



Physical Education

Sequencing the Physical Education Curriculum



PE Knowledge and Skills

Our PE Philosophy

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

Aims

To ensure that all pupils:

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

Vocabulary (Foundation Stage 1 / 2 & Key stage 1)

Still, move, slow, fast, space, travel, run, jump, throw, catch, balance, agility, co-ordination, tactic, attack, defend, perform, movement, pattern.

Vocabulary (Key stage 2)

All of the above and: flexibility, strength, technique, control, compare, evaluate

Physical Education Overview

	F.S 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	- Physical Development Movement and Handling- Funtime - Yoga - football	- Physical Development Movement and Handling- Funtime - Gymnastics - Dodgeball	- Gymnastics - Rugby - Yoga	- Gymnastics - Basketball - Football	- Dance - Football - Gymnastics - Lacrosse	- Street Dance - Fencing - Rugby - Badminton	- Street Dance - Dodgeball - Football - Fencing
Spring	- Gymnastics - Dance	- Team games- parachute - Dance - Invasion games – Football	- Dance - Football - Multi skills and SQA - Dodgeball	- Gymnastics - Cricket - Dance Street - Hockey	- Basketball - Tennis - Dodgeball - PE skills	- Gymnastics - Netball - Dodgeball - Physical Development Movement and Handling- Funtime	- Gymnastics - Rugby - Hockey
Summer	- Athletics - Tennis	- Physical Development Movement and Handling- Funtime - Tennis - Athletics - Hockey - Parachute	- Physical Development Movement and Handling- Funtime - Judo - Athletics - Hockey	- Physical Development Movement and Handling – Funtime - Athletics - Rounders	- Judo - Athletics - Swimming	- Athletics - Cricket - Rounders	- Bikeability - Cricket - Athletics

Progression in Dance

EYFS Outcomes	K.S 1	K.S 2
The main Early Years Outcomes covered in the Dance units are: Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. (PD – M&H 30-50) Experiments with different ways of moving. (PD – M&H 40-60) Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. (PD – M&H ELG) Enjoys joining in with dancing and ring games. (EAD – M & M 30-50) Beginning to move rhythmically. (EAD – M & M 30-50) Imitates movement in response to music. (EAD – M & M 30-50) Begins to build a repertoire of songs and dances. (EAD – M & M 40-60) Children sing songs, make music and dance, and experiment with ways of changing them. (EAD – M & M ELG) Developing preferences for forms of expression. (EAD – BI 30-50) Uses movement to express feelings. (EAD – BI 30-50) Creates movement in response to music. (EAD – BI 30-50) Captures experiences and responses with a range of media, such as dance. (EAD – BI 30-50) Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. (EAD – BI 40-60) Children represent their own ideas, thoughts and feelings through dance. (EAD – BI ELG)	KS1 National Curriculum Aims Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities; perform dances using simple movement patterns.	KS2 National Curriculum Aims Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; perform dances using a range of movement patterns; compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Progression in Athletics

EYFS	K.S 1	K.S 2
Early Years Outcomes The main Early Years Outcomes covered in the Athletics units are: Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. (PD – M&H 40-60) Children show good control and co-ordination in large and small movements. (PD – M&H ELG) Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. (PD M&H 40-60) Experiments with different ways of moving. (PD M&H 40-60)	K.S 1 National Curriculum Aims Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities; participate in team games, developing simple tactics for attacking and defending.	KS2 National Curriculum Aims Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination; play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending; develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; compare their performances

Progression in Games

EYFS

Early Years Outcomes

The main Early Years Outcomes covered in the Games units are:

Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. (PD – M&H 40-60)

Children show good control and co-ordination in large and small movements. (PD – M&H ELG)

Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. (PD M&H 40-60)

Experiments with different ways of moving. (PD M&H 40-60)

They move confidently in a range of ways, safely negotiating space. (PD M&H ELG)

K.S 1

KS1 National Curriculum Aims

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities; participate in team games, developing simple tactics for attacking and defending; perform dances using simple movement patterns.

K.S 2

KS2 National Curriculum Aims

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination; play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending; develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Progression in Gymnastics

EYFS

Early Years Outcomes

The main Early Years Outcomes covered in the Gymnastics units are:

Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. (EAD BI 40-60)

Experiments with different ways of moving. (PD M&H 40-60)

Jumps off an object and lands appropriately. (PD M&H 40-60)

Travels with confidence and skill around, under, over and through balancing and climbing equipment. (PD M&H 40-60)

K.S 1

KS1 National Curriculum Aims

The main KS1 national curriculum aims covered in the Gymnastics units are:
Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.

K.S 2

KS2 National Curriculum Aims

The main KS2 national curriculum aims covered in the Gymnastics units are:

Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].

Compare their performances with previous ones and demonstrate improvement to achieve their personal best.



Long-term overview for Physical Education In EYFS

Autumn

Health and self-care: Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

One

Physical Development, Movement and Handling

Finding a space in class and hall, negotiating space by changing speed or direction.
Exploring different ways of travelling.

Two

Yoga and football

Finding a space in class and hall, negotiating space by changing speed or direction.
Developing fine and gross motor skills
Dressing/undressing.
Dance – Xmas production
Movement – Composing movement sequence about 'Goldilocks and the three bears' etc. (Link to class novel)



Spring

Moving and handling: Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.

One

Gymnastics

Gym skills – Using apparatus safely and confidently. Getting basic equipment out and setting it up safely. Creating a journey on floor and on apparatus; travel under, over, through, across, etc. Exploring pathways, changing direction and levels. Creating treasure hunts and following routes on obstacle courses outside.

Two

Dance

Creating a journey using the outdoor resources. Exploring pathways, changing directions and levels in movement. Pushing/pulling actions. Bear hunt dance for end of unit performance. Gymnastics – using equipment safely, balances, jumps and rolls.



Summer

Moving and handling: Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.

One

Physical Development, Movement and Handling

Using P.E equipment – travelling under, over, on, through, across large apparatus. Getting basic equipment out and setting it up safely. Using small equipment showing control and coordination, such as beanbags, quoits and large balls. Team games, working with a partner and competitive sport.

Two

Tennis and Athletics

Creating a journey using the outdoor resources. Exploring pathways, changing directions and levels in movement. Pushing/pulling actions. Bear hunt dance for end of unit performance. Gymnastics – using equipment safely, balances, jumps and rolls.



Long-term overview for Physical Education EYFS

Athletics	Dance	Gymnastics	Games
- 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 game - Talk about what they have done. - Talk about what others have done.	- 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.	- 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 - Bunny hop - Tiptoe, step, jump and hop - Control my body when performing a sequence of movements. - Participate in simple games.	- Describe how the body feels when still and when exercising. - Hit a ball with a bat or racquet. - Roll equipment in different ways. - Throw underarm. - Throw an object 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. - Talk about what they have done. - Talk about what others have done.

Overview of Assessment for Athletics in EYFS

Athletics	Emerging	Expected	Exceeding	Gifted & Talented
• 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 game • Talk about what they have done. • Talk about what others have done.		The rest of the class		

Overview of Assessment for Dance in EYFS

Dance	Emerging	Expected	Exceeding	Gifted & Talented
- 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.		The rest of the class		

Overview of Assessment for Gymnastics in EYFS

Gymnastics	Emerging	Expected	Exceeding	Gifted & Talented
• Describe how the body feels when still and when exercising. • Hit a ball with a bat or racquet. • Roll equipment in different ways. • Throw underarm. • Throw an object 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. • Talk about what they have done. • Talk about what others have done.		The rest of the class		



Long-term overview for Physical Education In Year 1



Physical Education Skills to be developed across Key Stage 1

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

Autumn

One

Physical Development, Movement and Handling

Finding a space in class and hall, negotiating space by changing speed or direction. Exploring different ways of travelling.

Gymnastics

Develop balance

Keeping healthy, understanding the importance of exercise and the changes that happen to our body when we exercise. Explore a variety of dance styles

Two

Invasion games – Rugby/Dodgeball

Understanding the basic rules of the game
Working in a team
Catching and throwing skills
Competitive games

Dance

Christmas dance composition and performance



Spring

One

Gymnastics

Moving on and around small apparatus

Creating rolls, balances and jumps

Creating sequences/routines and performing them

Team Games – Hockey

Parachute –

Participate in team games- developing simple tactics that will develop both gross and fine motor skills

Two

Invasion games – Football

Game skills

Controlling balls and developing ball skills

Working in a team

Sportsmanship

Competitive games



Summer

One

Physical Development, Movement and Handling

Finding a space in playground and hall, negotiating space by changing speed or direction. Exploring different ways of travelling with different sporting items such as beanbags, quoits and large balls.
Team games, working with a partner and competitive sport such as hockey.

Two

Tennis and Athletics

Creating a journey using the outdoor resources.
Exploring pathways, changing directions and levels in movement. Pushing/pulling actions.
Bear hunt dance for end of unit performance.



Long-term overview for Physical Education in Year 1

Athletics	Dance	Gymnastics	Games
- 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. - Watch and describe performances. - Begin to say how they could improve.	- 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.	- 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 - Front support wheelbarrow with partner - 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.	- 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. - Watch and describe performances. - Begin to say how they could improve.

Overview of Assessment for Athletics in Year 1

Athletics	Emerging	Expected	Exceeding	Gifted & Talented
- 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 jump - 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. - Watch and describe performances. - Begin to say how they could improve.		The rest of the class		

Overview of Assessment for Dance in Year 1

Dance	Emerging	Expected	Exceeding	Gifted & Talented
• 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.		The rest of the class		

Overview of Assessment for Gymnastics in Year 1

Gymnastics	Emerging	Expected	Exceeding	Gifted & Talented
- 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 and Jumping jack - Half turn jump - Front support wheelbarrow with partner - 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.				

Overview of Assessment for Games in Year 1

Games	Emerging	Expected	Exceeding	Gifted & Talented
- 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. 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. - Watch and describe performances. - Begin to say how they could improve.		The rest of the class		



Long-term overview for Physical Education In Year 2



Physical Education Skills to be developed across Key Stage 1

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

Autumn

One

Gymnastics

Develop balance, agility and co-ordination
Use a range of gymnastics equipment safely

Invasion games: Rugby

Develop running, jumping, throwing and catching skills, as well as balance, agility and co-ordination, and begin to apply these in a range of activities

Participate in team game - rugby, developing simple tactics for attacking and defending

Spring

One

Dance

Perform body movements with control and co-ordination
Use simple movement patterns

Dodgeball

Develop running, jumping, throwing and catching skills, as well as balance, agility and co-ordination, and begin to apply these in a range of activities

Summer

One

Physical Development, Movement and Handling

Finding a space in playground and hall, negotiating space by changing speed or direction. Exploring different ways of travelling with different sporting items Team games, working with a partner and competitive sport such as hockey.

Judo

Perform body movements with control and co-ordination Use simple movement patterns

Two

Dance and Yoga

Perform body movements with control and co-ordination
Use simple movement patterns

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Two

Multi skills and SQA (Speed, Quickness and agility)

- Football

To send and receive a ball
To move into a space to receive a pass
To use simple tactics in a game
To evaluate their own and other's success.



Two

Athletics

Developing skills in throwing, jumping and running (long distance and sprint)

Parachute and hockey

Participate in team games- developing simple tactics that will develop both gross and fine motor skills



Long-term overview for Physical Education in Year 2

Athletics	Dance	Gymnastics	Games
• 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 • 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.	• 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.	• Explain what they need to stay healthy. • 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 for forward roll • Crouched forward roll • Straight jump • Tuck jump • Jumping jack • Half turn jump • Cat spring to straddle • Tiptoe, step, jump and hop • Hopscotch • Skipping • Galloping • Straight jump half-turn • 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.	• 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 and catching skills 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. • 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.

Overview of Assessment for Athletics in Year 2

Athletics	Emerging	Expected	Exceeding	Gifted & Talented
• 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 • 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.		The rest of the class		

Overview of Assessment for Dance in Year 2

Dance	Emerging	Expected	Exceeding	Gifted & Talented
• 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.		The rest of the class		

Overview of Assessment for Gymnastics in Year 2

Gymnastics	Emerging	Expected	Exceeding	Gifted & Talented
• Explain what they need to stay healthy. • 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 for forward roll • Crouched forward roll • Straight jump • Tuck jump • Jumping jack • Half turn jump • Cat spring to straddle • Tiptoe, step, jump and hop • Straight jump half-turn • 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.		The rest of the class		

Overview of Assessment for Games in Year 2

Games	Emerging	Expected	Exceeding	Gifted & Talented
• 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 and catching skills 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. • 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.		The rest of the class		



Long-term overview for Physical Education In Year 3



Physical Education Skills to be developed across Key Stage 2

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control and balance.
- Perform dances using a range of movement patterns.
- Take part in outdoor and adventurous activity challenges both individually and within a team.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Autumn

One

Gymnastics

Skills to include balancing, rolling, jumping and travelling

To develop control, balance, flexibility and accuracy

Basketball/Football

To send and receive a ball

To move into a space to receive a pass

To use simple tactics in a game

To evaluate their own and other's success.

Spring

One

Gymnastics

Skills to include creating sequences of movements, use of apparatus and evaluating own and other's performance.

Dance – Street Dance

Skills to include travelling, turning, gesture and sequences. Perform dances using a range of movement patterns. Compare own performances with previous ones and demonstrate improvements to achieve personal best.

Summer

One

Speed, Quickness and agility

Develop flexibility, strength, technique, control and balance.

Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Two

Dance and Yoga

Perform body movements with control and co-ordination

Use simple movement patterns



Two

Mixed Sports- Hockey

Invasion games with skills linked to hockey, netball and rugby including moving with the ball and tactics



Two

Athletics

Skills linked to athletics, tennis rounders, cricket and/or frisbee

Rounders

Develop accurate throwing, striking and fielding techniques



Long-term overview for Physical Education in Year 3

Athletics	Dance	Gymnastics	Games
- 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 - Watch, describe and evaluate the effectiveness of a performance. - Describe how their performance has improved over time.	- 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.	- Know the importance of strength and flexibility for physical activity. - Explain why it is important to warm up and cool down. - 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 while holding balances with control and confidence. - Begin to show flexibility in movements - Crouched forward roll , Forward roll from standing , Tucked backward roll Straddle jump - Pike jump, Cat leap - Straight jump half-turn , Chassis steps , Straight jump half turn , Cat lea - 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. 1, 2, 3 and 4- point balances - Balances on apparatus , Balances with and against a partner , Pike, tuck, star, straight, straddle shapes	- Recognise and describe the effects of exercise on the body. - Know the importance of strength and flexibility for physical activity - 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 and gathering skills with control. - Catch with increasing control and accuracy. - Throw a ball in different ways (e.g. high, low, fast or slow). - 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. - Compete against self and others in a controlled manner.

Overview of Assessment for Athletics in Year 3

Athletics	Emerging	Expected	Exceeding	Gifted & Talented
• 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 • Watch, describe and evaluate the effectiveness of a performance. • Describe how their performance has improved over time.		The rest of the class		

Overview of Assessment for Dance in Year 3

Dance	Emerging	Expected	Exceeding	Gifted & Talented
• 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.		The rest of the class		

Overview of Assessment for Gymnastics in Year 3

Gymnastics	Emerging	Expected	Exceeding	Gifted & Talented
• Know the importance of strength and flexibility for physical activity. • Explain why it is important to warm up and cool down. • 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 while holding balances with control and confidence. • Begin to show flexibility in movements • Crouched forward roll , Forward roll from standing , Tucked backward roll Straddle jump • Pike jump, Cat leap • Straight jump half-turn , Chassis steps , Straight jump half turn , Cat lea • 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. • 1, 2, 3 and 4- point balances • Balances on apparatus , Balances with and against a partner , Pike, tuck, star, straight, straddle shapes		The rest of the class		

Overview of Assessment for Games in Year 3

Games	Emerging	Expected	Exceeding	Gifted & Talented
• Recognise and describe the effects of exercise on the body. • Know the importance of strength and flexibility for physical activity • 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 and gathering skills with control. • Catch with increasing control and accuracy. • Throw a ball in different ways (e.g. high, low, fast or slow). • 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. • Compete against self and others in a controlled manner.		The rest of the class		



Long-term overview for Physical Education In Year 4



Physical Education Skills to be developed across Key Stage 2

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control and balance.
- Perform dances using a range of movement patterns. Take part in outdoor and adventurous activity challenges both individually and within a team.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively. Perform safe self-rescue in different water-based situations.

Autumn

One

Bench ball

Use running, jumping, throwing and catching in isolation and in combination.

Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

Develop flexibility, strength, technique and control.

Football

Children to develop passing and dribbling tactics in small game situations, apply basic principles suitable for attacking and defending.

Spring

One

Dance

Children to develop co-ordination, control, rhythm and technique and compare performances with previous ones and demonstrate improvement to achieve their personal best.

Basketball

Children to develop passing and dribbling tactics in small game situations, apply basic principles suitable for attacking and defending.

Summer

One

Judo

Perform body movements with control and co-ordination

Use simple movement patterns

Rounders

Develop accurate throwing, striking and fielding techniques

Two

Gymnastics

Perform actions, shapes and balances

Perform sequences on apparatus

Perform movements in canon and unison and incorporate them into sequences

Lacrosse

Children to develop passing and dribbling tactics in small game situations, apply basic principles suitable for attacking and defending



Two

Dodgeball/Tennis

Use running, jumping, throwing and catching in isolation and in combination.

Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

Develop flexibility, strength, technique and control



Two

Athletics

Skills linked to athletics, tennis rounders, cricket and/or frisbee

Swimming

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



Long-term overview for Physical Education In Year 4

Athletics	Dance	Gymnastics	Games
- 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. - Perform and apply skills and techniques with control and accuracy. - Take part in a range of competitive games and activities. - Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. - Modify their use of skills or techniques to achieve a better result.	- 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.	- Explain why exercise is good for your health. - Know some reasons for warming up and cooling down. - 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. - Tucked backward roll , Backward roll to straddle, Pike jump - Straight jump half-turn - Straight jump full-turn, Cat leap, Cat leap half-turn Star jump off Tuck jump off ,Straddle jump off , Pike jump 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 with and against a partner , Pike, tuck, star, straight, straddle shapes , Front and back support	- Describe how the body reacts at different times and how this affects performance. - Explain why exercise is good for your health. - 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. - 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. - Perform and apply skills and techniques with control and accuracy. - Take part in a range of competitive games and activities. - Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. - Modify their use of skills or techniques to achieve a better result.

Overview of Assessment for Athletics in Year 4

Athletics	Emerging	Expected	Exceeding	Gifted & Talented
- 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. - Perform and apply skills and techniques with control and accuracy. - Take part in a range of competitive games and activities. - Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. - Modify their use of skills or techniques to achieve a better result.		The rest of the class		

Overview of Assessment for Dance in Year 4

Athletics	Emerging	Expected	Exceeding	Gifted & Talented
- 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.		The rest of the class		

Overview of Assessment for Gymnastics in Year 4

Gymnastics	Emerging	Expected	Exceeding	Gifted & Talented
• Explain why exercise is good for your health. • Know some reasons for warming up and cooling down. • 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. • Tucked backward roll , Backward roll to straddle, Pike jump • Straight jump half-turn • Straight jump full-turn, Cat leap, Cat leap half-turn Star jump off Tuck jump off ,Straddle jump off , Pike jump 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 with and against a partner , Pike, tuck, star, straight, straddle shapes , Front and back support		The rest of the class		

Overview of Assessment for Games in Year 4

Games	Emerging	Expected	Exceeding	Gifted & Talented
- Describe how the body reacts at different times and how this affects performance. - Explain why exercise is good for your health. - 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. - 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. - Perform and apply skills and techniques with control and accuracy. - Take part in a range of competitive games and activities. - Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. - Modify their use of skills or techniques to achieve a better result.		The rest of the class		



Long-term overview for Physical Education In Year 5



Physical Education Skills to be developed across Key Stage 2

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control and balance.
- Perform dances using a range of movement patterns. Take part in outdoor and adventurous activity challenges both individually and within a team.
-

Autumn

One

Street Dance

Develop movement using changes of direction, levels and space

Learn and improve performance

Understand and apply a range of techniques for attacking and defending as part of a team.

Fencing – Bronze Level

Use attacking and defending skills as appropriate.

Spring

One

Gymnastics

Perform actions, shapes and balances

Perform sequences on apparatus

Perform movements in canon and unison and incorporate them into sequences

Netball

Understand and apply a range of techniques for attacking and defending as part of a team.

Summer

One

Cricket

Understand and apply the techniques for playing this team game.

Rounders

Develop accurate throwing, striking and fielding techniques.

Two

Rugby

Understand and apply a range of techniques for attacking and defending as part of a team.

Badminton

Combine skills of serving, passing, hitting and footwork in mini games on a badminton court

Two

Physical Development and Handling

Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Dodgeball

Understanding the basic rules of the game
Working in a team, Catching and throwing skills
Competitive games

Two

Athletics

Sprinting and distance running.

Throwing the Vortex Howler.

Standing Long Jump.

Trying to beat a personal best, evaluating and improving performance.



Long-term overview for Physical Education In Year 5

Athletics	Dance	Gymnastics	Games
- 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.	- 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 some safety principles when preparing for and during exercise. - 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 half-turn 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 - Tiptoe, step, jump and hop, Hopscotch - Skipping, Chassis steps, Straight jump half turn, Straight jump full turn, Cat leap, Cat leap half turn Pivot	- 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. - 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.

Overview of Assessment for Athletics in Year 5

Athletics	Emerging	Expected	Exceeding	Gifted & Talented
• 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.		The rest of the class		

Overview of Assessment for Dance in Year 5

Dance	Emerging	Expected	Exceeding	Gifted & Talented
• 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.		The rest of the class		

Overview of Assessment for Gymnastics in Year 5

Gymnastics	Emerging	Expected	Exceeding	Gifted & Talented
• Explain some safety principles when preparing for and during exercise. • 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 half-turn 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 • Tiptoe, step, jump and hop , Hopscotch • Skipping , Chassis steps, Straight jump half turn , Straight jump full turn, Cat leap, Cat leap half turn Pivot		The rest of the class		

Overview of Assessment for Games in Year 5

Games	Emerging	Expected	Exceeding	Gifted & Talented
• 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. • 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.		The rest of the class		



Long-term overview for Physical Education In Year 6



Physical Education Skills to be developed across Key Stage 2

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control and balance.
- Perform dances using a range of movement patterns. Take part in outdoor and adventurous activity challenges both individually and within a team.
-

Autumn

One

Street Dance

Develop movement using changes of direction, levels and space

Learn and improve performance

Understand and apply a range of techniques for attacking and defending as part of a team.

Fencing – Silver Level

Use attacking and defending skills as appropriate.

Spring

One

Gymnastics

Perform actions, shapes and balances

Perform sequences on apparatus

Perform movements in canon and unison and incorporate them into sequences

Netball/rugby

Understand and apply a range of techniques for attacking and defending as part of a team.

Summer

One

Cricket

Understand and apply the techniques for playing this team game.

Bikeability

Two

Football

Children to develop passing and dribbling tactics in small game situations, apply basic principles suitable for attacking and defending.

Dodgeball

Develop running, jumping, throwing and catching skills, as well as balance, agility and co-ordination, and begin to apply these in a range of activities



Two

Quicksticks Hockey

Controlling and manipulating the ball.

Sending and receiving the ball.

Attacking and defending skills.

Tactics in small sided games.



Two

Athletics

Sprinting and distance running.

Throwing the Vortex Howler.

Standing Long Jump.

Trying to beat a personal best, evaluating and improving performance.



Long-term overview for Physical Education In Year 6

Athletics	Dance	Gymnastics	Games
- 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.	- 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. - 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. - 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. - Demonstrate consistent precision when performing dance sequences. - 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.	- 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. - 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 half-turn , Straight jump full-turn, Cat leap - Cat leap half-turn - Cat leap full-turn Split leap , 1, 2, 3 and 4- point balances, Balances on apparatus - Develop technique, control and complexity of part-weight partner balances, Group formations - Pike, tuck, star, straight, straddle shapes , Front and back support	- 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. - 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.

Overview of Assessment for Athletics in Year 6

Athletics	Emerging	Expected	Exceeding	Gifted & Talented
• 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.		The rest of the class		

Overview of Assessment for Dance in Year 6

Dance	Emerging	Expected	Exceeding	Gifted & Talented
• 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. • 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. • 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. • Demonstrate consistent precision when performing dance sequences. • 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.		The rest of the class		

Overview of Assessment for Gymnastics in Year 6

Gymnastics	Emerging	Expected	Exceeding	Gifted & Talented
• 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. • 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 half-turn , Straight jump full-turn, Cat leap • Cat leap half-turn • Cat leap full-turn Split leap , 1, 2, 3 and 4- point balances, Balances on apparatus • Develop technique, control and complexity of part-weight partner balances, Group formations • Pike, tuck, star, straight, straddle shapes , Front and back support				

Overview of Assessment for Games in Year 6

Games	Emerging	Expected	Exceeding	Gifted & Talented
• 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. • 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.		The rest of the class		