



## St Helen's Physical Education Curriculum Plan

### Rationale: Physical Education at St.Helen's

In order for all children to achieve their full potential and to aim for our school vision of '**Excellence, Enjoyment and Achievement**' - **Flying high- Soar like Eagles**, we have developed a PE scheme of work which enables children to develop their core Physical Education skills, and enables them to participate in structured competitive activities at differing levels:

A high-quality physical education curriculum **inspires** all pupils to **succeed** and **excel** in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness.

Opportunities to compete in sport and other activities build character and help to embed some of our school values such as: **Friendship, Perseverance, Truthfulness, and Respect**

### Quality First Wave Teaching: Intent of the PE curriculum

All children receive a broad and balanced PE curriculum as part of QFWT (Quality First wave Teaching) this is about what should be on offer for all children: the effective inclusion of all pupils in high-quality everyday personalised teaching. Such teaching will, for example, be based on clear objectives that are shared with the children and returned to at the end of the lesson; carefully explained new PE vocabulary; use of lively, interactive teaching styles and also make maximum use of visual and kinaesthetic as well as auditory/verbal learning. The objectives that are used are taken from the school's skills and progression grid (see example below) which is taken explicitly from the National Curriculum for PE.

## Key Learning in Games

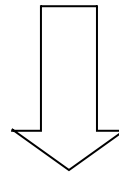
Developing Skills	Attacking and Defending Strategies (Games)	Evaluating Success
<p><b>Travelling</b></p> <ul style="list-style-type: none"> <li>Change speed and direction easily i.e. dodging and swerving.</li> <li>Travelling with an object i.e. running or dribbling a ball with/without equipment.</li> </ul> <p><b>Sending and Receiving – Invasion Games</b></p> <ul style="list-style-type: none"> <li>Perform using a number of sending and receiving skills with consistency, accuracy, confidence and control and later speed.</li> </ul> <p><b>Scoring Skills</b></p> <ul style="list-style-type: none"> <li>Shoot and score accurately in a range of ways.</li> <li>Shot from a distance and from close range.</li> </ul> <p><b>Net Wall Games</b></p> <ul style="list-style-type: none"> <li><b>Throw a ball underarm, overarm.</b></li> <li><b>Intercept a ball.</b></li> <li><b>Hold and swing the racket well and play shots on both sides of the body and above their heads.</b></li> <li><b>Play shots with reasonable accuracy.</b></li> <li><b>Keep a rally going that is not cooperative.</b></li> </ul> <p><b>Striking Fielding Games</b></p> <ul style="list-style-type: none"> <li>Hit a ball off a tee.</li> <li>Different ways of striking a ball using different equipment (e.g.</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of skills to keep possession and make progress towards a goal or target on their own and with others.</li> <li>Choose when to pass or dribble, so they keep possession and make progress towards the goal.</li> <li>Use a range of tactics to keep possession of the ball and get into positions to shoot or score.</li> </ul> <p><b>Defending Skills</b></p> <ul style="list-style-type: none"> <li>Know how to mark and defend their goal(s).</li> <li>Ways of keeping the ball away from defenders.</li> <li>How to mark a player and space.</li> <li>Intercept and tackle to get the ball back.</li> <li>Position themselves well on court.</li> <li>Try to make things difficult for the opponent by directing the ball to space, at different speeds and heights.</li> <li>Choose and use batting or throwing skills to make the game hard for their opponents.</li> <li>Strike the ball accurately into spaces and different parts of the playing area.</li> <li>Direct the ball away from fielders</li> </ul>	<ul style="list-style-type: none"> <li>Explain how to keep possession and describe how they and others have achieved it.</li> <li>Identify what they do best and what they find difficult.</li> <li>Explain the tactics and skills that they are confident with and use well in games.</li> <li>Look for specific things in a game and explain how well they are being done. i.e. marking an opponent.</li> <li>Explain why a performance is good.</li> <li>Recognise and describe the best points in an individuals and a team's performance.</li> <li>Identify aspects of their own and others performances that needs improving.</li> </ul>

These skills are mapped out each term to enable children to develop their own aptitude in Physical Education. Across the year the children experience a broad range of Curriculum activities away from more traditional games activities. (See scheme of work.) The **rationale** behind this move to less traditional PE subjects, based on the context of the school and the reasoning that the vast majority of our children access

Football, Rugby, and Cricket clubs in the local area for example: Thornbury CC, Thornbury Rugby Club, North Bristol Rugby club. We have decided to develop a Games curriculum that is **innovate** in developing activities in sports such as Handball, Dodgeball, Tennis, Basketball.

OOA and Swimming objectives are covered discretely. All KS2 classes will have a block of swimming lessons. We use our swimming provision to endeavour to see that 'all children by the time they leave primary school are able to swim 25 metres.' Children are assessed at the end of Year 6 on whether they can swim 25 metres, if they cannot this highlighted early to Secondary school.

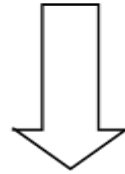
OOA activities are covered by Year 6 Camp and through other enrichment activities throughout the year. All children in Year 6 have access to these OOA activities.



### **Enrichment opportunities:**

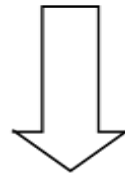
Following QFWT- all children are encouraged to join an enrichment club to help further develop their Physical Education skills and refine their core skills by expert coaching. Some of the coaches employed by school are high skilled coaches from sporting clubs such as Bristol Sport, Gloucestershire CCC, TPS (Total Pro Soccer) and PE trained teachers.





**Intra – school competition:**

As part of developing the school values further and in order to enable children to develop opportunities to compete in competitive sport and other activities that build character, all children are given the opportunity to take part in Intra-school competitions. These competitions can range from school sports day to cricket tournaments that are arranged to find a winning house team- lined to our Houses.



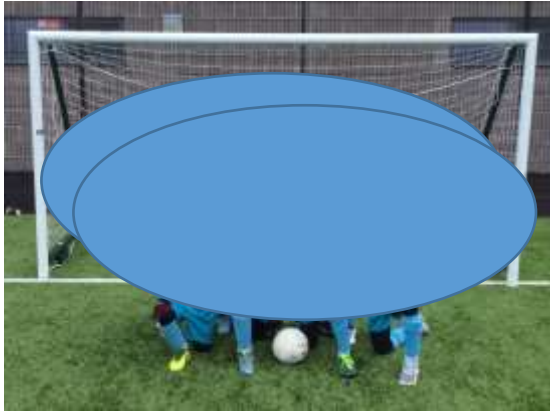
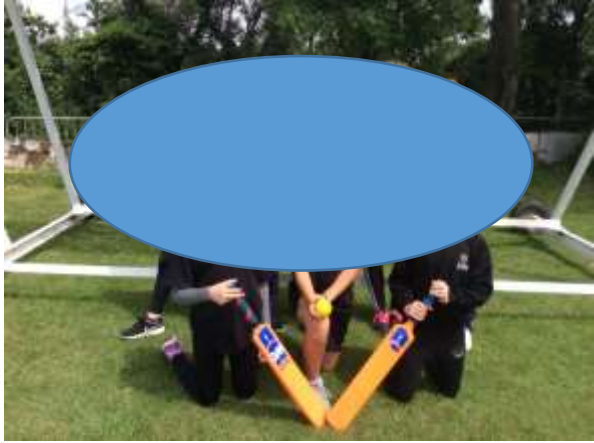
**Inter – school competition: - Building Character;**

***If you can meet with Triumph and Disaster  
And treat those two impostors just the same....***

In order to enable children to develop opportunities to compete in competitive sport and other activities that build character, some children are given the opportunity to take part in Inter-school competitions. These competitions enable us to challenge those children who need the additional experience of competing against other schools. The competitions entered included South Gloucestershire Primary Football tournaments, Gloucestershire CC Kids Cricket tournament. These experiences are invaluable to children to build their character, and to instill the school values of respect and friendship, as the children will experience the winning and losing feeling and know how to react in both situations.

**In the last Curriculum year the following inter-school competitions have been entered:**









**OOA:** take part in outdoor and adventurous activity challenges both individually and within a team





**Skills and Progression Grids:**

For lesson curriculum time we follow a skills progress grid (See below) this ensures that we have a clearly sequenced progression in skills across both Key Stages following the work that is done in EYFS for PSED.

## Key Stage 2 Skills Progression:

During KS2 pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Key Learning in Games				Year 3	Year 4	Year 5	Year 6	All Year Groups
Developing Skills			Attacking and Defending Strategies (Games)				Evaluating Success	
<p><b>Travelling</b></p> <ul style="list-style-type: none"> <li>Change speed and direction easily i.e. dodging and swerving.</li> <li>Travelling with an object i.e. running or dribbling a ball with/without equipment.</li> </ul> <p><b>Sending and Receiving – Invasion Games</b></p> <ul style="list-style-type: none"> <li>Perform using a number of sending and receiving skills with consistency, accuracy, confidence and control and later speed.</li> </ul> <p><b>Scoring Skills</b></p> <ul style="list-style-type: none"> <li>Shoot and score accurately in a range of ways.</li> <li>Shot from a distance and from close range.</li> </ul> <p><b>Net Wall Games</b></p> <ul style="list-style-type: none"> <li>Throw a ball underarm, overarm.</li> <li>Intercept a ball.</li> <li>Hold and swing the racket well and play shots on both sides of the body and above their heads.</li> <li>Play shots with reasonable accuracy.</li> <li>Keep a rally going that is not cooperative.</li> </ul> <p><b>Striking Fielding Games</b></p> <ul style="list-style-type: none"> <li>Hit a ball off a tee.</li> <li>Different ways of striking a ball using different equipment (e.g. rounders, cricket).</li> <li>Catch a small ball with two hands.</li> <li>Stop a ball and throw it back to partner, bowler or wicket keeper quickly and accurately.</li> <li>Bowl underarm and overarm with increasing accuracy and speed.</li> <li>Retrieve, intercept and stop a ball when fielding.</li> </ul>			<ul style="list-style-type: none"> <li>Use a range of skills to keep possession and make progress towards a goal or target on their own and with others.</li> <li>Choose when to pass or dribble, so they keep possession and make progress towards the goal.</li> <li>Use a range of tactics to keep possession of the ball and get into positions to shoot or score.</li> </ul> <p><b>Defending Skills</b></p> <ul style="list-style-type: none"> <li>Know how to mark and defend their goal(s).</li> <li>Ways of keeping the ball away from defenders.</li> <li>How to mark a player and space.</li> <li>Intercept and tackle to get the ball back.</li> <li>Position themselves well on court.</li> <li>Try to make things difficult for the opponent by directing the ball to space, at different speeds and heights.</li> <li>Choose and use batting or throwing skills to make the game hard for their opponents.</li> <li>Strike the ball accurately into spaces and different parts of the playing area.</li> <li>Direct the ball away from fielders using different angles and speeds.</li> </ul>				<ul style="list-style-type: none"> <li>Explain how to keep possession and describe how they and others have achieved it.</li> <li>Identify what they do best and what they find difficult.</li> <li>Explain the tactics and skills that they are confident with and use well in games.</li> <li>Look for specific things in a game and explain how well they are being done. i.e. marking an opponent.</li> <li>Explain why a performance is good.</li> <li>Recognise and describe the best points in an individuals and a team's performance.</li> <li>Identify aspects of their own and others performances that needs improving.</li> </ul>	



## Key Learning in Gymnastic Activities

Developing Skills	Linking Actions and Sequences of Movement	Evaluating Success
<p><b>Travelling</b></p> <ul style="list-style-type: none"> <li>Focus on developing quality of travelling actions both on feet and hands and feet.</li> </ul> <p><b>Shape</b></p> <ul style="list-style-type: none"> <li>As KS 1 and piked and straddle,</li> <li>Focus on developing quality of shape and stillness. E.g. extended feet, hands, arms, legs.</li> <li>Explore a range of symmetrical and asymmetrical actions.</li> <li>Perform movements that are mirrored and/or matched.</li> </ul> <p><b>Balance</b></p> <ul style="list-style-type: none"> <li>Focus on developing balances on 1,2,3 or 4 points and large body parts.</li> <li>Counter balance with a partner.</li> <li>Counter tension with a partner.</li> </ul> <p><b>Rolling</b></p> <ul style="list-style-type: none"> <li>Focus on developing quality in all the different rolling actions from KS1.</li> </ul> <p><b>Jumping</b></p> <ul style="list-style-type: none"> <li>Focus on developing quality of jumping actions 2 :2, 2:1, 1:2, 1:1.</li> <li>Jump with shapes in the air.</li> <li>½ turn jump.</li> </ul> <p><b>Handle apparatus</b></p> <ul style="list-style-type: none"> <li>Use all actions above on the floor and over, through, across and along apparatus.</li> <li>Perform different combinations of actions and perform these with a change of speed, level or direction.</li> <li>Develop tension, extension and transfer of weight in their actions</li> </ul>	<ul style="list-style-type: none"> <li>Devise and perform a sequence of gymnastic actions, showing a clear beginning, middle and end.</li> <li>Gradually increase their length of sequence.</li> <li>Work with a partner to make up a short sequence using floor, mats and apparatus, showing consistency, fluency and clarity of movement.</li> <li>Repeat accurately a sequence with more difficult actions with an emphasis on extension, clear body shape and changes in direction.</li> <li>Adapt sequences to include a partner.</li> <li>Make up longer sequences and perform them with fluency and clarity of movement.</li> <li>Vary direction, levels and pathways to improve the look of a sequence.</li> <li>Use planned variations and contrasts in actions and speed in their sequences.</li> <li>Perform actions on the floor then from floor to apparatus,</li> </ul>	<ul style="list-style-type: none"> <li>Explain the difference between two performances.</li> <li>Make simple assessments of performance based on simple criteria given by the teacher.</li> <li>Offer constructive ideas when working with a partner, including ideas on balance and transfer of weight.</li> <li>Suggest improvements to speed, direction and level in the composition.</li> <li>Watch performance and use criteria to make judgements and suggest improvements.</li> <li>Explain how a sequence is formed using appropriate terminology to describe technique and composition when evaluating both their own and others performances.</li> </ul>

## Key Learning in Dance Type Activities

Composing	Performing	Appreciating
<ul style="list-style-type: none"> <li>To create movement using a stimulus.</li> <li>To explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group.</li> <li>To create and link dance phrases using a simple dance structure or motif.</li> <li>To use simple choreographic principles to create motifs.</li> <li>To compose dances by using, adapting and developing steps, formations and patterning from different dance styles.</li> <li>To explore, improvise and combine movement ideas fluently and effectively.</li> </ul>	<ul style="list-style-type: none"> <li>To perform dances expressively, using a range of performance skills.</li> <li>To perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups.</li> <li>To perform more complex dance phrases that communicate character and narrative.</li> <li>Perform in a whole class performance.</li> </ul>	<ul style="list-style-type: none"> <li>To talk about how they might improve their dances.</li> <li>To describe and evaluate some of the compositional features of dances performed with a partner and in a group.</li> <li>To understand how a dance is formed and performed.</li> <li>To evaluate, refine and develop their own and others' work.</li> </ul>

## Key Learning in OAA

Trails	Problem Solving	Orienteering
<ul style="list-style-type: none"> <li>To improve communication skills.</li> <li>To improve ability to work with and trust others.</li> <li>To undertake an adventure trail to develop communication skills.</li> <li>To work safely with a partner in an adventurous environment.</li> <li>To complete a Trail within the school grounds.</li> <li>To increase confidence in decision making.</li> <li>To know how to use a control card.</li> </ul>	<ul style="list-style-type: none"> <li>Take part in outdoor and adventurous activity challenges</li> <li>Develop communication and collaboration skills</li> <li>Evaluate their own success</li> <li>To take responsibility for self and others</li> <li>Take part in activities that involve working with and trusting others</li> <li>To work effectively as part of a team</li> </ul> <p>YEAR 6 CAMP</p>	<ul style="list-style-type: none"> <li>Know some of the symbols on a orienteering map.</li> <li>Know how set a map.</li> <li>Know how to keep the map "set or "orientated" when they move around a simple course.</li> <li>Know the eight points of a compass.</li> <li>Record information accurately at the control marker.</li> <li>Plan effectively to visit as many control markers in the time allowed.</li> <li>To run safely with a map around a simple orienteering course.</li> <li>Navigate to a control marker on a score event course.</li> </ul>

## Key Stage 1:

During KS 1 pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.

Key Learning in Games		
Developing Skills	Attacking and Defending Strategies (Games) Applying and Linking skills – (gym/dance)	Evaluating Success Not Statutory at this stage
<p><b>Travelling</b></p> <ul style="list-style-type: none"> <li>Running, hopping, skipping, galloping.</li> <li>Change direction easily i.e. dodging and swerving.</li> <li>Travelling with an object i.e. beanbag, ball, bat and ball.</li> </ul> <p><b>Sending</b></p> <ul style="list-style-type: none"> <li>Roll a ball underarm.</li> <li>Throw an object underarm (beanbag).</li> <li>Throw an object overarm (beanbag, ball).</li> <li>Kick a ball.</li> <li>Aiming at various targets using different equipment (beanbag, ball, quoit, shuttlecock etc.).</li> <li>Striking a ball with a bat.</li> </ul> <p><b>Receiving</b></p> <ul style="list-style-type: none"> <li>Trap a ball with feet.</li> <li>Catching a ball.</li> <li>Catching a ball at different heights.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and use space in a game.</li> <li>Understand the concept of aiming and the need for accuracy.</li> <li>Use a feint to try and win a net type game.</li> <li>Throw or hit an object into space to make it more difficult for their opponents.</li> <li>Invasion type game – understand to pass the ball to a person in space (Y2).</li> <li>Net and striking and fielding games – look for space to throw, hit or run into to help them score. Understand why they need to throw or hit into space.</li> </ul>	<ul style="list-style-type: none"> <li>But advisable in terms of supporting children's learning. Examples include:</li> <li>Describe what they have done or seen others doing. <i>i.e. opposite foot forward to throwing arm.</i></li> <li>Copy actions and ideas and use the information they collect to improve their skills.</li> </ul>

Key Learning in Dance type activities		
Developing Skills	Attacking and Defending Strategies (Games) Applying and Linking skills – (gym/dance)	Evaluating Success Not Statutory at this stage
<p><b>Body Actions</b></p> <p>Copy and explore basic body actions from a range of stimuli (words, poetry, pictures, sounds , objects) e.g. Penguins</p> <p><b>Travel</b> - <i>waddle, slide</i></p> <p><b>Turn</b> - <i>spin</i></p> <p><b>Gesture</b> - <i>bob, flap</i></p>	<p><b>Applying and Linking skills</b></p> <ul style="list-style-type: none"> <li>Choose movements to make own simple dance phrase with beginning, middle and ending.</li> <li>Practise and repeat these movements so they can be performed in a controlled way.</li> <li>Choose and link actions that express a mood, idea or feeling</li> </ul>	<ul style="list-style-type: none"> <li>Use simple dance vocabulary to describe movement. <i>i.e. describe what body actions they see.</i></li> <li>Describe why they think particular actions have been chosen.</li> <li>Describe how a dance makes them feel.</li> </ul>

<p><b>Stillness - freeze</b></p> <ul style="list-style-type: none"> <li>▪ Copy simple movement patterns <i>i.e. waddling, huddle and flap wings.</i></li> <li>▪ Show and tell using body actions to explore moods, ideas and feelings.</li> <li>▪ Vary speed, strength, energy and tension of their movements.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Remember and repeat movements showing greater control, coordination and spatial awareness.</li> </ul>	
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<b>Key Learning in Gymnastic type activities Year 1 and Year 2</b>		
<b>Developing Skills</b>	<b>Attacking and Defending Strategies (Games) Applying and Linking skills – (gym/dance)</b>	<b>Evaluating Success Not Statutory at this stage</b>
<p><b>Travelling – feet</b></p> <ul style="list-style-type: none"> <li>▪ Jog, skip, gallop, hop, walk forwards, backwards.</li> </ul> <p><b>Travelling – hands and feet</b></p> <ul style="list-style-type: none"> <li>▪ Frog, Bunny, Crab, Bear, Caterpillar, Crocodile, Monkey, etc.</li> </ul> <p><b>Shape</b></p> <ul style="list-style-type: none"> <li>▪ Wide, thin, tuck, dish, arch.</li> </ul> <p><b>Rolling</b></p> <ul style="list-style-type: none"> <li>▪ Rocking on back, pencil, egg rolls, dish roll, teddy / circle roll, forward roll.</li> </ul> <p><b>Balance</b></p> <ul style="list-style-type: none"> <li>▪ Front support, balance on 4 &amp; 3 points, large body parts, tummy, back, bottom, shoulder.</li> </ul> <p><b>Jumping</b></p> <ul style="list-style-type: none"> <li>▪ 2 feet to 2 feet, 2 to 1 and 1 to 2.</li> <li>▪ 2 feet to 2 feet for height with shape</li> </ul> <p><b>Handle small and large apparatus</b></p> <ul style="list-style-type: none"> <li>▪ Mats, benches, tables.</li> </ul>	<p><b>Applying and Linking skills</b></p> <ul style="list-style-type: none"> <li>▪ Create and link simple combinations of 2/3 actions / skills <i>e.g. travel and balance.</i></li> <li>▪ To link “like” movements with a beginning, middle and end</li> <li>▪ To copy a partner’s sequence.</li> <li>▪ Remember and repeat simple linked sequences.</li> <li>▪ Link simple combinations of 3 / 4 actions / skills <i>e.g. jump, travel, roll, balance.</i></li> <li>▪ Devise short sequence, clear begin, middle, and end.</li> <li>▪ Adapt sequence to include partner or apparatus.</li> <li>▪ Remember and repeat accurately, devised sequences.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Observe and describe sequences using appropriate vocabulary.</li> <li>▪ Observe and copy a partner’s sequence.</li> <li>▪ Comment on one a sequence and say how to improve it.</li> </ul>

<b>Other Key Learning</b>
<ul style="list-style-type: none"> <li>▪ Knows the lesson begins with a warm up &amp; ends with cool down.</li> <li>▪ Describe how their heart is beating, and their breathing is normal /puffed at different times in the lesson.</li> <li>▪ Understand and describe changes to their heart rate when playing different type games.</li> <li>▪ Recognise risks when handling and placing large apparatus.</li> <li>▪ Begin to understand basic principles of working with a partner or group.</li> <li>▪ Explain why running and playing games is good for them.</li> </ul>



The children should engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Whole School PE scheme of work:						
EYFS						
Year 1	Multi- Skills – Movement and travelling  Gymnastics	Multi- Skills – Movement and travelling  Gymnastics	Multi- Skills – Movement and travelling – developing co- ordination  Dance	Multi- Skills – Movement and travelling – developing agility  Dance	Striking and Fielding – Racket sports.   Gymnastics	Athletics – Linked to Sports Day.   Dance
Year 2	Invasion Games – Football	Invasion Games- Football	Invasion Games – Netball	Invasion Games- Netball	Striking and Fielding Games- Racket Sports	Athletics – Linked to Sports Day.
	Gymnastics	Gymnastics	Dance	Dance	Gymnastics	Dance

Year 3	Invasion Games Netball Dance	Invasion Games Netball Dance	Invasion Games Handball Swimming	Net Wall –Tennis Swimming	Striking and Fielding – Tri –Golf Gymnastics	Athletics – Linked to Sports Day. Gymnastics.
Year 4	Invasion Games Football Dance	Invasion Games Football Dance	Invasion Games - Uni –Hoc Gymnastics	Net Wall –Tennis Gymnastics	Striking and Fielding –Tri -Golf Swimming	Athletics – Linked to Sports Day. Swimming
Year 5	Invasion games Basketball Swimming	Invasion games Basketball Swimming	Invasion Games- Dodgeball. Gymnastics	Net Wall- Badminton Gymnastics	Striking and Fielding – Rounders. Dance	Athletics – Linked to Sports Day. Dance
Year 6	OOA / Invasion Games – Handball	Invasion Games – Tag Rugby Circuits – Linked to Sports Hall Athletics Competition.	Invasion Games Hockey Gymnastics	Net Wall – Badminton Gymnastics	Striking and Fielding – Cricket Dance	Athletics – Linked to Sports Day. Dance

**PE Term 1 and 2 Overview: Skills and Knowledge Progression: Implementation.**

Year R EYFS:	<p><b>PE: Multi-skills</b>          I show control in large scale movements (Write Dance)          I show control over a large ball and can roll it and kick it          I can dress myself into and out of my PE kit and put my things away</p>	
Year 1	<p><b>Developing Multi-skills- Movement skills, Throwing and Catching.</b></p>	<p><b>Travelling</b></p> <ul style="list-style-type: none"> <li>▪ Running, hopping, skipping, galloping.</li> <li>▪ Change direction easily i.e. dodging and swerving.</li> <li>▪ Travelling with an object i.e. beanbag, ball, bat and ball.</li> </ul> <p><b>Receiving</b></p> <ul style="list-style-type: none"> <li>▪ Trap a ball with feet.</li> <li>▪ Catching a ball.</li> </ul> <p>Catching a ball at different heights</p>
	<p><b>Gymnastics Balancing, Travelling,</b></p>	<p><b>Travelling – feet</b></p> <ul style="list-style-type: none"> <li>▪ Jog, skip, gallop, hop, walk forwards, backwards.</li> </ul> <p><b>Travelling – hands and feet</b></p> <ul style="list-style-type: none"> <li>▪ Frog, Bunny, Crab, Bear, Caterpillar, Crocodile, Monkey, etc.</li> </ul> <p><b>Shape</b></p> <ul style="list-style-type: none"> <li>▪ Wide, thin, tuck, dish, arch.</li> </ul> <p><b>Rolling</b></p> <ul style="list-style-type: none"> <li>▪ Rocking on back, pencil, egg rolls, dish roll, teddy / circle roll, forward roll.</li> </ul>
Year 2	<p><b>Invasion Games Football</b></p>	<ul style="list-style-type: none"> <li>▪ Kick a ball.</li> </ul> <p><b>Receiving</b></p> <ul style="list-style-type: none"> <li>▪ Trap a ball with feet.</li> <li>▪ Catching a ball.</li> </ul> <p>Catching a ball at different heights.</p>

		<ul style="list-style-type: none"> <li>▪ Invasion type game – understand to pass the ball to a person in space (Y2).</li> <li>▪ Recognise and use space in a game.</li> <li>▪ Recognise and use space in a game.</li> <li>▪ Understand the concept of aiming and the need for accuracy.</li> </ul>
	<b>Gymnastics – developing sequences.</b>	<p><b>As above in Year 1- but use of application to create clear movement sequences:</b></p> <p><b>Applying and Linking skills</b></p> <ul style="list-style-type: none"> <li>▪ Create and link simple combinations of 2/3 actions / skills <i>e.g. travel and balance.</i></li> <li>▪ To link “like” movements with a beginning, middle and end</li> <li>▪ To copy a partner’s sequence.</li> <li>▪ Remember and repeat simple linked sequences.</li> <li>▪ Link simple combinations of 3 / 4 actions / skills <i>e.g. jump, travel, roll, balance.</i></li> <li>▪ Devise short sequence, clear begin, middle, and end.</li> </ul>
Year 3	<b>Invasion Games – Netball</b>	<ul style="list-style-type: none"> <li>▪ Change speed and direction easily i.e. dodging and swerving.</li> <li>▪ Travelling with an object i.e. running or dribbling a ball with/without equipment.</li> <li>▪ Perform using a number of sending and receiving skills with consistency, accuracy, confidence and control and later speed.</li> </ul> <p><b>Scoring Skills</b></p> <ul style="list-style-type: none"> <li>▪ Shoot and score accurately in a range of ways.</li> <li>▪ Shot from a distance and from close range.</li> </ul>
	<b>Dance – Linked to Topic: Belonging Carnival:</b>	<ul style="list-style-type: none"> <li>▪ To create movement using a stimulus.</li> <li>▪ To explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group.</li> </ul> <p>To create and link dance phrases using a simple dance structure or motif</p> <ul style="list-style-type: none"> <li>▪ To perform dances expressively, using a range of performance skills.</li> </ul>
Year 4	<b>Invasion games- Football</b>	<ul style="list-style-type: none"> <li>▪ Change speed and direction easily i.e. dodging and swerving.</li> <li>▪ Travelling with an object i.e. running or dribbling a ball with/without equipment.</li> </ul> <p><b>Scoring Skills</b></p> <ul style="list-style-type: none"> <li>▪ Shoot and score accurately in a range of ways.</li> <li>▪ Shot from a distance and from close range.</li> </ul>
	<b>Dance- Linked to Topic Belonging Carnival</b>	<ul style="list-style-type: none"> <li>▪ To create movement using a stimulus.</li> <li>▪ To explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group.</li> </ul> <p>To create and link dance phrases using a simple dance structure or motif</p>

		<ul style="list-style-type: none"> <li>▪ To perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups.</li> <li>▪ To perform more complex dance phrases that communicate character and narrative.</li> <li>▪ Perform in a whole class performance.</li> </ul>
Year 5	<b>Invasion Games- Basketball.</b>	<p><b>Travelling</b></p> <ul style="list-style-type: none"> <li>▪ Change speed and direction easily i.e. dodging and swerving.</li> <li>▪ Travelling with an object i.e. running or dribbling a ball with/without equipment.</li> </ul> <p><b>Sending and Receiving – Invasion Games</b></p> <ul style="list-style-type: none"> <li>▪ Perform using a number of sending and receiving skills with consistency, accuracy, confidence and control and later speed.</li> </ul> <p><b>Attacking Principles:</b></p> <ul style="list-style-type: none"> <li>▪ Use a range of skills to keep possession and make progress towards a goal or target on their own and with others.</li> <li>▪ Choose when to pass or dribble, so they keep possession and make progress towards the goal.</li> </ul> <ul style="list-style-type: none"> <li>▪ Use a range of skills to keep possession and make progress towards a goal or target on their own and with others.</li> <li>▪ Choose when to pass or dribble, so they keep possession and make progress towards the goal.</li> <li>▪ Use a range of tactics to keep possession of the ball and get into positions to shoot or score.</li> </ul> <p><b>Defending Skills</b></p> <ul style="list-style-type: none"> <li>▪ Know how to mark and defend their goal(s).</li> <li>▪ Ways of keeping the ball away from defenders.</li> <li>▪ How to mark a player and space.</li> <li>▪ Intercept and tackle to get the ball back.</li> <li>▪ Position themselves well on court.</li> <li>▪ Try to make things difficult for the opponent by directing the ball to space, at different speeds and heights.</li> <li>▪ Choose and use batting or throwing skills to make the game hard for their opponents.</li> <li>▪ Strike the ball accurately into spaces and different parts of the playing area.</li> <li>▪ Direct the ball away from fielders using different angles and speeds.</li> </ul>
	<b>Swimming</b>	In particular, pupils should be taught to: swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
Year 6	<b>Invasion Games- Handball / Tag Rugby:</b>	<p><b>Travelling</b></p> <ul style="list-style-type: none"> <li>▪ Change speed and direction easily i.e. dodging and swerving.</li> <li>▪ Travelling with an object i.e. running or dribbling a ball with/without equipment.</li> </ul> <p><b>Sending and Receiving – Invasion Games</b></p>

		<ul style="list-style-type: none"> <li>▪ Perform using a number of sending and receiving skills with consistency, accuracy, confidence and control and later speed.</li> </ul> <p><b>Scoring Skills</b></p> <ul style="list-style-type: none"> <li>▪ Shoot and score accurately in a range of ways.</li> <li>▪ Shot from a distance and from close range.</li> </ul> <p>Application of skills in Invasion Games:</p> <ul style="list-style-type: none"> <li>▪ Use a range of skills to keep possession and make progress towards a goal or target on their own and with others.</li> </ul> <p><b>Evaluating Success:</b></p> <ul style="list-style-type: none"> <li>▪ Explain how to keep possession and describe how they and others have achieved it.</li> <li>▪ Identify what they do best and what they find difficult.</li> <li>▪ Explain the tactics and skills that they are confident with and use well in games.</li> <li>▪ Look for specific things in a game and explain how well they are being done. i.e. marking an opponent.</li> <li>▪ Explain why a performance is good.</li> <li>▪ Recognise and describe the best points in an individuals and a team's performance.</li> </ul> <p>Identify aspects of their own and others performances that needs improving.</p>		
	OAA	<ul style="list-style-type: none"> <li>▪ To improve communication skills.</li> <li>▪ To improve ability to work with and trust others.</li> <li>▪ To undertake an adventure trail to develop communication skills.</li> <li>▪ To work safely with a partner in an adventurous environment.</li> <li>▪ To complete a Trail within the school grounds.</li> <li>▪ To increase confidence in decision making.</li> <li>▪ To know how to use a control card.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Take part in outdoor and adventurous activity challenges</li> <li>▪ Develop communication and collaboration skills</li> <li>▪ Evaluate their own success</li> <li>▪ To take responsibility for self and others</li> <li>▪ Take part in activities that involve working with and trusting others</li> <li>▪ To work effectively as part of a team</li> </ul> <p>YEAR 6 CAMP</p>	<ul style="list-style-type: none"> <li>▪ Know some of the symbols on a orienteering map.</li> <li>▪ Know how set a map.</li> <li>▪ Know how to keep the map "set or "orientated" when they move around a simple course.</li> <li>▪ Know the eight points of a compass.</li> <li>▪ Record information accurately at the control marker.</li> <li>▪ Plan effectively to visit as many control markers in the time allowed.</li> <li>▪ To run safely with a map around a simple orienteering course.</li> <li>▪ Navigate to a control marker on a score event course.</li> </ul>

**PE Term 3 and 4 Overview:**

<p><b>Year R</b> <b>EYFS:</b></p>	<p><b>PE: Multi-skills</b> I show control in large scale movements (Write Dance) I show control over a large ball and can roll it and kick it I can dress myself into and out of my PE kit and put my things away</p>			
<p><b>Year 1</b></p>	<p><b>PPA Invasion Games Multi-skills- developing co-ordination</b></p> <p><b>Multi-skills developing agility</b></p>	<p><b>Sending</b></p> <ul style="list-style-type: none"> <li>▪ Roll a ball underarm.</li> <li>▪ Throw an object underarm (beanbag).</li> <li>▪ Throw an object overarm (beanbag, ball).</li> </ul> <p><b>Travelling</b></p> <ul style="list-style-type: none"> <li>▪ Running, hopping, skipping, galloping.</li> <li>▪ Change direction easily i.e. dodging and swerving.</li> </ul> <p>Travelling with an object i.e. beanbag, ball, bat and ball</p>		
	<p><b>Dance:</b></p>	<table border="1" style="width: 100%;"> <tr> <td data-bbox="723 810 1384 1177"> <p><b>Body Actions</b></p> <p>Copy and explore basic body actions from a range of stimuli (words, poetry, pictures, sounds , objects) e.g. Penguins</p> <p><b>Travel</b> - <i>waddle, slide</i></p> <p><b>Turn</b> - <i>spin</i></p> <p><b>Gesture</b> - <i>bob, flap</i></p> <p><b>Stillness</b> - <i>freeze</i></p> <ul style="list-style-type: none"> <li>▪ Copy simple movement patterns <i>i.e. waddling, huddle and flap wings.</i></li> <li>▪ Show and tell using body actions to explore moods, ideas and feelings.</li> <li>▪ Vary speed, strength, energy and tension of their movements.</li> </ul> </td> <td data-bbox="1384 810 2045 1177"> <p><b>Applying and Linking skills</b></p> <ul style="list-style-type: none"> <li>▪ Choose movements to make own simple dance phrase with beginning, middle and ending.</li> <li>▪ Practise and repeat these movements so they can be performed in a controlled way.</li> <li>▪ Choose and link actions that express a mood, idea or feeling</li> <li>▪ Remember and repeat movements showing greater control, coordination and spatial awareness.</li> </ul> </td> </tr> </table>		<p><b>Body Actions</b></p> <p>Copy and explore basic body actions from a range of stimuli (words, poetry, pictures, sounds , objects) e.g. Penguins</p> <p><b>Travel</b> - <i>waddle, slide</i></p> <p><b>Turn</b> - <i>spin</i></p> <p><b>Gesture</b> - <i>bob, flap</i></p> <p><b>Stillness</b> - <i>freeze</i></p> <ul style="list-style-type: none"> <li>▪ Copy simple movement patterns <i>i.e. waddling, huddle and flap wings.</i></li> <li>▪ Show and tell using body actions to explore moods, ideas and feelings.</li> <li>▪ Vary speed, strength, energy and tension of their movements.</li> </ul>
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<p><b>Year 2</b></p>	<p><b>PPA Invasion Games Multi-skills and Netball</b></p>	<p><b>Travelling</b></p> <ul style="list-style-type: none"> <li>▪ Running, hopping, skipping, galloping.</li> <li>▪ Change direction easily i.e. dodging and swerving.</li> <li>▪ Travelling with an object i.e. beanbag, ball, bat and ball.</li> </ul> <p><b>Receiving</b></p> <p>Catching a ball.</p> <p>Catching a ball at different heights.</p>		

		<ul style="list-style-type: none"> <li>▪ Invasion type game – understand to pass the ball to a person in space (Y2).</li> <li>▪ Recognise and use space in a game.</li> <li>▪ Understand the concept of aiming and the need for accuracy.</li> </ul>
	Dance:	<p><b>Applying and Linking skills</b></p> <ul style="list-style-type: none"> <li>▪ Choose movements to make own simple dance phrase with beginning, middle and ending.</li> <li>▪ Practise and repeat these movements so they can be performed in a controlled way.</li> <li>▪ Choose and link actions that express a mood, idea or feeling</li> </ul> <p><b>Evaluating Performance:</b></p> <ul style="list-style-type: none"> <li>▪ Use simple dance vocabulary to describe movement. <i>i.e. describe what body actions they see.</i></li> <li>▪ Describe why they think particular actions have been chosen.</li> <li>▪ Describe how a dance makes them feel.</li> </ul>
Year 3	Invasion Games Handball  Net Wall Tennis	<ul style="list-style-type: none"> <li>▪ Change speed and direction easily i.e. dodging and swerving.</li> <li>▪ Travelling with an object i.e. running or dribbling a ball with/without equipment.</li> <li>▪ Perform using a number of sending and receiving skills with consistency, accuracy, confidence and control and later speed.</li> </ul> <p><b>Scoring Skills</b></p> <ul style="list-style-type: none"> <li>▪ Shoot and score accurately in a range of ways.</li> <li>▪ Shot from a distance and from close range.</li> </ul> <p><b>Net Wall Games</b></p> <ul style="list-style-type: none"> <li>▪ Throw a ball underarm, overarm.</li> <li>▪ Intercept a ball.</li> <li>▪ Hold and swing the racket well and play shots on both sides of the body and above their heads.</li> <li>▪ Play shots with reasonable accuracy.</li> </ul>
	Swimming	In particular, pupils should be taught to: swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
Year 4	Invasion games- Uni-Hoc	<ul style="list-style-type: none"> <li>▪ Change speed and direction easily i.e. dodging and swerving.</li> <li>▪ Travelling with an object i.e. running or dribbling a ball with/without equipment.</li> <li>▪ Perform using a number of sending and receiving skills with consistency, accuracy, confidence and control and later speed.</li> </ul> <p><b>Scoring Skills</b></p> <ul style="list-style-type: none"> <li>▪ Shoot and score accurately in a range of ways.</li> </ul>



		<ul style="list-style-type: none"> <li>▪ Shot from a distance and from close range.</li> </ul>
	Gymnastics	<p><b>Shape</b></p> <ul style="list-style-type: none"> <li>▪ As KS 1 and piked and straddle,</li> <li>▪ Focus on developing quality of shape and stillness. E.g. extended feet, hands, arms, legs.</li> <li>▪ Explore a range of symmetrical and asymmetrical actions.</li> <li>▪ Perform movements that are mirrored and/or matched.</li> </ul> <p><b>Balance</b></p> <ul style="list-style-type: none"> <li>▪ Focus on developing balances on 1,2,3 or 4 points and large body parts.</li> <li>▪ Counter balance with a partner.</li> <li>▪ Counter tension with a partner.</li> </ul> <p><b>Rolling</b></p> <ul style="list-style-type: none"> <li>▪ Focus on developing quality in all the different rolling actions from KS1.</li> </ul>
Year 5	<b>Net and Wall Games- Badminton Invasion Games – Dodgeball</b>	<p><b>Travelling</b></p> <ul style="list-style-type: none"> <li>▪ Change speed and direction easily i.e. dodging and swerving.</li> <li>▪ Travelling with an object i.e. running or dribbling a ball with/without equipment.</li> </ul> <p><b>Sending and Receiving – Invasion Games</b></p> <ul style="list-style-type: none"> <li>▪ Perform using a number of sending and receiving skills with consistency, accuracy, confidence and control and later speed.</li> </ul> <p><b>Attacking Principles:</b></p> <ul style="list-style-type: none"> <li>▪ Use a range of skills to keep possession and make progress towards a goal or target on their own and with others.</li> <li>▪ Choose when to pass or dribble, so they keep possession and make progress towards the goal.</li> </ul> <ul style="list-style-type: none"> <li>▪ Use a range of skills to keep possession and make progress towards a goal or target on their own and with others.</li> <li>▪ Choose when to pass or dribble, so they keep possession and make progress towards the goal.</li> <li>▪ Use a range of tactics to keep possession of the ball and get into positions to shoot or score.</li> </ul> <p><b>Defending Skills</b></p> <ul style="list-style-type: none"> <li>▪ Know how to mark and defend their goal(s).</li> <li>▪ Ways of keeping the ball away from defenders.</li> <li>▪ How to mark a player and space.</li> <li>▪ Intercept and tackle to get the ball back.</li> <li>▪ Position themselves well on court.</li> <li>▪ Try to make things difficult for the opponent by directing the ball to space, at different speeds and heights.</li> <li>▪ Choose and use batting or throwing skills to make the game hard for their opponents.</li> <li>▪ Strike the ball accurately into spaces and different parts of the playing area.</li> <li>▪ Direct the ball away from fielders using different angles and speeds.</li> </ul>

		<p><b>Net Wall Games</b></p> <ul style="list-style-type: none"> <li>▪ Throw a ball underarm, overarm.</li> <li>▪ Intercept a ball.</li> <li>▪ Hold and swing the racket well and play shots on both sides of the body and above their heads.</li> <li>▪ Play shots with reasonable accuracy.</li> <li>▪ Keep a rally going that is not cooperative.</li> </ul>	
	Gymnastics	<p><b>Jumping</b></p> <ul style="list-style-type: none"> <li>▪ Focus on developing quality of jumping actions 2 :2, 2:1, 1:2, 1:1.</li> <li>▪ Jump with shapes in the air.</li> <li>▪ ½ turn jump.</li> </ul> <p><b>Handle apparatus</b></p> <ul style="list-style-type: none"> <li>▪ Use all actions above on the floor and over, through, across and along apparatus.</li> <li>▪ Perform different combinations of actions and perform these with a change of speed, level or direction.</li> <li>▪ Develop tension, extension and transfer of weight in their actions</li> </ul> <ul style="list-style-type: none"> <li>▪ Devise and perform a sequence of gymnastic actions, showing a clear beginning, middle and end.</li> <li>▪ Gradually increase their length of sequence.</li> <li>▪ Work with a partner to make up a short sequence using floor, mats and apparatus, showing consistency, fluency and clarity of movement.</li> <li>▪ Repeat accurately a sequence with more difficult actions with an emphasis on extension, clear body shape and changes in direction.</li> <li>▪ Adapt sequences to include a partner.</li> <li>▪ Make up longer sequences and perform them with fluency and clarity of movement.</li> <li>▪ Vary direction, levels and pathways to improve the look of a sequence.</li> <li>▪ Use planned variations and contrasts in actions and speed in their sequences.</li> <li>▪ Perform actions on the floor then from floor to apparatus,</li> </ul>	
Year 6	Net and Wall Games- Badminton  Invasion games	<ul style="list-style-type: none"> <li>▪ Use a range of skills to keep possession and make progress towards a goal or target on their own and with others.</li> <li>▪ Choose when to pass or dribble, so they keep possession and make progress towards the goal.</li> <li>▪ Use a range of tactics to keep possession of the ball and get into positions to shoot or score.</li> </ul> <p><b>Defending Skills</b></p>	<ul style="list-style-type: none"> <li>▪ Explain how to keep possession and describe how they and others have achieved it.</li> <li>▪ Identify what they do best and what they find difficult.</li> <li>▪ Explain the tactics and skills that they are confident with and use well in games.</li> <li>▪ Look for specific things in a game and explain how well they are being done. i.e. marking an opponent.</li> <li>▪ Explain why a performance is good.</li> </ul>

		<ul style="list-style-type: none"> <li>▪ Know how to mark and defend their goal(s).</li> <li>▪ Ways of keeping the ball away from defenders.</li> <li>▪ How to mark a player and space.</li> <li>▪ Intercept and tackle to get the ball back.</li> <li>▪ Position themselves well on court.</li> <li>▪ Try to make things difficult for the opponent by directing the ball to space, at different speeds and heights.</li> <li>▪ Choose and use batting or throwing skills to make the game hard for their opponents.</li> <li>▪ Strike the ball accurately into spaces and different parts of the playing area.</li> <li>▪ Direct the ball away from fielders using different angles and speeds.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Recognise and describe the best points in an individuals and a team's performance.</li> <li>▪ Identify aspects of their own and others performances that needs improving.</li> </ul>
	<p><b>Gymnastics</b></p>	<p>To use previous skills to adapt sequences to include a partner.</p> <ul style="list-style-type: none"> <li>▪ Make up longer sequences and perform them with fluency and clarity of movement.</li> <li>▪ Vary direction, levels and pathways to improve the look of a sequence.</li> <li>▪ Use planned variations and contrasts in actions and speed in their sequences.</li> <li>▪ Perform actions on the floor then from floor to apparatus,</li> </ul>	

**Net Wall Games**

- Throw a ball underarm, overarm.
- Intercept a ball.
- Hold and swing the racket well and play shots on both sides of the body and above their heads.
- Play shots with reasonable accuracy.
- Keep a rally going that is not cooperative.

Year R EYFS:		
Year 1	<b>Striking and Fielding – Using a Racket</b>  <b>Athletics – linked to Sports Day:</b>	<p>Net and striking and fielding games – look for space to throw, hit or run into to help them score. Understand why they need to throw or hit into space.</p> <p>To be able to successfully complete Sports day events- such as sprinting and throwing activities- using Multi-skills techniques used throughout the year.</p>
	<b>Gymnastics and Dance:</b>	To revisits all previous skills developed in showcase development (Presentation to other year groups / parents carers)
Year 2	<b>Striking and Fielding – Using a Racket</b>  <b>Athletics – linked to Sports Day.</b>	<ul style="list-style-type: none"> <li>▪ Recognise and use space in a game.</li> <li>▪ Understand the concept of aiming and the need for accuracy.</li> <li>▪ Use a feint to try and win a net type game.</li> <li>▪ Throw or hit an object into space to make it more difficult for their opponents.</li> <li>▪ Net and striking and fielding games – look for space to throw, hit or run into to help them score. Understand why they need to throw or hit into space.</li> </ul> <p>To be able to successfully complete Sports day events- such as sprinting and throwing activities- using Multi-skills techniques used throughout the year.</p>
Year 3	<b>Athletics</b>	<b>Travelling</b> <ul style="list-style-type: none"> <li>▪ Change speed and direction easily i.e. dodging and swerving.</li> <li>▪ Travelling with an object i.e. running or dribbling a ball with/without equipment.</li> </ul> <p>Running for stamina- developing stamina to run shorter distances- linked to Sports Day.</p>
	<b>Gymnastics – Showcase event;</b>	<ul style="list-style-type: none"> <li>▪ Devise and perform a sequence of gymnastic actions, showing a clear beginning, middle and end.</li> <li>▪ Gradually increase their length of sequence.</li> <li>▪ Work with a partner to make up a short sequence using floor, mats and apparatus, showing consistency, fluency and clarity of movement.</li> <li>▪ Repeat accurately a sequence with more difficult actions with an emphasis on extension, clear body shape and changes in direction.</li> </ul>

		<ul style="list-style-type: none"> <li>▪ Adapt sequences to include a partner.</li> <li>▪ Make up longer sequences and perform them with fluency and clarity of movement.</li> <li>▪ Vary direction, levels and pathways to improve the look of a sequence.</li> <li>▪ Use planned variations and contrasts in actions and speed in their sequences.</li> <li>▪ Perform actions on the floor then from floor to apparatus,</li> </ul>	
Year 4	<b>Athletics</b>  <b>Striking and Fielding – Tri Golf</b>	<b>Travelling</b> <ul style="list-style-type: none"> <li>▪ Change speed and direction easily i.e. dodging and swerving.</li> <li>▪ Travelling with an object i.e. running or dribbling a ball with/without equipment.</li> </ul> Running for stamina- developing stamina to run shorter distances.  <b>Striking Fielding Games</b> <ul style="list-style-type: none"> <li>▪ Hit a ball off a tee</li> </ul>	
	<b>Swimming:</b>	In particular, pupils should be taught to: swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]	
Year 5	<b>Athletics</b>  <b>Striking and Fielding – Rounders</b>	<b>Travelling</b> <ul style="list-style-type: none"> <li>▪ Change speed and direction easily i.e. dodging and swerving.</li> <li>▪ Travelling with an object i.e. running or dribbling a ball with/without equipment.</li> </ul> Running for stamina- developing endurance for Hurdles events.	
	<b>Dance</b>	Developing Wake and Shake Videos: <ul style="list-style-type: none"> <li>▪ To create and link dance phrases using a simple dance structure or motif.</li> <li>▪ To use simple choreographic principles to create motifs.</li> <li>▪ To compose dances by using, adapting and developing steps, formations and patterning from different dance styles.</li> <li>▪ To explore, improvise and combine movement ideas fluently and effectively.</li> </ul> <table border="1" data-bbox="725 1173 2042 1396"> <tr> <td> <ul style="list-style-type: none"> <li>▪ To perform dances expressively, using a range of performance skills.</li> <li>▪ To perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups.</li> <li>▪ To perform more complex dance phrases that communicate character and narrative.</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>▪ To talk about how they might improve their dances.</li> <li>▪ To describe and evaluate some of the compositional features. of dances performed with a partner and in a group.</li> <li>▪ To understand how a dance is formed and performed.</li> <li>▪ To evaluate, refine and develop their own and others' work.</li> </ul> </td> </tr> </table>	<ul style="list-style-type: none"> <li>▪ To perform dances expressively, using a range of performance skills.</li> <li>▪ To perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups.</li> <li>▪ To perform more complex dance phrases that communicate character and narrative.</li> </ul>
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		<ul style="list-style-type: none"> <li>Perform in a whole class performance.</li> </ul>	
Year 6	<p><b>Athletics</b></p> <p><b>Striking and Fielding – Cricket</b></p>	<p><b>Travelling</b></p> <ul style="list-style-type: none"> <li>Change speed and direction easily i.e. dodging and swerving.</li> <li>Travelling with an object i.e. running or dribbling a ball with/without equipment.</li> </ul> <p>Running for stamina- developing endurance for longer events on Sports Day. Throwing activities such as Javelin.</p> <p><b>Striking Fielding Games</b></p> <ul style="list-style-type: none"> <li>Hit a ball off a tee</li> <li>Different ways of striking a ball using different equipment (e.g. rounders, cricket).</li> <li>Catch a small ball with two hands.</li> <li>Stop a ball and throw it back to partner, bowler or wicket keeper quickly and accurately.</li> <li>Bowl underarm and overarm with increasing accuracy and speed.</li> </ul> <p>Retrieve, intercept and stop a ball when fielding.</p>	
	<b>Dance</b>	<ul style="list-style-type: none"> <li>To create movement using a stimulus.</li> <li>To explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group.</li> <li>To create and link dance phrases using a simple dance structure or motif.</li> <li>To use simple choreographic principles to create motifs.</li> <li>To compose dances by using, adapting and developing steps, formations and patterning from different dance styles.</li> <li>To explore, improvise and combine movement ideas fluently and effectively.</li> </ul>	<ul style="list-style-type: none"> <li>To perform dances expressively, using a range of performance skills.</li> <li>To perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups.</li> <li>To perform more complex dance phrases that communicate character and narrative.</li> <li>Perform in a whole class performance.</li> </ul>

Alongside our school scheme of work, working alongside sports company TPS, we have also devised a



St Helen's  
CE Primary School



Introduction Historically, the delivery of PE has prioritised the teaching of tactical and technical skills, with learning outcomes of essential life skills such as teamwork (social), resilience (personal), and expression (creative), developing as a byproduct of PE rather than being developed with intent. At St Helens CE Primary School, we believe in the power of sport and that as teachers we can use sport to inspire the learning of life long skills our pupils can utilise whichever career or life path they take. With this in mind, we have developed a scheme of work (SOW) that provides a structured and holistic approach to PE with a focus on the learning and development of life skills through sport and physical activity. The units are designed to be easily understood and delivered by both inexperienced teachers and expert PE specialists.

Although we deliver a skills (rather than sports) focused PE provision, we understand the importance of (and agree with) the PE National Curriculum aims to ensure all pupils:

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives

Pupils are assessed on the 4 areas of social skills, personal skills, creative skills and physical skills, with the specific area of focus predetermined, planned and conveyed to the pupils prior to the commencement of each lesson



## LESSON TOPICS/FOCUS

Skills	SOCIAL	PERSONAL	CREATIVE	PHYSICAL
<b>Focus</b>	<b>Yr 5/6 IMPROVE OTHERS</b>	<b>Yr 5/6 EMBRACE CHALLENGE</b>	<b>Yr 5/6 EXPRESS AND ADAPT</b>	<b>Yr 5/6 COMBINE IN COMPETITION</b>
<b>3</b>	Take on different roles to benefit my group	Self motivated with a desire to improve	Use flair to entertain an audience	Repeat long sequences with consistency and control in competition
<b>2</b>	Give & receive feedback	See new activities as a challenge	Create sequences with expression	Consistently perform a range of movements and sequences in competition
<b>1</b>	Negotiate and collaborate with other	Make changes to improve performance	Respond imaginatively to different situations	Perform advanced skills,movements in competition
<b>Focus</b>	<b>Yr 4 HELP OTHERS</b>	<b>Yr 4 TRY TO IMPROVE</b>	<b>Yr 4 REFINE AND CHANGE</b>	<b>Yr 4 LINK UNDER PRESSURE</b>
<b>3</b>	Help my group make decisions	React positively to failure	Link actions to develop sequences	Repeat long sequences with consistency and control under pressure
<b>2</b>	Guide a small group through a task	Set appropriate targets	Change tactics to improve performance	Consistently perform a range of movements and sequences under pressure
<b>1</b>	Help organise roles	Recognise my strengths and weaknesses	Change rules to make an activity more fun	Perform advanced skills,movements u dear pressure
<b>Focus</b>	<b>Yr 3 WORK WELL WITH OTHERS</b>	<b>Yr 3 TAKE CONTROL</b>	<b>Yr 3 RECOGNISE AND RESPOND</b>	<b>Yr 3 CONTROL</b>
<b>3</b>	Show Patience and support others	Challenge myself independently	Vary movements depending on the task	Repeat long sequences with consistency and control
<b>2</b>	Play fairly accepting winning/losing	Confident performing in front of others	Make up my own rules of activities	Consistently perform a range of movements and sequences with control
<b>1</b>	Give helpful feedback in a group	Know where I am with my learning	Recognise similarities in movements	Perform a range of skills/ movements with control
<b>Focus</b>	<b>Yr 2 CONSIDER OTHERS</b>	<b>Yr 2 SHARE IDEAS</b>	<b>Yr 2 COMPARE AND DEVELOP</b>	<b>Yr 2 SEQUENCES</b>
<b>3</b>	Help and encourage others	Try several times	Develop movements to fit a theme	Perform long sequences of movement
<b>2</b>	Talk and listen to others about work	Demonstrate skills to a group	Compare movements with others	Perform sequences of movement
<b>1</b>	Work well in a group	Ask for help	Link movements together	Perform a range of individual movements
<b>Focus</b>	<b>Yr 1 UNDERSTAND OTHERS</b>	<b>Yr 1 STAY ON TASK</b>	<b>Yr 1 EXPLORE</b>	<b>Yr 1 SINGLE SKILLS</b>
<b>3</b>	Work sensibly with a partner	Follow simple instructions	Observe and copy others	Link 2 movements together with control
<b>2</b>	Take turns	Engage in activities	Explore different movements	Perform a small number of individual movements
<b>1</b>	Participate within a group	Work on simple tasks independently	Describe different movements	Perform basic movements with some control

Appendix 1 The National Curriculum The National Curriculum for Physical Education

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239040/PRIMARY\\_national\\_curriculum\\_-\\_Physical\\_education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239040/PRIMARY_national_curriculum_-_Physical_education.pdf)



# Physical education programmes of study: key stages 1 and 2

## National curriculum in England

### Purpose of study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

### Aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

### Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

**Schools are not required by law to teach the example content in [square brackets].**

#### Physical education – key stages 1 and 2

### Subject content

#### Key stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

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

#### Key stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

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

#### Physical education – key stages 1 and 2

##### Swimming and water safety

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

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)
- perform safe self-rescue in different water-based situations.