

# Whole School PE Overview – St Bernard’s Primary School

|                   | Year 1/2  | Year 3/4  | Year 5/6   |
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| <b>Gymnastics</b> | <p>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</p> <p>Copies and explores basic movements (<b>jump, hop, walk, run</b>) with some control and coordination.</p> <p>Can perform different body shapes (<b>Dish, dome, pencil</b>)</p> <p>Balances with some control (<b>One point foot balances</b>)</p> <p>Explores and creates different travels and patterns. (<b>Bear Crawl, Bunny hop</b>)</p> <p>Uses equipment in a variety of ways to create a sequence</p> | <p>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.</p> <p>Develop flexibility, strength, technique, control and balance</p> <p>Copies, explores and remembers a variety of movements and uses these to create their own sequence.</p> <p>(<b>jump, hop, walk, run, caterpillar, scorpion walk, crab, pencil roll</b>)</p> <p>Balances with control (<b>One, two and three point balances</b>)</p> | <p>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.</p> <p>Develop flexibility, strength, technique, control and balance</p> <p>Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.</p> <p>Adapts sequences to include a partner or a small group.</p> <p>Performs a range of balances individually or in pairs. Can perform a mirror balance with a partner.</p> |
| <b>Dance</b>      | <p>Perform dances using simple movement patterns</p> <p>Copies and explores basic movements with clear control.</p> <p>Varies levels and speed in sequence</p> <p>Can vary the size of their body shapes</p> <p>Add change of direction to a sequence</p> <p>Uses space well and negotiates space clearly.</p>  | <p>Perform dances using a range of movement patterns</p> <p>Beginning to improvise independently to create a simple dance.</p> <p>Beginning to improvise with a partner to create a simple dance.</p> <p>Demonstrating precision and some control in response to stimuli such as different music or props.</p> <p>Beginning to vary dynamics and develop actions</p> <p>Demonstrates rhythm and spatial awareness.</p> <p>Modifies parts of a sequence as a result of self and peer evaluation.</p>                             | <p>Perform dances using a range of movement patterns</p> <p>Performs with confidence, using a range of movement patterns.</p> <p>Combines flexibility, techniques and movements to create a fluent sequence.</p> <p>Is able to move to the beat accurately in dance sequences.</p> <p>Modifies parts of a sequence as a result of self and peer evaluation.</p>  |
| <b>Games</b>      | <p>Participate in team games, developing simple tactics for attacking and defending</p> <p>Can travel in a variety of ways including running and jumping.</p> <p>Beginning to perform a range of throws.</p>  | <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>  | <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>Shows confidence in using ball skills</p>  |

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|                  | <p>Receives a ball with basic control</p> <p>Beginning to develop hand-eye coordination</p> <p>Participates in simple games</p> <p><b>A range of small sided games to practice skills.</b></p>  | <p>Shows confidence in using ball skills in various ways, and can link these together.</p> <p>e.g. dribbling, bouncing, kicking</p> <p>Uses skills with co-ordination, control and fluency.</p> <p>Takes part in competitive games with a understanding of tactics</p> <p>Apply basic skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and combination.</p> <p><b>Netball</b></p> <p><b>Football</b></p> <p><b>Dodgeball</b></p> <p><b>Rounders</b></p>                               | <p>in various ways, and can link these together effectively.</p> <p>e.g. dribbling, bouncing, kicking</p> <p>Keeps possession of balls during games situations.</p> <p>Consistently uses skills with co-ordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics</p> <p>Apply knowledge of skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and in combination.</p> <p><b>Handball</b></p> <p><b>Tag Rugby</b></p> <p><b>Basketball</b></p> <p><b>Quick Cricket</b></p> |
| <b>Athletics</b> | <p>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.</p> <p>Can change speed and direction whilst running.</p> <p>Can jump from a standing position with accuracy.</p> <p>Performs a variety of throws with control and co-ordination.</p> | <p>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.</p> <p>Beginning to run at speeds appropriate for the distance.</p> <p>e.g. sprinting and cross country</p> <p>Can perform a running jump with some accuracy</p> <p>Performs a variety of throws (overarm, underarm) using a selection of equipment – balls, coits, hoops, beanbags.</p> <p>Can use equipment safely and with good control.</p> | <p>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.</p> <p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component.</p> <p>e.g. hop skip jump (triple jump)</p> <p>Can use the correct technique to throw for distance and accuracy.</p> <p>Can use the correct technique when throwing shot putt, discus and javelin.</p>                               |
| <b>OAA</b>       |   | <p>Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>Develops strong listening skills.</p> <p>Use and interpret simple maps.</p> <p>Think activities through and problem solve using general knowledge.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p>  | <p>Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>Develops strong listening skills.</p> <p>Use and interpret simple maps.</p> <p>Think activities through and problem solve using general knowledge.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p>  |

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| Swimming |  |  | <p><b>Swim competently, confidently and proficiently over a distance of at least 25 metres</b></p> <p><b>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</b></p> <p><b>Perform safe self-rescue in different water-based situations.</b></p> |
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