dynamo Cricket during a game. To use a range of fielding, batting and bowling skills in a Dynamo Cricket match</li></ul>	

# Physical Education: Key Stage 2

Physical Education: Key Stage 2			
	Dance	Outdoors and adventurous activity	Evaluate
Year 4	<i>Perform dances using a range of movement patterns</i>	<i>Take part in outdoor and adventurous activity challenges both individually and within a team</i>	<i>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</i>
	<ul style="list-style-type: none"> <li>• Take the lead when working with a partner or group</li> <li>• Move body to different beats, fast and slow</li> <li>• Use space effectively when dancing</li> <li>• Show emotion through movement</li> <li>• Link actions in a routine smoothly</li> <li>• Perform movements in canon (different starting points, domino effect)</li> <li>• Dance at different levels (high and low) and speeds</li> <li>• Identify specific steps to improve performance</li> <li>• Use appropriate actions to suit the music/style of dance</li> <li>• Perform with fluency, linking actions smoothly</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to work together in small groups to solve problems</li> <li>• To use equipment to solve challenges</li> <li>• To be able to describe reasoning behind thinking</li> <li>• To show leadership skills within a group</li> <li>• To adapt leadership skills according to the challenge</li> <li>• To take on different roles within a team</li> <li>• To follow a basic map of a setting.</li> <li>• To read a map with increasing accuracy and confidence and within a time limit.</li> <li>• To record information accurately on a map.</li> <li>• To create symbols that are effective for map-reading and be able to plot them on a map</li> <li>• To be able to mark control points on a map and to accurately find points marked on a map</li> <li>• To name and demonstrate three qualities of good sportsmanship</li> </ul>	<ul style="list-style-type: none"> <li>• Provide support and advice to others in gymnastics and dance</li> <li>• Be prepared to listen to the ideas of others</li> <li>• Describe what they and others have done using an increasing range of vocabulary in order to improve their performances</li> </ul>

# Physical Education: Key Stage 2

	<b>Athletics</b>	<b>Competitive Games- Invasion games, striking and fielding, net and wall.</b>	<b>Gymnastics</b>
	<i>Use running, jumping, throwing and catching in isolation and in combination</i>	<i>Play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis) and apply basic principles suitable for attacking and defending</i>	<i>Develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics)</i>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>• To practise and refine existing running, jumping and throwing skills (recap)</li> <li>• To use an effective technique for sprinting including the sprint start.</li> <li>• To test and practise reaction times.</li> <li>• To perform, compare and evaluate sprint start from a variety of starting positions</li> <li>• To improve sprints over medium or high hurdles</li> <li>• To run longer distances maintaining pace (400m plus) and use a sprint finish</li> <li>• To demonstrate stamina</li> <li>• Over time improve distance that they can run and be aware of this improvement (ongoing LO- could be used as a warm up to other lessons)</li> <li>• To revisit existing jumping skills (standing long jump and standing triple jump – see Y4 overview/ planning)</li> <li>• To practise jumping for height</li> <li>• To use a variety of throwing techniques (push throw, pull throw, one-handed pull throw, one handed push throw fling throw)</li> <li>• To throw a variety of throwing implements using the correct technique.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Use the 6 o'clock pass technique accurately</li> <li>• Run while holding a rugby ball correctly</li> <li>• Throw a rugby ball to someone standing level with or behind, gradually increasing speed at which the ball is passed so that they can sometime accurately pass a ball whilst running</li> <li>• Walk using big strides, passing the ball through legs (pretzel)</li> <li>• Use a one handed shooting technique and score in a netball or basketball net most of the time.</li> <li>• Catch a ball with balance, whilst moving in any direction.</li> <li>• Throw a ball with skill to prevent interception; improving accuracy of bounce, chest and shoulder passes</li> <li>• Vary passing according to the receiver (to suit position, height and skill level)</li> <li>• Send a ball to the correct place in a game situation</li> <li>• Make an interception in a game situation</li> <li>• Use a range of foot patterns when attacking and defending (side step, swerve and dodging).</li> <li>• Mark an opponent during game play.</li> <li>• Use body to block the ball.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform a sequence which includes transferring weight from different body parts (e.g. shoulders to stomach, stomach to elbows and toes etc.)</li> <li>• Show clear and controlled starting and finishing positions in gym routines</li> <li>• Use counter balances with a partner or in a group</li> <li>• Support partner's bodyweight in a balance</li> <li>• Perform a handstand safely</li> <li>• Use gymnastic vocabulary confidently to evaluate own and others' performances</li> <li>• Hang, climb and swing on, over, along and under available apparatus.</li> <li>• Perform a cartwheel from a standing position</li> <li>• Perform a range of jumps on the floor and from a height (tuck, straddle, pike, pencil, star)</li> <li>• Refine gymnastic routines with practise</li> </ul>

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	<b>Athletics</b>	<b>Competitive Games</b>	<b>Gymnastics</b>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>• To develop the ability to throw for distance and accuracy.</li> <li>• To measure and record throwing distance.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform an underarm and overarm bowl accurately – hitting a target, most of the time, from shorter and longer distances</li> <li>• Throw a small ball over longer distances in fielding situations</li> <li>• Strike a ball, delivered by a bowler, from short and progressively longer distances with a cricket bat using two hands.</li> <li>• Run quickly with a bat</li> <li>• Catch a small ball using handcuff catch (wrists together, fingers spread) falling from progressively longer distances and greater heights; lowering to knees to prevent impact on hands</li> <li>• Demonstrate awareness of boundaries of the playing area in a game situation and work as a team to prevent a ball crossing the boundary.</li> <li>• Stop (chase) a rolling ball when the ball is travelling quickly away from them</li> </ul>	



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	Dance	Outdoors and Adventurous Activity	Evaluate
<b>Year 5</b>	<i>Perform dances using a range of movement patterns</i>	<i>Take part in outdoor and adventurous activity challenges both individually and within a team</i>	<i>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</i>
	<ul style="list-style-type: none"> <li>• Move body to the beat, staying in time with others at all times</li> <li>• Show clear and controlled starting and finishing positions</li> <li>• Create moves from a given stimulus.</li> <li>• Use imagination to create a unique performance</li> <li>• Demonstrate a number of dance principles in performances</li> <li>• Show changes in direction, level and speed in performances</li> <li>• Change a given movement to make it unique</li> <li>• Create a longer sequence with others, fitting the music</li> </ul>	<ul style="list-style-type: none"> <li>• To follow a map with increasing accuracy and confidence</li> <li>• To demonstrate agility and endurance in a range of situations and understand why it is important for the sport of orienteering.</li> <li>• To know what a compass is and how to use it.</li> <li>• To know the eight directions on a compass</li> <li>• To follow directional instructions, including clockwise and anti-clockwise, as well as 90°, 180°, 270° and 360° turns</li> <li>• To know and understand the different features of a map, including symbols, key, scale and compass directions.</li> <li>• To follow a map to give clear, concise directions.</li> <li>• To complete the missing information on a map</li> <li>• To read, follow and understand maps</li> <li>• To mark control points on a map.</li> <li>• To accurately find points marked on a map.</li> <li>• To take part in an orienteering exercise</li> <li>• To work collaboratively to plan and prepare an orienteering course.</li> <li>• To work collaboratively to complete a timed orienteering course</li> </ul>	<ul style="list-style-type: none"> <li>• Use dance vocabulary confidently to evaluate own and others' performances</li> <li>• Refine routines with practise</li> <li>• Pick up on something a partner does well and also on something that can be improved</li> <li>• Know why own performance was better or not as good as their last</li> </ul>

# Physical Education: Key Stage 2

		Athletics	Competitive Games	Gymnastics
<b>Year 6</b>		<p><i>Use running, jumping, throwing and catching in isolation and in combination</i></p> <p><i>Circuit Training – To improve overall fitness, strength</i></p>	<p><i>Play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis) and apply basic principles suitable for attacking and defending</i></p>	<p><i>Develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics)</i></p>
		<ul style="list-style-type: none"> <li>• Demonstrate stamina and increase strength</li> <li>• Run and jump over a range of different obstacles, clearing them every time</li> <li>• Sprint for 100m (length of field)</li> <li>• Jog 2 laps of the field.</li> <li>• Help themselves and others improve their running technique</li> <li>• Perform a long jump and triple jump and understand how to measure them</li> <li>• Explain how a relay works and compete well as part of a team</li> <li>• Show leadership skills in athletics</li> <li>• Sprint at the end of a long distance race to win</li> <li>• Perform a long and triple jump with pace and a run up to help me go</li> <li>• Explain to others how they can run faster and jump higher and further</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate a full range of passing (throwing) techniques (chest, shoulder, bounce, overhead with large ball, Catch a ball thrown around them in any direction</li> <li>• Select the correct pass to use in a game situation</li> <li>• Receive a ball, pivot and offload (pass on) with fluency</li> <li>• Run towards a ball, catch it and turn in the air to face the other way</li> <li>• Offload the ball at the right time to avoid losing possession</li> <li>• Travel with a rugby ball, avoiding losing it.</li> <li>• Catch and throw a ball (including a rugby ball) even when off balance</li> <li>• Catch and pass a ball quickly and accurately every time, even under pressure</li> <li>• Show defensive skills to win a game (tracking, shadowing and marking).</li> <li>• Show determination when attacking to win a game- running forwards when in possession of the ball (with a stick, feet, hands) trying to dodge defenders and looking for sensible, thought-out passes</li> <li>• Position themselves correctly in a game situation and to call for passes.</li> <li>• Work as a team and communicate a plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform a handstand followed by a forward roll.</li> <li>• Use a run up to perform a cartwheel with speed.</li> <li>• Sometimes perform a cartwheel without putting hands on the floor.</li> <li>• Perform forward and backward rolls, tucking head under.</li> <li>• Perform a routine including shapes, jumps, balances, cartwheels, travelling, rolling.</li> <li>• Perform difficult moves showing flexibility and co-ordination.</li> <li>• Use and link own moves with others to create a collective gymnastic sequence.</li> <li>• Help others in group improve their sequences, showing leadership skills.</li> <li>• Perform demanding or lengthy gymnastic routines accurately and showing fitness.</li> </ul>

# Physical Education: Key Stage 2

	Athletics	Competitive Games	Gymnastics
Year 6		<ul style="list-style-type: none"> <li>• Be able to throw a ball over arm and hit a target at progressively longer distances</li> <li>• Perform an accurate overarm bowl with a run up.</li> <li>• To strike a ball every time (if bowled at accurately – rounders and cricket).</li> <li>• Strike a ball accurately and with increasing power</li> <li>• Strike the ball into space away from opponents (cricket and hockey). Not in the air for cricket.</li> <li>• To make confident catches of a small ball demonstrating a need to move the whole body in order to do so.</li> <li>• To make confident and sensible runs after striking (cricket and rounders)</li> <li>• To field effectively – know not to chase a ball that other fielders can better retrieve. Throw accurately in the direction of the wicket keeper/ bowler in rounders/ cricket. To know to position themselves appropriately and that the position often depends on the skill/ ability of the batsman. To always be alert when fielding and to communicate well.</li> <li>• Sustain a rally in tennis using a variety of shots – forehand, backhand within a marked area and over an object, progressing to a net.</li> <li>• To perform a serve from bouncing and by throwing overhead</li> <li>• Show good sportsmanship in a range of situations.</li> <li>• Communicate effectively with team mates when fielding, batting, playing invasion games (calling for a pass).</li> </ul>	

# Physical Education: Key Stage 2

	<b>Dance</b>	<b>Outdoors and Adventurous Activity</b>	<b>Evaluate</b>
<b>Year 6</b>	<i>Perform dances using a range of movement patterns</i>	<i>Take part in outdoor and adventurous activity challenges both individually and within a team</i>	<i>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</i>
	<ul style="list-style-type: none"> <li>• Move to the beat in time throughout a performance.</li> <li>• Choose own music and style</li> <li>• Work with a group to show varied and controlled starting and finishing positions.</li> <li>• Make own routine with others, following a theme.</li> <li>• Explain exactly how to improve their own and others' performances.</li> <li>• Move with fluency, accuracy and control throughout performance.</li> <li>• Perform difficult moves showing flexibility, speed and co-ordination.</li> <li>• Use and link own moves with others to create a collective sequence.</li> <li>• Help others in the group, showing leadership skills.</li> <li>• Perform demanding routines accurately and showing fitness.</li> </ul>	<ul style="list-style-type: none"> <li>• Show increasing control when performing more advanced survival skills</li> <li>• Plan and navigate a variety of orienteering challenges using map reading and compass skills in unfamiliar settings</li> <li>• Plan and undertake a journey in the outdoors</li> <li>• Participate in the different types of orienteering courses in preparation for competition and participating in the sport of orienteering</li> <li>• Work with others to identify potential hazards and devise strategies to ensure that safe working practices are followed</li> <li>• Develop communication skills by presenting and expressing ideas, offering constructive support and feedback and discussing solutions to problems</li> </ul>	<ul style="list-style-type: none"> <li>• Improve performance after evaluation, using dance vocabulary.</li> <li>• Know which sports they are good at and find out how to improve further.</li> <li>• Refine performance after evaluation, using gymnastic vocabulary.</li> </ul>

# Physical Education: Achieving Personal Best and a Healthy Lifestyle

<b>Year 1</b>	<ol style="list-style-type: none"><li>1. Set themselves a target in PE (e.g. to run a certain distance faster, to throw further) with support</li><li>2. To achieve their target in PE</li><li>3. To name their main body parts</li><li>4. To know what it means to be active</li><li>5. To be able to name 3 healthy and 3 unhealthy foods</li></ol>
<b>Year 2</b>	<ol style="list-style-type: none"><li>1. Set themselves a target in PE (throw further, run faster, jump higher)</li><li>2. To achieve their target and explain how they did it</li><li>3. To name the parts of their body they use in different areas of PE</li><li>4. To explain what being active means</li><li>5. To know what a balanced diet is</li></ol>
<b>Year 3</b>	<ol style="list-style-type: none"><li>1. To identify an area of PE that they need to improve in</li><li>2. To show that they have improved in this area (timed event/jump distance/throw length)</li><li>3. To name at least 3 muscles</li><li>4. To explain what could happen to them if they're not active and healthy</li><li>5. To know they need to keep hydrated and know what this word means</li></ol>
<b>Year 4</b>	<ol style="list-style-type: none"><li>1. Set themselves a target in PE (throw further, run faster, jump higher) and measure their success</li><li>2. To explain how they achieved their target</li><li>3. To explain how their body changes during PE</li><li>4. To explain the benefits of being healthy and active</li><li>5. To identify the main food groups and which are good for them</li></ol>

# Physical Education: Achieving Personal Best and a Healthy Lifestyle

**Year 5**

1. To set and achieve their own target in PE, taking measurements or times
2. To carry out their own warm up.
3. To explain to others how to lead a healthy, active lifestyle.
4. To name at least 4 muscles.
5. To explain what 3 food groups do in the body.

**Year 6**

1. To show perseverance to achieve their target in PE
2. To record results and display them in a graph.
3. To know why they go red and their pulse rate rises when they exercise.
4. To evaluate their own lifestyle.
5. To name at least 5 muscles.