# Subject Intent – PE

# Resilience Management of the Principal o



#### Pupil will develop:

The ability to acquire new knowledge and skills exceptionally well and develop an in-depth understanding of PE.

The willingness to practise skills in a wide range of different activities and situations, alone, in small groups and in teams and to apply these skills in chosen activities to achieve exceptionally high levels of performance.

High levels of physical fitness.

A healthy lifestyle, achieved by eating sensibly, avoiding smoking, drugs and alcohol and exercising regularly.

The ability to remain physically active for sustained periods of time and an understanding of the importance of this in promoting long-term health and well-being.

The ability to take the initiative and become excellent young leaders, organising and officiating, and evaluating what needs to be done to improve, and motivating and instilling excellent sporting attitudes in others.

Exceptional levels of originality, imagination and creativity in their techniques, tactics and choreography, knowledge of how to improve their own and others' performance and the ability to work independently for extended periods of time without the need of guidance or support.

A keen interest in PE. A willingness to participate eagerly in every lesson, highly positive attitudes and the ability to make informed choices about engaging fully in extra-curricular sport.

The ability to swim at least 25 metres before the end of Year 6 and knowledge of how to remain safe in and around water.

#### **Substantive Knowledge**

Significant sporting events

Aspirational sports people

Knowledge of movement, tactics, strategy and rules across the following disciplines:

- Games
- Dance
- Gymnastics
- Athletics
- Outdoor and Adventurous Activities
- Swimming

#### **Disciplinary Knowledge**

Develop practical skills in order to participate, compete and lead a healthy lifestyle.

This knowledge involves learning and demonstrating a range of physical movements and sporting techniques through a variety of physical activities:

- Games
- Dance
- Gymnastics
- Athletics
- Outdoor and Adventurous Activities
- Swimming





# PE Approach

A high-quality PE curriculum motivates children to expand their skills and enables them to understand the positive benefits of exercise.

At High Clarence, children experience a broad range of sporting activities allowing them to be physically active, experience competition and understand how to lead and enjoy a healthy lifestyle.

Building relationships and communicating with others are also a key part of our physical education curriculum.

At High Clarence our aim is to deliver high-quality inclusive teaching and learning opportunities that inspire all children to succeed in physical activities.

We want to teach children how to cooperate and collaborate with others, as part of a team, understanding fairness and equality of play to embed life-long values. We seek to sign-post talented athletes and players to extra-curricular clubs and celebrate the success of all pupils.

#### Inspirational Sports Person/Team or Event

Positive role models/teams within individual sports – sporting heroes/icons, figures in the community, school club links and sporting events.

#### Rules – Safety

Safe use of equipment

Develop a progressive understanding of rules - implementation of rules Recall and retrieval of previous learning and experience

#### Health & Fitness

Lead healthy, active lives.

Physically active for sustained periods of time.

#### Skills and Tactics

Development and application of a broad key skill set

Develop a competence to excel in a broad range of physical activities

#### Competitive Physical Activity

Engage in competitive sports and activities

#### Perform & Evaluate

Assessment opportunities

**EYFS** 

A1 Locomotion - Walking **Funky Feet** 

S1 Health & Wellbeing **Funky Feet** 

Su1 Locomotion - Walking/

jumping





A2 Gymnastics Health & Wellbeing

S2 Ball Skills Hands 1 Ball Skills Hands 2

Su2 Ball skills hands 2 Athletics

Autumn 1 Invasion Games Fundamental Skills (Tag Rugby)	Autumn 2 Gymnastics	Spring 1 Dance	Spring 2 Invasion Ganes Fundamental Skills (Hockey)	Summer 1 Net & Wall -Tennis	Summer 2 Striking & Fielding - Cricket
Mighty Warriors		Swimming		Athl	etics

Summer 1

Cricket

Summer 1

Spring 1

Sp 2 Hockey

Basketball

Spring 1

Sp1 Dance

A2 Gymnastics

Autumn 2

Invasion - Tag Rugby

KS2 Games - Sports Hall Athletics

Swimming

LKS2

KS2 Games - Athletics

Su 2 Striking & Fielding -

KS2 Games - OAA

Su 1 Net & Wall -Tennis

KS2 Games - Invasion -

**KS2 Games - Dodgeball** 

KS2 Games - Net & Wall Netball

Autumn 1

Autumn 1 TAG Rugby

**KS2 Games - Sports Hall Athletics** 

Autumn 2 Gymnastics

KS2 Games - Net & Wall Netball

Spring 1 Invasion - Dance

KS2 Games - Dodgeball

Spring 1 Hockey

KS2 Games - Invasion -Basketball

Summer 1 Su 1 Net & Wall -Tennis

KS2 Games - OAA

Summer 1 Su 2 Striking & Fielding -Cricket

KS2 Games – Athletics Swimming





Subject	PE								
	Health and Fitness	Striking and hitting a ball	Throwing and catching a ball	Travelling with a ball	Passing a ball	Possession and using space	Attacking and defending	Tactics and rules	Compete and Perform
Reception	Describe how the body feels when still and when exercising.	Hit a ball with a bat or racquet.	Roll equipment in different ways. Throw an object underarm at a target. Catch equipment using two hands.	Move a ball in different ways, including bouncing and kicking. Use equipment to control a ball.	Kick an object at a target.	Move safely around the space and equipment. Travel in different ways, including sideways and backwards.	Play a range of chasing games.	Follow simple rules.	Control my body when performing a sequence of movements. Participate in simple games.
Year 1	Describe how the body feels before, during and after exercise. Carry and place equipment safely.	Use hitting skills in a game. Practise basic striking, sending and receiving.	Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game. Practise accurate throwing and consistent catching.	Travel with a ball in different ways. Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency.	Pass the ball to another player in a game. Use kicking skills in a game.	Use different ways of travelling in different directions or pathways. Run at different speeds. Begin to use space in a game.	Begin to use the terms attacking and defending. Use simple defensive skills such as marking a player or defending a space. Use simple attacking skills such as dodging to get past a defender.	Follow simple rules to play games, including team games. Use simple attacking skills such as dodging to get past a defender. Use simple defensive skills such as marking a player or defending a space.	Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. Engage in competitive activities and team games
Year 2	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.	Strike or hit a ball with increasing control. Learn skills for playing striking and fielding games. Position the body to strike a ball.	Throw different types of equipment in different ways, for accuracy and distance. Throw, catch and bounce a ball with a partner. Use throwing/catching in a game. Throw a ball for distance. Use hand-eye coordination to control a ball. Vary types of throw used.	Bounce and kick a ball whilst moving. Use kicking skills in a game. Use dribbling skills in a game.	Know how to pass the ball in different ways.	Use different ways of travelling at different speeds and following different pathways, directions or courses. Change speed and direction whilst running. Begin to choose and use the best space in a game.	Begin to use and understand the terms attacking and defending. Use at least one technique to attack or defend to play a game successfully.	Understand the importance of rules in games. Use at least one technique to attack or defend to play a game successfully.	Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others.
Year 3	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.	Demonstrate successful hitting and striking skills. Develop a range of skills in striking (and fielding where appropriate). Practise the correct batting technique and use it in a game. Strike the ball for distance.	Throw and catch with greater control and accuracy. Practise the correct technique for catching a ball and use it in a game. Perform a range of catching skills with control. Catch with increasing control and accuracy. Throw a ball in different ways Develop a safe and effective overarm bowl.	Move with the ball in a variety of ways with some control. Use two different ways of moving with a ball in a game.	Pass the ball in two different ways in a game situation with some success.	Know how to keep and win back possession of the ball in a team game. Find a useful space and get into it to support teammates.	Use simple attacking and defending skills in a game. Use fielding skills to stop a ball from travelling past them.	Apply and follow rules fairly. Understand and begin to apply the basic principles of invasion games. Know how to play a striking and fielding game fairly.	Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.



Subject	PE								
	Health and Fitness	Striking and hitting a ball	Throwing and catching a ball	Travelling with a ball	Passing a ball	Possession and using space	Attacking and defending	Tactics and rules	Compete and Perform
Year 4	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.	Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control. Accurately serve underarm. Build a rally with a partner. Use at least two different shots in a game situation. Use hand-eye coordination to strike a moving and a stationary ball.	Develop different ways of throwing and catching.	Move with the ball using a range of techniques, showing control and fluency.	Pass the ball with increasing speed, accuracy and success in a game situation.	Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.  Make the best use of space to pass and receive the ball.	Use a range of attacking and defending skills and techniques in a game. Use fielding skills as an individual to prevent a player from scoring.	Vary the tactics they use in a game. Adapt rules to alter games.	Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities.
Year 5	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.	Use different techniques to hit a ball. Identify and apply techniques for hitting a tennis ball. Explore when different shots are best used. Develop a backhand technique and use it in a game. Practise techniques for all strokes. Play a tennis game using an overhead serve.	Consolidate different ways of throwing and catching, and know when each is appropriate in a game.	Use a variety of ways to dribble in a game with success. Use ball skills in various ways, and begin to link together	Pass a ball with speed and accuracy using appropriate techniques in a game situation.	Keep and win back possession of the ball effectively in a team game.  Demonstrate an increasing awareness of space.	Choose the best tactics for attacking and defending. Shoot in a game. Use fielding skills as a team to prevent the opposition from scoring.	Know when to pass and when to dribble in a game. Devise and adapt rules to create their own game.	Consistently perform and apply skills and techniques with accuracy and control.  Take part in competitive games with a strong understanding of tactics and composition
Year 6	Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier	Hit a bowled ball over longer distances. Use good hand-eye coordination to be able to direct a ball when striking or hitting. Understand how to serve in order to start a game.	Throw and catch accurately and successfully under pressure in a game.	Show confidence in using ball skills in various ways in a game situation, and link these together effectively.	Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move.	Keep and win back possession of the ball effectively and in a variety of ways in a team game. Demonstrate a good awareness of space.	Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending. Work as a team to develop fielding strategies to prevent the opposition from scoring.	Follow and create complicated rules to play a game successfully. Communicate plans to others during a game. Lead others during a game.	Perform and apply a variety of skills and techniques confidently, consistently and with precision.  Take part in competitive games with a strong understanding of tactics and composition.



# PE Progressions Overview - Dance

Subject	PE			
	Health and Fitness	Dance Skills	Compete/Perform	Evaluate
Reception	Describe how the body feels when still and when exercising.	Join a range of different movements together. Change the speed of their actions. Change the style of their movements. Create a short movement phrase which demonstrates their own ideas	Control my body when performing a sequence of movements.	Talk about what they have done. Talk about what others have done.
Year 1	Describe how the body feels before, during and after exercise. Carry and place equipment safely.	Copy and repeat actions. Put a sequence of actions together to create a motif. Vary the speed of their actions. Use simple choreographic devices such as unison, canon and mirroring. Begin to improvise independently to create a simple dance.	Perform using a range of actions and body parts with some coordination.  Begin to perform learnt skills with some control.	Watch and describe performances. Begin to say how they could improve.
Year 2	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy	Copy, remember and repeat actions. Create a short motif inspired by a stimulus. Change the speed and level of their actions. Use simple choreographic devices such as unison, canon and mirroring. Use different transitions within a dance motif. Move in time to music. Improve the timing of their actions	Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others.	Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others
Year 3	Recognise and describe the effects of exercise on the body.  Know the importance of strength and flexibility for physical activity.  Explain why it is important to warm up and cool down.	Begin to improvise with a partner to create a simple dance. Create motifs from different stimuli. Begin to compare and adapt movements and motifs to create a larger sequence. Use simple dance vocabulary to compare and improve work. Perform with some awareness of rhythm and expression.	Develop the quality of the actions in their performances.  Perform learnt skills and techniques with control and confidence.  Compete against self and others in a controlled manner.	Watch, describe and evaluate the effectiveness of a performance.  Describe how their performance has improved over time.



# PE Progressions Overview - Dance

Subject	PE			
	Health and Fitness	Dance Skills	Compete/Perform	Evaluate
Year 4	Describe how the body reacts at different times and how this affects performance.  Explain why exercise is good for your health.  Know some reasons for warming up and cooling down.	Identify and repeat the movement patterns and actions of a chosen dance style.  Compose a dance that reflects the chosen dance style.  Confidently improvise with a partner or on their own.  Compose longer dance sequences in a small group.  Demonstrate precision and some control in response to stimuli.  Begin to vary dynamics and develop actions and motifs in response to stimuli.  Demonstrate rhythm and spatial awareness.  Change parts of a dance as a result of self-evaluation.  Use simple dance vocabulary when comparing and improving work.	Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.
Year 5	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.	Identify and repeat the movement patterns and actions of a chosen dance style.  Compose individual, partner and group dances that reflect the chosen dance style.  Show a change of pace and timing in their movements.  Develop an awareness of their use of space.  Demonstrate imagination and creativity in the movements they devise in response to stimuli.  Use transitions to link motifs smoothly together.  Improvise with confidence, still demonstrating fluency across the sequence.  Ensure their actions fit the rhythm of the music.  Modify parts of a sequence as a result of self and peer evaluation.  Use more complex dance vocabulary to compare and improve work.	Perform own longer, more complex sequences in time to music. Consistently perform and apply skills and techniques with accuracy and control.	Choose and use criteria to evaluate own and others' performances. Explain why they have used particular skills or techniques, and the effect they have had on their performance.
Year 6	Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier.	Identify and repeat the movement patterns and actions of a chosen dance style.  Compose individual, partner and group dances that reflect the chosen dance style.  Use dramatic expression in dance movements and motifs.  Perform with confidence, using a range of movement patterns.  Demonstrate strong and controlled movements throughout a dance sequence.  Combine flexibility, techniques and movements to create a fluent sequence.  Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs. Show a change of pace and timing in their movements.  Move rhythmically and accurately in dance sequences. Improvise with confidence, still demonstrating fluency across their sequence. Dance with fluency and control, linking all movements and ensuring that transitions flow.  Demonstrate consistent precision when performing dance sequences.  Modify some elements of a sequence as a result of self and peer evaluation. Use complex dance vocabulary to compare and improve work.	Link actions to create a complex sequence using a full range of movement. Perform the sequence in time to music. Perform and apply a variety of skills and techniques confidently, consistently and with precision.	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.



Subject	PE								
	Health and fitness	Acquiring and developing skills - general	Rolls	Jumps	Vault	Handstands, cartwheels, round offs	Travelling and linking actions	Shapes and balances	Compete/perform
Reception	Describe how the body feels when still and when exercising.	Create a short sequence of movements. Roll in different ways with control. Travel in different ways. Stretch in different ways. Jump in a range of ways from one space to another with control. Begin to balance with control. Move around, under, over, and through different objects and equipment.	Curled side roll (egg roll) Log roll (pencil roll) Teddy bear roll	Straight jump Tuck jump Jumping jack Half turn jump Cat spring		Bunny hop	Tiptoe, step, jump and hop	Standing balances	Control my body when performing a sequence of movements. Participate in simple games.
Year 1	Describe how the body feels before, during and after exercise. Carry and place equipment safely.	Create and perform a movement sequence. Copy actions and movement sequences with a beginning, middle and end. Link two actions to make a sequence. Recognise and copy contrasting actions (small/tall, narrow/wide). Travel in different ways, changing direction and speed. Hold still shapes and simple balances. Carry out simple stretches. Carry out a range of simple jumps, landing safely. Move around, under, over, and through different objects and equipment. Begin to move with control and care.	Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled)	Straight jump Tuck jump Jumping jack Half turn jump Cat spring	Straight jump off springboard	Bunny hop Front support wheelbarrow with partner	Tiptoe, step, jump and hop Hopscotch Skipping Galloping	Standing balances Kneeling balances Pike, tuck, star, straight, straddle shapes	Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control.



Subject	PE								
,	Health and fitness	Acquiring and developing skills - general	Rolls	Jumps	Vault	Handstands, cartwheels, round offs	Travelling and linking actions	Shapes and balances	Compete/perform
Year 2	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.	Copy, explore and remember actions and movements to create a sequence. Link actions to make a sequence. Travel in a variety of ways, including rolling. Hold a still shape whilst balancing on different points of the body. Jump in a variety of ways and land with increasing control and balance. Climb onto and jump off the equipment safely. Move with increasing control and care.	Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled) Rocking forward roll Crouched forward roll	Straight jump Tuck jump Jumping jack Half turn jump Cat spring Cat spring to straddle	Hurdle step onto springboard Straight jump off springboard Tuck jump off springboard	Bunny hop Front support wheelbarrow with partner T-lever Scissor kick	Tiptoe, step, jump and hop Hopscotch Skipping Galloping Straight jump half-turn	Standing balances Kneeling balances Large body part balances Balances on apparatus Balances with a partner Pike, tuck, star, straight, straddle shapes Front and back support	Perform sequences of their own composition with coordination. Perform learnt skills with increasing control.
Year 3	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.	Compose a movement sequence independently and with others. Link combinations of actions with increasing confidence, including changes of direction, speed or level. Develop the quality of their actions, shapes and balances. Move with coordination, control and care. Use turns whilst travelling in a variety of ways. Use a range of jumps in their sequences. Begin to use equipment to vault. Create interesting body shapes with control and confidence. Begin to show flexibility in movements.	Crouched forward roll Forward roll from standing Tucked backward roll	Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump half-turn Cat leap	Hurdle step onto springboard Squat on vault Star jump off Tuck jump off Straddle jump off Pike jump off	Handstand Lunge into handstand Cartwheel	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Cat leap	Large and small body part balances, including standing and kneeling balances Balances on apparatus Matching and contrasting partner balances Pike, tuck, star, straight, straddle shapes Front and back support	Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.



Subject	PE								
	Health and fitness	Acquiring and developing skills - general	Rolls	Jumps	Vault	Handstands, cartwheels, round offs	Travelling and linking actions	Shapes and balances	Compete/perform
Year 4	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.	Create a sequence of actions that fit a theme.  Use an increasing range of actions, directions and levels in their sequences.  Move with clarity, fluency and expression. Show changes of direction, speed and level during a performance.  Travel in different ways, including using flight. Improve the placement and alignment of body parts in balances.  Use equipment to vault in a variety of ways.  Carry out balances, recognising the position of their centre of gravity and how this affects the balance.  Begin to develop good technique when travelling, balancing and using equipment.  Develop strength, technique and flexibility throughout performances	Forward roll from standing Straddle forward roll Tucked backward roll Backward roll to straddle	Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn	Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off	Lunge into handstand Lunge into cartwheel	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot	1, 2, 3 and 4- point balances Balances on apparatus Balances with and against a partner Pike, tuck, star, straight, straddle shapes Front and back support	Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy.
Year 5	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.	Select ideas to compose specific sequences of movements, shapes and balances.  Adapt their sequences to fit new criteria or suggestions.  Perform jumps, shapes and balances fluently and with control.  Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance.  Confidently use equipment to vault in a variety of ways.  Apply skills and techniques consistently.  Develop strength, technique and flexibility throughout performances.  Combine equipment with movement to create sequences.	Forward roll from standing Straddle forward roll Pike forward roll Tucked backward roll Backward roll to straddle	Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Stag jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap Split leap	Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off Squat through vault	Lunge into handstand Lunge into cartwheel Lunge into round-off	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot	1, 2, 3 and 4- point balances Balances on apparatus Part body weight partner balances Pike, tuck, star, straight, straddle shapes Front and back support	Perform own longer, more complex sequences in time to music. Consistently perform and apply skills and techniques with accuracy and control.



Subject	PE								
	Health and fitness	Acquiring and developing skills - general	Rolls	Jumps	Vault	Handstands, cartwheels, round offs	Travelling and linking actions	Shapes and balances	Compete/perform
Year 6	Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier	Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.  Demonstrate precise and controlled placement of body parts in their actions, shapes and balances.  Confidently use equipment to vault and incorporate this into sequences.  Apply skills and techniques consistently, showing precision and control.  Develop strength, technique and flexibility throughout performances.	Forward roll from standing Straddle forward roll Pike forward roll Dive forward roll Tucked backward roll Backward roll to straddle Backward roll to standing pike Pike backward roll	Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Stag jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn Cat leap full-turn Split leap Stag leap	Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off Squat through vault Straddle over vault	Lunge into cartwheel Lunge into round-off Hurdle step Hurdle step into cartwheel Hurdle step into round- off	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Cat leap full turn Pivot	1, 2, 3 and 4- point balances Balances on apparatus Develop technique, control and complexity of partweight partner balances Group formations Pike, tuck, star, straight, straddle shapes Front and back support	Link actions to create a complex sequence using a full range of movement that showcases different agilities, performed in time to music. Perform and apply a variety of skills and techniques confidently, consistently and with precision. Begin to record their peers' performances, and evaluate these.



# PE Progressions Overview - Athletics

Subject	PE				
	Health and fitness	Running	Jumping	Throwing	Compete/perform
Reception	Describe how the body feels when still and when exercising.	Run in different ways for a variety of purposes	Jump in a range of ways, landing safely.	Roll equipment in different ways. Throw underarm. Throw an object at a target.	Control their body when performing a sequence of movements. Participate in simple games.
Year 1	Describe how the body feels before, during and after exercise.  Carry and place equipment safely.	Vary their pace and speed when running. Run with a basic technique over different distances. Show good posture and balance. Jog in a straight line. Change direction when jogging. Sprint in a straight line. Change direction when sprinting. Maintain control as they change direction when jogging or sprinting.	Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.  Perform a short jumping sequence. Jump as high as possible. Jump as far as possible. Land safely and with control. Work with a partner to develop the control of their jumps.	Throw underarm and overarm. Throw a ball towards a target with increasing accuracy. Improve the distance they can throw by using more power	Begin to perform learnt skills with some control. Engage in competitive activities and team games.
Year 2	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.	Run at different paces, describing the different paces. Use a variety of different stride lengths. Travel at different speeds. Begin to select the most suitable pace and speed for distance. Complete an obstacle course. Vary the speed and direction in which they are travelling. Run with basic techniques following a curved line. Be able to maintain and control a run over different distances.	Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.  Combine different jumps together with some fluency and control.  Jump for distance from a standing position with accuracy and control. Investigate the best jumps to cover different distances.  Choose the most appropriate jumps to cover different distances.  Know that the leg muscles are used when performing a jumping action.	Throw different types of equipment in different ways, for accuracy and distance. Throw with accuracy at targets of different heights. Investigate ways to alter their throwing technique to achieve greater distance.	Perform learnt skills with increasing control. Compete against self and others.
Year 3	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.	Identify and demonstrate how different techniques can affect their performance. Focus on their arm and leg action to improve their sprinting technique. Begin to combine running with jumping over hurdles. Focus on trail leg and lead leg action when running over hurdles. Understand the importance of adjusting running pace to suit the distance being run.	Use one and two feet to take off and to land with.  Develop an effective take-off for the standing long jump.  Develop an effective flight phase for the standing long jump.  Land safely and with control.	Throw with greater control and accuracy. Show increasing control in their overarm throw. Perform a push throw. Continue to develop techniques to throw for increased distance.	Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.



# PE Progressions Overview - Athletics

Subject	PE				
	Health and fitness	Running	Jumping	Throwing	Compete/perform
Year 4	Describe how the body reacts at different times and how this affects performance.  Explain why exercise is good for your health.  Know some reasons for warming up and cooling down.	Confidently demonstrate an improved technique for sprinting. Carry out an effective sprint finish. Perform a relay, focusing on the baton changeover technique. Speed up and slow down smoothly	Learn how to combine a hop, step and jump to perform the standing triple jump. Land safely and with control. Begin to measure the distance jumped.	Perform a pull throw. Measure the distance of their throws. Continue to develop techniques to throw for increased distance.	Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities.
Year 5	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.	Accelerate from a variety of starting positions and select their preferred position. Identify their reaction times when performing a sprint start. Continue to practise and refine their technique for sprinting, focusing on an effective sprint start. Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run. Identify and demonstrate stamina, explaining its importance for runners.	Improve techniques for jumping for distance. Perform an effective standing long jump. Perform the standing triple jump with increased confidence. Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight. Land safely and with control. Measure the distance and height jumped with accuracy. Investigate different jumping techniques	Perform a fling throw. Throw a variety of implements using a range of throwing techniques. Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance.	Consistently perform and apply skills and techniques with accuracy and control.  Take part in competitive games with a strong understanding of tactics and composition.
Year 6	Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier.	Recap, practise and refine an effective sprinting technique, including reaction time. Build up speed quickly for a sprint finish. Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern. Accelerate to pass other competitors. Work as a team to competitively perform a relay. Confidently and independently select the most appropriate pace for different distances and different parts of the run. Demonstrate endurance and stamina over longer distances in order to maintain a sustained run.	Develop the technique for the standing vertical jump.  Maintain control at each of the different stages of the triple jump.  Land safely and with control.  Develop and improve their techniques for jumping for height and distance and support others in improving their performance.  Perform and apply different types of jumps in other contexts.  Set up and lead jumping activities including measuring the jumps with confidence and accuracy.	Perform a heave throw.  Measure and record the distance of their throws.  Continue to develop techniques to throw for increased distance and support others in improving their personal best.  Develop and refine techniques to throw for accuracy	Perform and apply a variety of skills and techniques confidently, consistently and with precision.  Take part in competitive games with a strong understanding of tactics and composition.



# PE Progressions Overview – Outdoor and Adventurous Activities

Subject	PE					
	Health and Fitness	Trails	Problem - solving	Preparation and Organisation	Communication	Compete and Perform
Year 3	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.	Orientate themselves with increasing confidence and accuracy around a short trail.	Identify and use effective communication to begin to work as a team. Identify symbols used on a key.	Begin to choose equipment that is appropriate for an activity.	Communicate with others.	Begin to complete activities in a set period of time. Begin to offer an evaluation of personal performances and activities.
Year 4	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.	Orientate themselves with accuracy around a short trail. Create a short trail for others with a physical challenge. Start to recognise features of an orienteering course.	Communicate clearly with other people in a team, and with other teams.  Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each.  Associate the meaning of a key in the context of the environment.	Try a range of equipment for creating and completing an activity.  Make an informed decision on the best equipment to use for an activity.  Plan and organise a trail that others can follow.	Communicate clearly with others. Work as part of a team. Begin to use a map to complete an orienteering course.	Complete an orienteering course more than once and begin to identify ways of improving completion time.  Offer an evaluation of both personal performances and activities.  Start to improve trails to increase the challenge of the course.
Year 5	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise	Start to orientate themselves with increasing confidence and accuracy around an orienteering course. Design an orienteering course that can be followed and offers some challenge to others.  Begin to use navigation equipment to orientate around a trail	Use clear communication to effectively complete a particular role in a team.  Complete orienteering activities both as part of a team and independently.  Identify a key on a map and begin to use the information in activities.	Choose the best equipment for an outdoor activity. Create an outdoor activity that challenges others. Create a simple plan of an activity for others to follow. Identify the quickest route to accurately navigate an orienteering course	Communicate clearly and effectively with others. Work effectively as part of a team. Successfully use a map to complete an orienteering course. Begin to use a compass for navigation.	Complete an orienteering course on multiple occasions, in a quicker time due to improved technique. Offer a detailed and effective evaluation of both personal performances and activities. Improve a trail to increase the challenge of the course.
Year 6	Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier	Orientate themselves with confidence and accuracy around an orienteering course when under pressure.  Design an orienteering course that is clear to follow and offers challenge to others.  Use navigation equipment (maps, compasses) to improve the trail	Use clear communication to effectively complete a particular role in a team. Compete in orienteering activities both as part of a team and independently. Use a range of map styles and make an informed decision on the most effective.	Choose the best equipment for an outdoor activity. Prepare an orienteering course for others to follow. Identify the quickest route to accurately navigate an orienteering course. Manage an orienteering event for others to compete in.	Communicate clearly and effectively with others when under pressure. Work effectively as part of a team, demonstrating leadership skills when necessary. Successfully use a map to complete an orienteering course. Use a compass for navigation. Organise an event for others	Complete an orienteering course on multiple occasions, in a quicker time due to improved technique. Offer a detailed and effective evaluation of both personal performances and activities with an aim of increasing challenge and improving performance. Listen to feedback and improve an orienteering course from it.

#### Games:

Y1 Health and Fitness	Striking and hitting a ball	Throwing and catching a	Travelling with a ball	Passing a ball	Possession and using	Attacking and defending	Tactics and rules	Compete and Perform
		ball			space			
Describe how the body	Use hitting skills in a game.	Throw underarm and	Travel with a ball in	Pass the ball to another	Use different ways of	Begin to use the terms	Follow simple rules to play	Perform using a range of
feels before, during and	Practise basic striking,	overarm.	different ways.	player in	travelling in	attacking and	games, including team	actions and body parts with
after exercise.	sending and	Catch and bounce a ball.	Travel with a ball in	a game.	different directions or	defending.	games.	some coordination.
Carry and place equipment	receiving.	Use rolling skills in a game.	different directions	Use kicking skills in a game.	pathways.	Use simple defensive skills	Use simple attacking skills	Begin to perform learnt
safely.		Practise accurate throwing	(side to side, forwards and		Run at different speeds.	such as marking a player or	such as dodging to get past	skills with some
		and	backwards)		Begin to use space in a	defending a space.	a defender.	control.
		consistent catching.	with control and fluency.		game.	Use simple attacking skills	Use simple defensive skills	Engage in competitive
						such as dodging to get past	such as marking a player or	activities and team games
						a defender.	defending a space.	

Y2 Health and Fitness	Striking and hitting a ball	Throwing and catching a ball	Travelling with a	Passing a ball	Possession and using	Attacking and defending	Tactics and rules	Compete and Perform
			ball		space			
Recognise and describe	Strike or hit a ball with	Throw different types of equipment in	Bounce and kick a ball	Know how to pass	Use different ways of	Begin to use and	Understand the importance	Perform sequences of their
how the body feels during	increasing control.	different ways, for accuracy and distance.	whilst moving.	the ball in different	travelling at different	understand the terms	of rules	own composition with
and after different physical activities.	Learn skills for playing striking and fielding games.	Throw, catch and bounce a ball with a partner.	Use kicking skills in a game.	ways.	speeds and following different pathways,	attacking and defending. Use at least one technique	in games. Use at least one technique	coordination. Perform learnt skills with
Explain what they need to stay healthy.	Position the body to strike a ball.	Use throwing/catching in a game. Throw a ball for distance. Use hand-eye coordination to control a ball. Vary types of throw used.	Use dribbling skills in a game.		directions or courses. Change speed and direction whilst running. Begin to choose and use the best space in a game.	to attack or defend to play a game successfully.	to attack or defend to play a game successfully.	increasing control. Compete against self and others.

## Gym:

Y1 Health and fitness	Acquiring and developing skills - general	Rolls	Jumps	Vault	Handstands, cartwheels, round offs	Travelling and linking actions	Shapes and balances	Compete/perform
Describe how the body feels before, during and after exercise. Carry and place equipment safely.	Create and perform a movement sequence. Copy actions and movement sequences with a beginning, middle and end. Link two actions to make a sequence. Recognise and copy contrasting actions (small/tall, narrow/wide). Travel in different ways, changing direction and speed. Hold still shapes and simple balances. Carry out simple stretches. Carry out a range of simple jumps, landing safely. Move around, under, over, and through different objects and equipment. Begin to move with control and care.	Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled)	Straight jump Tuck jump Jumping jack Half turn jump Cat spring	Straight jump off springboard	Bunny hop Front support wheelbarrow with partner	Tiptoe, step, jump and hop Hopscotch Skipping Galloping	Standing balances Kneeling balances Pike, tuck, star, straight, straddle shapes	Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control.

Y2 Health and fitness	Acquiring and developing skills - general	Rolls	Jumps	Vault	Handstands, cartwheels,	Travelling and linking	Shapes and balances	Compete/perform
					round offs	actions		
Recognise and describe	Copy, explore and remember actions	Log roll	Straight jump	Hurdle step onto	Bunny hop	Tiptoe, step, jump and hop	Standing balances	Perform sequences of
how the	and movements to create a sequence.	(controlled)	Tuck jump	springboard	Front support wheelbarrow	Hopscotch	Kneeling balances	their own
body feels during and after	Link actions to make a sequence.	Curled side roll	Jumping jack	Straight jump off	with partner	Skipping	Large body part balances	composition with
different	Travel in a variety of ways, including rolling.	(egg roll)	Half turn	springboard	T-lever	Galloping	Balances on apparatus	coordination.
physical activities. Explain what they need to	Hold a still shape whilst balancing on different points of the body.	(controlled) Teddy bear roll	jump Cat spring	Tuck jump off springboard	Scissor kick	Straight jump half-turn	Balances with a partner Pike, tuck, star, straight,	Perform learnt skills with increasing
stay healthy.	Jump in a variety of ways and land with increasing control	(controlled)	Cat spring to				straddle shapes	control.
	and balance.	Rocking forward	straddle				Front and back support	
	Climb onto and jump off the equipment safely.	roll						
	Move with increasing control and care.	Crouched forward roll						

## <u>Dance:</u>

Y1 Health and Fitness	Dance Skills	Compete/Perform	Evaluate
Describe how the body feels before,	Copy and repeat actions.	Perform using a range of actions and	Watch and describe performances.
during and after exercise.	Put a sequence of actions together to	body parts with some coordination.	Begin to say how they could improve.
Carry and place equipment safely.	create a motif. Vary the speed of their actions. Use simple choreographic devices such as unison, canon and mirroring. Begin to improvise independently to create a simple dance.	Begin to perform learnt skills with some control.	

Y2 Health and Fitness	Dance Skills	Compete/Perform	Evaluate
Recognise and describe how the	Copy, remember and repeat actions.	Perform sequences of their own composition with	Watch and describe performances,
body feels during and after different	Create a short motif inspired by a	coordination. Perform learnt skills with increasing control.	and use what they see to improve
physical activities.	stimulus.	Compete against self and others.	their own performance.
Explain what they need to stay healthy	Change the speed and level of their		Talk about the differences between
	actions.		their work and that of others
	Use simple choreographic devices		
	such as unison, canon and mirroring.		
	Use different transitions within a		
	dance motif.		
	Move in time to music.		
	Improve the timing of their actions		

## **Athletics:**

Y1 Health and fitness	Running	Jumping	Throwing	Compete/perform
Describe how the body feels before,	Vary their pace and speed when	Perform different types of jumps: for	Throw underarm and overarm.	Begin to perform learnt skills with
during and after exercise.	running.	example, two feet to two feet, two feet	Throw a ball towards a target with	some control.
Carry and place equipment safely.	Run with a basic technique over	to one foot, one foot to same foot or	increasing accuracy.	Engage in competitive activities and
	different distances.	one foot to opposite foot.	Improve the distance they can throw by	team games.
	Show good posture and balance.	Perform a short jumping sequence.	using more power	
	Jog in a straight line.	Jump as high as possible.		
	Change direction when jogging.	Jump as far as possible.		
	Sprint in a straight line.	Land safely and with control.		
	Change direction when sprinting.	Work with a partner to develop the		
	Maintain control as they change	control of their jumps.		
	direction when jogging or sprinting.			

Y2 Health and fitness	Running	Jumping	Throwing	Compete/perform
Recognise and describe how the	Run at different paces, describing the	Perform and compare different types	Throw different types of	Perform learnt skills with
body feels during and after different	different paces.	of jumps: for example, two feet to	equipment	increasing
physical activities.	Use a variety of different stride	two feet, two feet to one foot, one foot to same foot or	in different ways, for	control.
Explain what they need to stay	lengths.	one foot to opposite foot.	accuracy and	Compete against self and others.
healthy.	Travel at different speeds.	Combine different jumps together with some fluency	distance.	
	Begin to select the most suitable	and control.	Throw with accuracy at	
	pace and speed for distance.	Jump for distance from a standing position with	targets of	
	Complete an obstacle course.	accuracy and control.	different heights.	
	Vary the speed and direction in which they are travelling.	Investigate the best jumps to cover	Investigate ways to alter	
	Run with basic techniques following a curved line.	different distances.	their	
	Be able to maintain and control a run over different distances.	Choose the most appropriate jumps to cover different	throwing technique to	
		distances.	achieve	
		Know that the leg muscles are used when performing a	greater distance.	
		jumping action.		

## **Swimming:**

Learning outcomes
Perform safe self-rescue in different water based situations 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

#### Games:

Y3	Striking and hitting a ball	Throwing and catching a ball	Travelling with a ball	Passing a ball	Possession and using	Attacking and defending	Tactics and rules	Compete and Perform
Health and Fitness					space			
Recognise and describe	Demonstrate successful hitting and	Throw and catch with greater	Move with the ball in a	Pass the ball in two	Know how to keep and win	Use simple attacking and	Apply and follow rules	Develop the quality of
the effects	striking skills.	control and accuracy.	variety of ways with	different ways in a	back possession of the ball	defending skills in a game.	fairly.	the actions in their
of exercise on the body.	Develop a range of skills in striking	Practise the correct technique for	some control.	game situation with	in a team game.	Use fielding skills to stop a ball	Understand and begin	performances.
Know the importance of	(and fielding where appropriate).	catching a ball and use it in a	Use two different ways of	some success.	Find a useful space and get	from	to apply the basic	Perform learnt skills and
strength and	Practise the correct batting	game.	moving with a ball in a		into it to	travelling past them.	principles of invasion	techniques with control
flexibility for physical	technique and use it in a game.	Perform a range of catching skills	game.		support teammates.		games.	and confidence.
activity.	Strike the ball for distance.	with control.					Know how to play a	Compete against self and
Explain why it is		Catch with increasing control and					striking and fielding	others in a
important to warm		accuracy.					game fairly.	controlled manner.
up and cool down.		Throw a ball in different ways						
		Develop a safe and effective						
		overarm bowl.						

Y4	Striking and hitting a ball	Throwing and catching a	Travelling with a ball	Passing a ball	Possession and using space	Attacking and	Tactics and rules	Compete and Perform
Health and Fitness		ball				defending		
Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.	Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control. Accurately serve underarm. Build a rally with a partner. Use at least two different shots in a game situation. Use hand-eye coordination to strike a moving and a stationary ball.	Develop different ways of throwing and catching.	Move with the ball using a range of techniques, showing control and fluency.	Pass the ball with increasing speed, accuracy and success in a game situation.	helping their team to keep and win back possession of the ball in a team game.	Use a range of attacking and defending skills and techniques in a game. Use fielding skills as an individual to prevent a player from scoring.	Vary the tactics they use in a game. Adapt rules to alter games.	Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities.

#### <u>Dance:</u>

Y3 Health and Fitness	Dance Skills	Compete/Perform	Evaluate
Recognise and describe the effects	Begin to improvise with a partner to	Develop the quality of the actions in	Watch, describe and evaluate the
of exercise on the body.	create a simple dance.	their performances.	effectiveness of a performance.
Know the importance of strength and flexibility for physical activity.  Explain why it is important to warm up and cool down.	Begin to compare and adapt movements and motifs to create a larger sequence.	Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.	Describe how their performance has improved over time.

Y4 Health and Fitness	Dance Skills	Compete/Perform	Evaluate
Describe how the body reacts at different times and how this affects performance.  Explain why exercise is good for your health.  Know some reasons for warming up and cooling down.	Identify and repeat the movement patterns and actions of a chosen dance style.  Compose a dance that reflects the chosen dance style.  Confidently improvise with a partner or on their own.  Compose longer dance sequences in a small group.  Demonstrate precision and some control in response to stimuli.  Begin to vary dynamics and develop actions and motifs in response to stimuli.  Demonstrate rhythm and spatial awareness.  Change parts of a dance as a result of self-evaluation.  Use simple dance vocabulary when comparing and improving work.	Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.  Modify their use of skills or techniques to achieve a better result.

## Gym:

Y3	Acquiring and developing skills - general	Rolls	Jumps	Vault	Handstands, cartwheels,	Travelling and linking	Shapes and balances	Compete/perform
Health and fitness					round offs	actions		
Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm	Compose a movement sequence independently and with others. Link combinations of actions with increasing confidence, including changes of direction, speed or level. Develop the quality of their actions, shapes and balances. Move with coordination, control and care. Use turns whilst travelling in a	Crouched forward roll Forward roll from standing Tucked backward roll	Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump half-turn	Hurdle step onto springboard Squat on vault Star jump off Tuck jump off Straddle jump off Pike jump off	Handstand Lunge into handstand Cartwheel	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Cat leap	Large and small body part balances, including standing and kneeling balances Balances on apparatus Matching and contrasting partner balances	Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a
up and cool down.	variety of ways. Use a range of jumps in their sequences. Begin to use equipment to vault. Create interesting body shapes while holding balances with control and confidence. Begin to show flexibility in movements.		Cat leap				Pike, tuck, star, straight, straddle shapes Front and back support	controlled manner.

Y4 Health and fitness	Acquiring and developing skills - general	Rolls	Jumps	Vault	Handstands, cartwheels, round offs	Travelling and linking actions	Shapes and balances	Compete/perform
Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.	Create a sequence of actions that fit a theme. Use an increasing range of actions, directions and levels in their sequences. Move with clarity, fluency and expression. Show changes of direction, speed and level during a performance. Travel in different ways, including using flight. Improve the placement and alignment of body parts in balances. Use equipment to vault in a variety of ways. Carry out balances, recognising the position of their centre of gravity and how this affects the balance. Begin to develop good technique when travelling, balancing and using equipment. Develop strength, technique and flexibility throughout performances	Forward roll from standing Straddle forward roll Tucked backward roll Backward roll to straddle	Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-	Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off	Lunge into handstand Lunge into cartwheel	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot	1, 2, 3 and 4- point balances Balances on apparatus Balances with and against a partner Pike, tuck, star, straight, straddle shapes Front and back support	Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy.

## Athletics:

Y3 Health and fitness	Running	Jumping	Throwing	Compete/perform
Recognise and describe the effects	Identify and demonstrate how different techniques can affect their performance.	Use one and two feet to take off and	Throw with greater control and	Perform learnt skills and techniques
of exercise on the body.	Focus on their arm and leg action to improve their sprinting technique.	to land with.	accuracy.	with control and confidence.
Know the importance of strength and	Begin to combine running with jumping over hurdles.	Develop an effective take-off for the	Show increasing control in their	Compete against self and others in a
flexibility for physical activity.	Focus on trail leg and lead leg action when running over hurdles.	standing long jump.	overarm throw.	controlled manner.
Explain why it is important to warm	Understand the importance of adjusting running pace to suit the distance being run.	Develop an effective flight phase for	Perform a push throw.	
up and cool down.		the standing long jump.	Continue to develop techniques to	
		Land safely and with control.	throw for increased distance.	

Y4 Health and fitness	Running	Jumping	Throwing	Compete/perform
Describe how the body reacts at	Confidently demonstrate an improved	Learn how to combine a hop, step	Perform a pull throw.	Perform and apply skills and
different times and how this affects	technique for sprinting.	, , ,	Measure the distance of their throws.	techniques with control and
performance.	Carry out an effective sprint finish.		Continue to develop techniques to	accuracy.
Explain why exercise is good for your	Perform a relay, focusing on the	,	throw for increased distance.	Take part in a range of competitive
health.	baton changeover technique.	Begin to measure the distance		games and activities.
Know some reasons for warming up and cooling down.	Speed up and slow down smoothly	jumped.		

## **Outdoor and Adventurous Activities:**

Y3 Health and Fitness	Trails	Problem - solving	Preparation and Organisation	Communication	Compete and Perform
exercise on the body.	Orientate themselves with increasing confidence and accuracy around a short trail.	· · · · · · · · · · · · · · · · · · ·	Begin to choose equipment that is appropriate for an activity.		Begin to complete activities in a set period of time. Begin to offer an evaluation of personal performances and activities.

Y4 Health and Fitness	Trails	Problem - solving	Preparation and Organisation	Communication	Compete and Perform
and how this affects performance. Explain why exercise is good for your health.	Orientate themselves with accuracy around a short trail. Create a short trail for others with a physical challenge. Start to recognise features of an orienteering course.	Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each.	Try a range of equipment for creating and completing an activity.  Make an informed decision on the best equipment to use for an activity.  Plan and organise a trail that others can follow.	Work as part of a team. Begin to use a map to complete an orienteering	Complete an orienteering course more than once and begin to identify ways of improving completion time.  Offer an evaluation of both personal performances and activities.  Start to improve trails to increase the challenge of
					the course.

## **Swimming:**

	Learning outcomes
1.	Perform safe self-rescue in different water based situations 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

## <u>Games:</u>

Y5	Striking and hitting a ball	Throwing and catching a ball	Travelling with a ball	Passing a ball	Possession and using	Attacking and defending	Tactics and rules	Compete and Perform
Health and Fitness					space			
Know and understand the reasons for warming up and	Use different techniques to hit a ball. Identify and apply techniques for	Consolidate different ways of throwing and catching, and know when each is appropriate in a	Use a variety of ways to dribble in a game with success.	Pass a ball with speed and accuracy using appropriate	Keep and win back possession of the ball effectively in a team	Choose the best tactics for attacking and defending.	Know when to pass and when to dribble in a game.	Consistently perform and apply skills and techniques with
cooling down. Explain some safety principles when preparing for and during	hitting a tennis ball. Explore when different shots are best used. Develop a backhand technique and	game.	Use ball skills in various ways, and begin to link together	techniques in a game situation.	game. Demonstrate an increasing awareness of space.	Shoot in a game. Use fielding skills as a team to prevent the opposition from scoring.	Devise and adapt rules to create their own game.	accuracy and control. Take part in competitive games with
exercise.	use it in a game. Practise techniques for all strokes. Play a tennis game using an overhead serve.							a strong understanding of tactics and composition

Y6	Striking and hitting a ball	Throwing and catching a	Travelling with a ball	Passing a ball	Possession and using	Attacking and defending	Tactics and rules	Compete and Perform
Health and Fitness		ball			space			
Understand the importance of	Hit a bowled ball over longer	Throw and catch accurately	Show confidence in using	Choose and make the	Keep and win back	Think ahead and create a plan	Follow and create	Perform and apply a variety
warming up and cooling down.	distances.	and successfully under	ball skills in	best pass in	possession of the	of attack	complicated rules to	of
Carry out warm-ups and cooldowns safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier	Use good hand-eye coordination to be able to direct a ball when striking or hitting. Understand how to serve in order to start a game.	pressure in a game.	various ways in a game situation, and link these together effectively.	a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move.	ball effectively and in a variety of ways in a team game. Demonstrate a good awareness of space.	or defence. Apply knowledge of skills for attacking and defending. Work as a team to develop fielding strategies to prevent the opposition from scoring.	play a game successfully. Communicate plans to others during a game. Lead others during a game.	skills and techniques confidently, consistently and with precision.  Take part in competitive games with a strong understanding of tactics and composition.

## <u>Dance:</u>

Y5	Dance Skills	Compete/Perform	Evaluate
Health and Fitness			
Know and understand the reasons	Identify and repeat the movement patterns and actions of a chosen dance style.	Perform own longer, more complex	Choose and use criteria to evaluate
for warming up and cooling down.	Compose individual, partner and group dances that reflect the chosen dance style.	sequences in time to music.	own and others' performances.
Explain some safety principles when	Show a change of pace and timing in their movements.	Consistently perform and apply skills	Explain why they have used
preparing for and during exercise.	Develop an awareness of their use of space.	and techniques with accuracy and	particular skills or techniques, and
	Demonstrate imagination and creativity in the movements they devise in response to stimuli.	control.	the effect they have had on their
	Use transitions to link motifs smoothly together.		performance.
	Improvise with confidence, still demonstrating fluency across the sequence.		
	Ensure their actions fit the rhythm of the music.		
	Modify parts of a sequence as a result of self and peer evaluation.		
	Use more complex dance vocabulary to compare and improve work.		

Y6 Health and Fitness	Dance Skills	Compete/Perform	Evaluate
Understand the importance of	Identify and repeat the movement patterns and actions of a chosen dance style.	Link actions to create a complex	Thoroughly evaluate
warming up and cooling down.	Compose individual, partner and group dances that reflect the chosen dance style.	sequence using a full range of	their own and
Carry out warm-ups and cool-	Use dramatic expression in dance movements and motifs.	movement.	others' work,
downs	Perform with confidence, using a range of movement patterns.	Perform the sequence in time to	suggesting thoughtful
safely and effectively.	Demonstrate strong and controlled movements throughout a dance sequence.	music.	and appropriate
Understand why exercise is good	Combine flexibility, techniques and movements to create a fluent sequence.	Perform and apply a variety of	improvements.
for	Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs. Show a change of pace and timing in their	skills and techniques confidently,	
health, fitness and wellbeing.	movements.	consistently and with precision.	
Know ways they can become	Move rhythmically and accurately in dance sequences. Improvise with confidence, still demonstrating fluency across their sequence. Dance with fluency and control, linking		
healthier.	all movements and ensuring that transitions flow.		
	Demonstrate consistent precision when performing dance sequences. Modify some elements of a sequence as a result of self and peer evaluation. Use complex dance		
	vocabulary to compare and improve work.		

## <u>Gym:</u>

Y5 Health and fitness	Acquiring and developing skills - general	Rolls	Jumps	Vault	Handstands, cartwheels, round offs	J	Shapes and balances	Compete/perform
Know and understand	Select ideas to compose specific sequences of movements, shapes and balances.	Forward roll	Straight jump	Hurdle step onto	Lunge into	Tiptoe, step, jump and	1, 2, 3 and 4- point	Perform own longer,
the reasons	Adapt their sequences to fit new criteria or suggestions.	from standing	Tuck jump	springboard	handstand	hop	balances	more complex
for warming up and cooling down.	Perform jumps, shapes and balances fluently and with control.	Straddle forward roll	Jumping jack Star jump	Squat on vault Straddle on vault	Lunge into cartwheel	Hopscotch Skipping	Balances on apparatus	sequences in time to music.
Explain some safety principles when	Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation	Pike forward roll	Straddle jump Pike jump	Star jump off Tuck jump off	Lunge into round-off	Chassis steps Straight jump half turn	Part body weight partner balances	Consistently perform and apply skills
preparing for and	to the base of the balance.	Tucked	Stag jump	Straddle jump off		Straight jump full turn	Pike, tuck, star,	and techniques with
during exercise.	Confidently use equipment to vault in a variety of ways.	backward roll Backward roll	Straight jump half- turn	Pike jump off Squat through vault		Cat leap Cat leap half turn	straight, straddle shapes	accuracy and control.
	Apply skills and techniques consistently.	to straddle	Straight jump full-			Pivot	Front and back	
	Develop strength, technique and flexibility throughout performances.		turn				support	
	Combine equipment with movement to create sequences.		Cat leap					
			Cat leap half-turn Split leap					

Y6	Acquiring and developing skills - general	Rolls	Jumps	Vault	Handstands, cartwheels,	Travelling and	Shapes and balances	Compete/perform
Health and fitness					round offs	linking actions		
Understand the	Create their own complex sequences	Forward roll from	Straight jump	Hurdle step onto	Lunge into cartwheel	Tiptoe, step,	1, 2, 3 and 4- point	Link actions to create a complex
importance of	involving the full range of actions and movements:	standing	Tuck jump	springboard	Lunge into round-off	jump and hop	balances	sequence using a full range of
warming up and cooling	travelling, balancing, holding shapes, jumping, leaping,	Straddle forward	Jumping jack	Squat on vault	Hurdle step	Hopscotch	Balances on apparatus	movement that showcases different
down.	swinging, vaulting and stretching.	roll	Star jump	Straddle on vault	Hurdle step into cartwheel	Skipping	Develop technique,	agilities, performed in time to
Carry out warm-ups and	Demonstrate precise and controlled	Pike forward roll	Straddle jump	Star jump off	Hurdle step into round-off	Chassis steps	control and	music.
cool-downs	placement of body parts in their actions, shapes and	Dive forward roll	Pike jump	Tuck jump off		Straight jump half	complexity of part-	Perform and apply a variety of
safely and effectively.	balances.	Tucked backward	Stag jump	Straddle jump off		turn	weight partner	skills and techniques confidently,
Understand why exercise	Confidently use equipment to vault and incorporate this	roll	Straight jump half-	Pike jump off		Straight jump full	balances	consistently and with precision.
is good for	into sequences.	Backward roll to	turn	Squat through		turn	Group formations	Begin to record their peers'
health, fitness and	Apply skills and techniques consistently,	straddle	Straight jump full-	vault		Cat leap	Pike, tuck, star, straight,	performances, and evaluate these.
wellbeing.	showing precision and control.	Backward roll to	turn	Straddle over vault		Cat leap half turn	straddle	
Know ways they can	Develop strength, technique and flexibility throughout	standing pike	Cat leap			Cat leap full turn	shapes	
become healthier	performances.	Pike backward roll	Cat leap half-turn			Pivot	Front and back support	
			Cat leap full-turn					
			Split leap					
			Stag leap					

## **Athletics:**

Y5 Health and fitness	Running	Jumping	Throwing	Compete/perform
Know and understand the reasons	Accelerate from a variety of starting	Improve techniques for jumping for	Perform a fling throw.	Consistently perform and apply
for warming up and cooling down.	positions and select their preferred	distance.	Throw a variety of implements using	skills
Explain some safety principles when	position.	Perform an effective standing long	a range of throwing techniques.	and techniques with accuracy and
preparing for and during exercise.	Identify their reaction times when	jump.	Measure and record the distance of	control.
	performing a sprint start.	Perform the standing triple jump with increased confidence.	their throws.	Take part in competitive games
	Continue to practise and refine their	Develop an effective technique for the standing vertical jump	Continue to develop techniques to	with
	technique for sprinting, focusing on an effective sprint start.	(jumping for height) including take-off and flight.	throw for increased distance.	a strong understanding of tactics
	Select the most suitable pace for the	Land safely and with control.		and
	distance and their fitness level in order to maintain a sustained run.	Measure the distance and height jumped with accuracy.		composition.
	Identify and demonstrate stamina,	Investigate different jumping techniques		
	explaining its importance for runners.			

Y6 Health and fitness	Running	Jumping	Throwing	Compete/perform
Understand the importance	Recap, practise and refine an effective	Develop the technique for the standing vertical jump.	Perform a heave throw.	Perform and apply a variety of
of warming up and cooling	sprinting technique, including reaction time.	Maintain control at each of the different stages of the triple jump.	Measure and record the distance of	skills and techniques confidently,
down.	Build up speed quickly for a sprint finish.	Land safely and with control.	their throws.	consistently and with precision.
Carry out warm-ups and	Run over hurdles with fluency,	Develop and improve their techniques for jumping for height and	Continue to develop techniques to	Take part in competitive games
cool-downs safely and	focusing on the lead leg technique and a consistent stride pattern.	distance and support others in improving their	throw for increased distance and	with
effectively.	Accelerate to pass other competitors.	performance.	support others in improving their	a strong understanding of tactics
Understand why exercise is	Work as a team to competitively perform a relay.	Perform and apply different types of jumps in other contexts.	personal best.	and
good for health, fitness and wellbeing.	Confidently and independently select the most appropriate pace for different distances and different parts of the run.	Set up and lead jumping activities including measuring the jumps with confidence and accuracy.	Develop and refine techniques to throw for accuracy	composition.
Know ways they can become	Demonstrate endurance and stamina over longer distances in order to maintain a			
healthier.	sustained run.			

## **Outdoor and Adventurous Activities:**

Y5	Trails	Problem - solving	Preparation and Organisation	Communication	Compete and Perform
Health and Fitness					
Know and understand the reasons	Start to orientate themselves with increasing	Use clear communication to effectively	Choose the best equipment for an outdoor	Communicate clearly and effectively	Complete an orienteering course on multiple
for warming up and cooling down.	confidence and	complete a particular role in a team.	activity.	with others.	occasions, in a quicker
Explain some safety principles	accuracy around an orienteering course.	Complete orienteering activities both as part	Create an outdoor activity that challenges	Work effectively as part of a team.	time due to improved technique.
when preparing for and during	Design an orienteering course that can be	of a team and	others.	Successfully use a map to complete an	Offer a detailed and effective evaluation of both
exercise	followed and offers some	independently.	Create a simple plan of an activity for others	orienteering course.	personal
	challenge to others.	Identify a key on a map and begin to use the	to follow.	Begin to use a compass for navigation.	performances and activities.
	Begin to use navigation equipment to orientate	information in activities.	Identify the quickest route to accurately		Improve a trail to increase the challenge of the
	around a trail		navigate an orienteering course		course.

Y6	Trails	Problem - solving	Preparation and Organisation	Communication	Compete and Perform
Health and Fitness					
Understand the importance of	Orientate themselves with confidence and	Use clear communication to effectively	Choose the best equipment for an outdoor	Communicate clearly and effectively	Complete an orienteering course on multiple
warming up and cooling down.	accuracy around an	complete a particular role in a team.	activity.	with others when under pressure.	occasions, in a quicker
Carry out warm-ups and cool- downs safely and effectively.	orienteering course when under pressure.  Design an orienteering course that is clear to	Compete in orienteering activities both as part of a team and independently.	Prepare an orienteering course for others to follow.	Work effectively as part of a team, demonstrating leadership skills	time due to improved technique. Offer a detailed and effective evaluation of both
Understand why exercise is good for health, fitness and wellbeing.	follow and offers challenge to others. Use navigation equipment (maps, compasses)	Use a range of map styles and make an informed decision on the most effective.	Identify the quickest route to accurately navigate an orienteering course.	when necessary. Successfully use a map to complete an	personal performances and activities with an aim of increasing challenge and
Know ways they can become	to improve the trail		Manage an orienteering event for others to	orienteering course.	improving performance.
healthier			compete in.	Use a compass for navigation.	Listen to feedback and improve an orienteering
				Organise an event for others	course from it.

## **Swimming:**

	Learning outcomes
Swimming is taught by an outside provider following their personalised scheme of lessons	Perform safe self-rescue in different water based situations 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



## High Clarence Academy – Approach to teaching - P.E













Inspirational Sports
Person/Team or Event

Rules Safety Health & Fitness

**Skills and Tactics** 

Competitive Physical Activity

Perform & Evaluate