



*Consideration, Care and Courtesy*

**St Edmund's Catholic Primary School**

**P.E. Curriculum Document**

<p><b>Aims</b></p>	<p>The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• develop competence to excel in a broad range of physical activities</li> <li>• are physically active for sustained periods of time</li> <li>• engage in competitive sports and activities</li> <li>• lead healthy, active lives</li> </ul>				
	<p>Developing Skills</p>	<p>Examples of Skills</p>	<p>Application of Skills: Attacking and Defending Strategies</p>	<p>Application of Skills: Linking Actions and Sequences of Movement</p>	<p>Evaluating success</p>
<p><b>Year 1</b></p>	<p>Perform fundamental movement skills at a developing level in:</p> <ul style="list-style-type: none"> <li>○ Travelling skills.</li> <li>○ Sending skills.</li> <li>○ Receiving skills.</li> </ul> <p>Perform basic body actions with control and show some sense of dynamic, expressive and</p>	<p>Examples of FMS may include:</p> <ul style="list-style-type: none"> <li>○ Travelling skills - running, hopping, skipping.</li> <li>○ Sending skills - rolling, kicking, throwing.</li> <li>○ Receiving skills - catching.</li> </ul>	<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>

	rhythmic qualities in their own dance.				
<b>Year 2</b>	<p>Perform fundamental movement skills at a developing level and start to master some basic movements in:</p> <ul style="list-style-type: none"> <li>○ Travelling skills.</li> <li>○ Sending skills.</li> <li>○ Receiving skills.</li> </ul> <p>Perform body actions with control and coordination and perform short dances, showing an understanding of expressive qualities.</p>	<p>Examples of FMS may include:</p> <ul style="list-style-type: none"> <li>○ Travelling skills - running, galloping, dodging.</li> <li>○ Sending skills - throwing, kicking, bouncing and striking a ball.</li> <li>○ Receiving skills - trapping and catching an object.</li> </ul>	<p>Apply simple tactics in a 3V1 game.</p> <p>Engage in simple competitive and cooperative activities.</p>	<p>Create and link simple combinations of 3 or 4 actions in ways that suit the physical activity (<i>for example gymnastic activities</i>).</p> <p>Link body actions and remember and repeat dance phrases.</p>	<p>Describe what they have done or seen others doing.</p> <p>Comment on a skill or combination of skills and say how it could be improved.</p>
<b>Year 3</b>	<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>Examples of developing sport specific skills may include:</p> <ul style="list-style-type: none"> <li>▶ Chest pass, bounce pass, swing pass, catching.</li> <li>▶ Dodging and swerving.</li> <li>▶ Underarm bowl.</li> <li>▶ Throwing overarm.</li> <li>▶ Strike a ball with implement.</li> <li>▶ Travelling on hands and feet, balance on large and small body parts.</li> </ul>	<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>

	<p>Plan routes around obstacles (e.g. PE apparatus, table / chairs in classroom).</p> <p>Begin to work cooperatively with others to solve challenges.</p>				
<b>Year 4</b>	<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</p>	<p>Examples of developing sport specific skills may include:</p> <ul style="list-style-type: none"> <li>○ Chest bounce pass, swing pass, catching.</li> <li>○ Bouncing a ball, running with a ball.</li> <li>○ Underarm bowl.</li> <li>○ Throwing overarm.</li> <li>○ Strike a ball with implement.</li> <li>○ Matched and mirrored balances.</li> </ul>	<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>

	<p>course on school grounds recording controls.</p> <p>Work cooperatively with others to solve challenges.</p>				
<b>Year 5</b>	<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>Examples of sport specific skills may include:</p> <ul style="list-style-type: none"> <li>▶ Chest bounce, shoulder pass, catching, push pass, kicking, shooting.</li> <li>▶ Bowl underarm / overarm.</li> <li>▶ Strike a ball (rounders / cricket).</li> <li>▶ Catch a small ball.</li> <li>▶ Counter balance with a partner.</li> </ul>	<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>

	Work cooperatively with a partner and small group.				
<p><b>Year 6</b></p>	<p>Continue to develop sport specific skills, applying them with control and precision.</p> <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>	<p>Examples of developing sport specific skills may include:</p> <ul style="list-style-type: none"> <li>○ Chest bounce, shoulder, swing pass, dribbling a ball, running with a ball.</li> <li>○ Bowl, underarm / overarm.</li> <li>○ Catch a small ball.</li> <li>○ Counter balance and counter tension with a group.</li> </ul>	<p>Collaborate as a team and apply attacking and defending skills through 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>Create and perform longer sequences of actions (8-10) with a partner that 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>Identify aspects of their own and others' performances that need improvement and suggest 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>