



Loving God in all we do

St Anne's Catholic Primary School

P.E. Curriculum Document

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| Aims | <p>The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • 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 | | | | |
| | Developing Skills | Examples of Skills | Application of Skills: Attacking and Defending Strategies | Application of Skills: Linking Actions and Sequences of Movement | Evaluating success |
| Year 1 | <p>Perform fundamental movement skills at a developing level in:</p> <ul style="list-style-type: none"> ○ Travelling skills. ○ Sending skills. ○ Receiving skills. <p>Perform basic body actions with control and show some sense of dynamic, expressive and rhythmic qualities in their own dance.</p> | <p>Examples of FMS may include:</p> <ul style="list-style-type: none"> ○ Travelling skills - running, hopping, skipping. ○ Sending skills - rolling, kicking, throwing. ○ Receiving skills - catching. | <p>Apply a simple tactic in a 1V1 or 2V2 net type game.</p> <p>Engage in simple competitive and cooperative activities.</p> | <p>Create and link simple combinations of 2 or 3 actions in ways that suit the physical activity (<i>for example gymnastic activities</i>).</p> <p>Choose appropriate movements for different dance ideas and repeat short dance phrases.</p> | <p>Describe what they have done or seen others doing.</p> |
| Year 2 | <p>Perform fundamental movement skills at a developing level and start to master some basic movements in:</p> | <p>Examples of FMS may include:</p> <ul style="list-style-type: none"> ○ Travelling skills - running, galloping, dodging. | <p>Apply simple tactics in a 3V1 game.</p> | <p>Create and link simple combinations of 3 or 4 actions in ways that suit the physical activity (<i>for</i></p> | <p>Describe what they have done or seen others doing.</p> |

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| | <ul style="list-style-type: none"> ○ Travelling skills. ○ Sending skills. ○ Receiving skills. <p>Perform body actions with control and coordination and perform short dances, showing an understanding of expressive qualities.</p> | <ul style="list-style-type: none"> ○ Sending skills - throwing, kicking, bouncing and striking a ball. ○ Receiving skills - trapping and catching an object. | Engage in simple competitive and cooperative activities. | <i>example gymnastic activities</i>). Link body actions and remember and repeat dance phrases. | Comment on a skill or combination of skills and say how it could be improved. |
| Year 3 | <p>Master most fundamental skills and start to develop sport specific skills. Develop throwing and catching skills using different sports and activities.</p> <p>Perform using a number of sending and receiving skills with some accuracy.</p> <p>Travelling - change direction easily.</p> <p>Perform travelling, rolling, jumping and balancing skills.</p> <p>Perform freely, translating ideas from a stimulus into movement using dynamic, rhythmic and expressive qualities clearly and with control.</p> <p>Plan routes around obstacles (e.g. PE apparatus, table / chairs in classroom).</p> | <p>Examples of developing sport specific skills may include:</p> <ul style="list-style-type: none"> ▶ Chest pass, bounce pass, swing pass, catching. ▶ Dodging and swerving. ▶ Underarm bowl. ▶ Throwing overarm. ▶ Strike a ball with implement. ▶ Travelling on hands and feet, balance on large and small body parts. | <p>Develop simple attacking skills in a 3V1 invasion game.</p> <p>Apply skills and tactics in a range of other games such as net / wall or striking / fielding type activities.</p> | <p>Create and perform sequences of actions (4-6) smoothly in a range of activities such as gymnastic activities and dance.</p> <p>Share and create dance phrases with a partner and in a small group; repeat, remember and perform these phrases in a dance.</p> | <p>Identify what they do best and what they find difficult.</p> <p>Make simple assessments of performance based on simple criteria given by the teacher.</p> |

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| | Begin to work cooperatively with others to solve challenges. | | | | |
| Year 4 | <p>Master fundamental movement skills and start to develop sport specific skills. Develop a broader range of skills using different sports and activities.</p> <p>Perform using a number of sending and receiving skills with consistency and accuracy. Travel with an object i.e. running or dribbling a ball with / without equipment.</p> <p>Perform movements, shapes and balances that are matched and / or mirrored.</p> <p>Perform dances clearly and fluently, show sensitivity to the dance idea and the accompaniment.</p> <p>Orientate a map consistently and accurately. Follow a simple star orienteering course and simple point to point orienteering course on school grounds recording controls.</p> <p>Work cooperatively with others to solve challenges.</p> | <p>Examples of developing sport specific skills may include:</p> <ul style="list-style-type: none"> ○ Chest bounce pass, swing pass, catching. ○ Bouncing a ball, running with a ball. ○ Underarm bowl. ○ Throwing overarm. ○ Strike a ball with implement. ○ Matched and mirrored balances. | <p>Develop attacking skills in a 4V2 invasion game.</p> <p>Apply skills and tactics in a range of other games such as net / wall or striking / fielding type activities.</p> | <p>Create and perform sequences of actions (6) with control and precision in a range of activities such as gymnastic activities.</p> <p>Use simple motifs and movement patterns to structure dance phrases on their own and with a partner.</p> | <p>Describe what is successful in their own performances.</p> <p>Identify aspects of their game that needs improving and say how they could go about improving them.</p> |

| Year 5 | <p>Continue to develop sport specific skills applying them with coordination and control. Perform a number of skills, i.e. travelling with and without equipment, sending and receiving skills with consistency, accuracy, confidence and control.</p> <p>Perform different styles of dance clearly and fluently, adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance.</p> <p>Perform symmetrical and asymmetrical actions and counter balance and counter tension with a partner.</p> <p>Follow a simple course using eight points of the compass and mark on a map the position of a ground.</p> <p>Work cooperatively with a partner and small group.</p> | <p>Examples of sport specific skills may include:</p> <ul style="list-style-type: none"> ▶ Chest bounce, shoulder pass, catching, push pass, kicking, shooting. ▶ Bowl underarm / overarm. ▶ Strike a ball (rounders / cricket). ▶ Catch a small ball. ▶ Counter balance with a partner. | <p>Collaborate as a team and develop defending skills through modified versions of 5V3 or 5V4 invasion games.</p> <p>Apply a range of skills and tactics in a range of other games such as net / wall or striking / fielding type activities.</p> | <p>Create and perform longer sequences of actions (6-8) with a partner in a range of activities such as gymnastic activities.</p> <p>Compose motifs and plan dances creatively and collaboratively in groups.</p> | <p>Recognise their own and others strengths and explain why a performance is good using appropriate terminology when evaluating both their own and others performances.</p> |
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| Year 6 | <p>Continue to develop sport specific skills, applying them with control and precision.</p> | <p>Examples of developing sport specific skills may include:</p> | <p>Collaborate as a team and apply attacking and defending skills through</p> | <p>Create and perform longer sequences of actions (8-10) with a partner that</p> | <p>Identify aspects of their own and others' performances that need improvement and suggest</p> |

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| | <p>Perform a number of travelling skills, i.e. with and without equipment, sending and receiving skills with consistency, accuracy, confidence, control and speed.</p> <p>Perform dances fluently and with control and can perform to an accompaniment expressively and sensitively.</p> <p>Follow a simple route on an OS map and keep it set and identify different features and successfully complete a timed orienteering course (competition).</p> <p>Accept responsibility when working in a team.</p> | <ul style="list-style-type: none"> ○ Chest bounce, shoulder, swing pass, dribbling a ball, running with a ball. ○ Bowl, underarm / overarm. ○ Catch a small ball. ○ Counter balance and counter tension with a group. | <p>modified versions of 4V4 or 5V5 invasion games.</p> <p>Apply a range of skills and tactics in a range of other games such as net / wall or striking / fielding type activities.</p> | <p>show an awareness of their audience in a range of activities such as gymnastic activities.</p> <p>Work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances and dance.</p> | <p>how to improve them, i.e. which aspects were performed consistently, accurately, fluently and clearly.</p> <p>Watch performances and games and use criteria to make judgements and suggest improvements.</p> |
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