

PE Whole School Overview 2023 2024

Our goal for Physical Education is that children are inspired to lead active, healthy lives by developing:

- o physical literacy skills across a broad range of sports and activities;
- o an understanding of the body, its capabilities and the importance of a healthy, active lifestyle; and
- o sportsmanship, strategic engagement and enjoyment within competitive sports

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Right of the month	September: Article 28 – the right to learn and go to school October: Article 12 – the right to be listened to	November: Article 19 – the right not to be harmed and to be looked after and kept safe December: Article 13 – the right to follow your own religion	January: Article 29 – the right to become the best you can be February: Article 42 – the right to learn about your rights	March: Article 7 – the right to a name and a nationality April: Article 24 – the right to food, water and medical care	April: Article 24 – the right to food, water and medical care May: Article 20 – the right to practice your own culture, language and religion	June: Article 22 – the right to special protection and help if you are a refugee July: Article 31 – the right to play and rest
Skill of the Month	September: Listening October: Speaking	November: Teamwork December: GLOBAL GOALS	January: Problem Solving February: Staying Positive	March: Creativity April: GLOBAL GOALS	April: GLOBAL GOALS May: Aiming High	June: Leadership July: GLOBAL GOALS
Whole school days/events linked to PE	Bike to School Week					National School Sports Week Sports Day
Nursery: Units and RTP (Ready to Progress) Objectives	Developing Physical Confidence I can use different ways to travel.	Negotiating Space I can move around the space by walking or running.	Ball Skills I can throw a variety of objects (hand-eye co-ordination).	Ball Skills I show increasing control over an object in pushing, throwing, catching or kicking it.	Dance I can respond to music.	Athletics I can work in a team with adult guidance.
Reception: Units and RTP Objectives	Using and Exploring Space I can use all the space available. Running Games I can change speed and direction.	Using and Exploring Space I can negotiate obstacles safely. Bat and Ball Skills I can aim a ball in a general direction with a bat.	Throwing and Aiming I can try a range of throwing techniques. Yoga I can copy adult movements and poses (developing coordination/strength/balance).	Gymnastics I can try a range of balances Big Ball Skills I can catch after bouncing/throwing up (hand-eye co-ordination).	Athletics I can complete a basic relay race with adult support. Dance I can make big clear actions and move in relation to the music.	Indoor Relay Races Athletics I can take part in practice races for Sports Day.
Year 1: Units and RTP Objectives	Locomotion - Running I can keep my head up when I'm running. Dance - Growing I can begin to move in time with a simple control.	Ball Skills - Hands I can begin to dribble with control. Dance - Growing I can move in response to sounds and music.		Dance - DDMix I can remember a short sequence of simple dance steps. Gymnastics - Wide, Narrow, Curled I can point my fingers and toes and be still when creating balances.	Locomotion - Jumping I can use my arms to help me jump, hop or leap. Gymnastics - Body Parts I can create short travelling sequences on a variety of apparatus.	

<p>Year 2: Units and RTP Objectives</p>	<p>Ball Skills - Hands I can name and use some different passes (e.g. chest, underarm, overarm) with accuracy.</p> <p>Dance - Explorers I can create a short sequence of movements.</p>	<p>Ball Skills - Feet I can jog while keeping the ball close to my feet.</p> <p>Dance - DDMix I can change the way I move to demonstrate different emotions.</p>	<p>Locomotion - Dodging I can run with correct technique. I can dodge with effective technique.</p> <p>Gymnastics - Linking I can do some small body part balances e.g. stork stand, arabesque.</p>	<p>Locomotion - Jumping I understand the roles of different body parts and muscles in jumping i.e. use of arms & legs.</p> <p>Gymnastics - Pathways I can travel creatively using different apparatus.</p>	<p>Games for understanding I understand the difference between defending and attacking.</p> <p>I can play the role of an attacker or a defender in a simple game and change my actions to suit the role e.g. blocking/dodging/changing speed.</p> <p>Health and Wellbeing I know why exercise is important for my body and my mind.</p>	<p>Ball Skills - Hands I can look at my partner when I pass to them</p> <p>Team Building I can define and identify good teamwork.</p>
<p>Year 3: Units and RTP Objectives</p>	<p>Invasion Games - Handball I can avoid defenders when passing.</p> <p>Athletics - Throwing and Jumping I can do a standing long jump and a standing triple jump I can discuss and use the correct stance for throwing a bean bag e.g. one foot forwards, releasing at the correct time.</p>	<p>Gymnastics - Symmetry and Asymmetry I can create small body part balances alone and with a partner.</p> <p>Athletics - Running I can run with my arms bent using a pumping action. I can run on the balls of my feet and with driving leg action.</p>	<p>Invasion Games - Dodgeball I can throw accurately within the context of a game.</p> <p>Dance - DDMix I can use dynamics in my movements.</p>	<p>Invasion Games - Basketball I can dribble a ball with control.</p> <p>Communication and Tactics I can communicate kindly with my team.</p>	<p>Net and Wall Games - Tennis I can hit the ball accurately towards a partner with a racquet after it has bounced.</p> <p>Athletics - Competitions I can accelerate quickly to run for speed.</p>	<p>Striking and Fielding Games - Rounders I understand the different roles in the game e.g. bowler, fielder, backstop, batter.</p> <p>Athletics I understand the difference between how to throw for accuracy and how to throw for distance.</p>
<p>Year 4: Units and RTP Objectives</p>	<p>Invasion Games - Tag Rugby I can throw and catch a ball, following the rules of the game.</p> <p>Athletics I can use a javelin and a shot put safely and with correct technique.</p>	<p>Orienteering I can locate points with a partner.</p> <p>Invasion Games - Hockey I can jog with the ball whilst moving the ball from side to side (dribbling).</p>	<p>Invasion Games - Football I can dribble with the ball using correct technique (inside and outside of the feet, heads up and keep the ball close to feet).</p> <p>Gymnastics - Bridges I can design and complete a sequence of actions including traveling, balancing and jumping.</p>	<p>Problem Solving I can identify the attributes of a successful team.</p> <p>Swimming I can swim competently, confidently and proficiently over a distance of at least 25 metres.</p>	<p>Invasion Games - Netball I can use different passing types (e.g. chest, bounce, high).</p> <p>African Dance I can dance in unison with others.</p>	<p>Striking and Fielding Games - Cricket I can throw with accuracy over and underarm.</p> <p>African Dance I can change levels and directions while moving to music.</p>

<p>Year 5: Units and RTP Objectives</p>	<p>Invasion Games - Handball I can use a range of techniques to defend e.g. 1-to-1, zonal.</p> <p>Athletics - Competitions I consistently use accurate running technique.</p>	<p>Athletics - Running I can use the correct technique for sprinting.</p> <p>Dance - DDMix I can mirror another person's movements with accuracy.</p>	<p>Invasion Games - Basketball I can use a variety of attacking techniques e.g. passing, creating space.</p> <p>Gymnastics - Counter Balance and Counter Tension I can demonstrate fluidity and control in my movements.</p>	<p>Invasion Games - Football I can aim to shoot under pressure.</p> <p>Communication and Tactics I can think tactically to suggest ideas to help my team.</p>	<p>Net and Wall Games - Tennis I can take part in a rally where the ball consistently lands 'in' on the court.</p> <p>Athletics - Throwing and Jumping I can use the correct arm and leg technique to jump for distance.</p>	<p>Playmaker Leadership Award I can consider the role of PACE (participants, area, communication and equipment) in an activity.</p> <p>Striking and Fielding Games - Rounders I am aware of where the ball or batter will be while playing.</p>
<p>Year 6: Units and RTP Objectives</p>	<p>Invasion Games - Tag Rugby I can perform a sidestep and other evasive moves.</p> <p>Orienteering I can use a map to locate points in a set order.</p>	<p>Health Related Exercise I can complete a circuit without stopping by choosing appropriate difficulty levels.</p> <p>Gymnastics - Matching and Mirroring I can use apparatus competently, safely and creatively.</p>	<p>Invasion Games - Netball I can catch the ball whilst under pressure and moving at speed.</p> <p>Dance - DDMix I can use scales of movements.</p>	<p>Invasion Games - Hockey I can change direction proficiently while keeping control of the ball.</p> <p>Problem Solving I discuss tactics to seek a successful outcome.</p>	<p>Invasion Games - Dodgeball I can jump, duck or dodge to avoid a ball.</p> <p>Striking and Fielding Games - Cricket I can judge a distance and throw accurately to cover it.</p>	<p>Year 6 Show/PGL I can complete a group dance as part of a show.</p> <p>Athletics I can use correct technique when throwing a javelin or shotput e.g. extend and release.</p>

Nursery: Physical Education Knowledge and Skills Progression

Our goal for Physical Education is that children are inspired to lead active, healthy lives by developing:

- o physical literacy skills across a broad range of sports and activities;*
- o an understanding of the body, its capabilities and the importance of a healthy, active lifestyle; and*
- o sportsmanship, strategic engagement and enjoyment within competitive sports*

**Physical Development
Early Learning Goals
(Gross Motor Skills)**

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others
- Demonstrate strength, balance and coordination when playing
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

**Physical Development
Early Learning Goals
(Fine Motor Skills)**

Children at the expected level of development will:

- Use one handed tools and equipment
- Use their developing fine motor skills to manage their needs

UNIT

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

**Developing Physical
Confidence**

Negotiating Space

Ball Skills

Ball Skills

Dance

Athletics

**Key
Targets**

I can use different ways to travel.

I can follow instructions

I can move around the space while carrying different sizes of balls

I can develop throwing a variety of objects

I can respond to music

I can take part in practice races for Sports Day

I can move around the space by walking or running

I can throw a variety of objects (small and large balls/bean bags)

I can send a ball away with some control

I can step forwards and backwards with some control

I can work in a team with adult guidance

I know the difference between stillness and movement

I can explore how a range of balls and beanbags can be moved and stopped.

I show increasing control over an object in pushing, throwing, catching or kicking it

I can begin to make simple shapes with my body

I can wait for my turn with adult support

I can move in a variety of different ways around the space and stopping when they hear the tambourine.

I can roll a ball towards a target

I can explore moving large balls with my feet

I can move my body in a variety of ways, responding to instrumental music (linked to minibeasts topic e.g. scuttling, sliding, floating arms)

I can use the obstacle race equipment with adult support

I can begin to use running and jumping skills.

I can throw towards a target (e.g. into a hoop)

I can roll a ball away and towards target

I can find a space without touching objects or others.

I am beginning to aim and kick balls into space

I can control my movements to kick ball towards a target

Reception: Physical Education Knowledge and Skills Progression

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Physical Development Early Learning Goals (Gross Motor Skills)	Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others - Demonstrate strength, balance and coordination when playing - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.					
Physical Development Early Learning Goals (Fine Motor Skills)	Children at the expected level of development will: - Develop their upper arm, shoulder strength, core strength as well as stability to support their fine motor skills - Use a range of tools competently, safely and confidently					
Unit 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Using and Exploring the space</u>	<u>Using and Exploring the space.</u>	<u>Throwing/Aiming</u>	<u>Gymnastics</u>	<u>Athletics</u>	<u>Indoor relay races</u>
Key Targets	I can use different ways to travel.	I can move around using all areas of the hall	I can try a range of throwing techniques.	I can try a range of balances	I am learning to be in a team	I can take part in practice races for Sports Day
	I can use all the space available	I can respond to signals	I can aim with different equipment (hand-eye co-ordination)	I can explore body shapes	I can complete a basic relay race with adult support	
	I can be aware of others	I can retrieve equipment on command		I am developing physical strength/confidence (e.g. using climbing frames)	I can use the obstacle course equipment	
	I can follow adult Instructions.					
Unit 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Running games</u>	<u>Bat and ball skills.</u>	<u>Yoga</u>	<u>Big Ball Skills</u>	<u>Dance</u>	<u>Athletics</u>
Key Targets	Awareness of others.	I can send a ball away with basic control	I can focus on the activity for a short period of time (developing mindfulness)	I can send a ball away with basic control.	To explore a range of movements linked to water flow	I can take part in practice races for Sports Day
	I can use all the space available	I can aim a ball in a general direction with a bat	I can copy adult movements and poses (developing coordination/strength/balance)	I can stop a ball with basic control	To respond to music	
	I can change speed and direction		I can stretch parts of my body with adult guidance	I can catch after bouncing/throwing up		
	I can respond to signals					
	I can be aware of others					

Year 1: Physical Education Knowledge and Skills Progression

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Unit 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Locomotion - Running</u>	<u>Ball Skills - Hands</u>	<u>Dance - DDMix (more in Complete PE - The Zoo)</u>	<u>Locomotion - Jumping</u>	<u>Games for Understanding</u>	<u>Team Building</u>
Key Targets	I can run on the spot	I can pass a ball with increasing control	I can find ways to move in different levels	I can use my arms to help me jump, hop or leap	I can begin to change direction to dodge	I am happy to take turns with other children
	I can run on the balls of my feet	I can begin to dribble with control	I can remember a short sequence of simple dance steps	I can bend my knees to improve my jumping	I can play the role of an attacker or a defender in a simple game	I can work with other children to do something together
	I can keep my head up when I'm running	I can begin to use my body to help me aim (feet, arms, fingers)	I can find different ways to move around a space, avoiding objects and people around me	I can keep my head up when I jump	I can focus on the ball	I can describe how I am feeling to my team
	I can run at different speeds, avoiding objects and people around me			I can begin to understand how to avoid defenders	I understand why games have rules	I can help others during a challenge
Unit 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Dance - Growing</u>		<u>Gymnastics - Wide, Narrow, Curled</u>	<u>Gymnastics - Body Parts</u>	<u>Ball Skills - Feet</u>	<u>Ball Skills - Hands</u>
Key Targets	I can move my whole body with increasing control		I can balance with different large body parts e.g. dish, arch, shoulder stand	I can safely perform a teacher led warm-up	I can begin to dribble with control	I can throw and catch a bean bag successfully
	I can move in response to sounds and music		I can jump or roll using wide, narrow or curled shapes e.g. teddy bear roll, pencil jump, egg roll	I can step with a straight and a bent leg	I can pass a ball with increasing control	I can send and receive a ball with a bat using some control
	I can begin to move in time with a simple rhythm/beat		I can begin to use posture when moving and holding shapes e.g. pointed toes and fingers	I can move creatively over, under, through, along, across different apparatus	I can use my non-kicking foot to help me aim	I can begin to use my body to help me catch a ball e.g. hands out, standing on balls of feet
	I can create simple steps or movements					
	I can move different body parts separately and at the same time					

Personal Development Targets	I can work with a partner and begin to listen to their ideas	I can follow the rules of a game	I can use equipment safely and collaboratively	I can accept defeat e.g. stopping when tagged	I can count my own score honestly with some adult support	I can try my best even when something is tricky
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Year 2: Physical Education Knowledge and Skills Progression

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Unit 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Ball Skills - Hands	Ball Skills - Feet	Locomotion - Dodging	Locomotion - Jumping	Games for understanding	Ball Skills - Hands
Key Targets	I can name and use some different passes e.g. chest, underarm, overarm	I can jog with the ball keeping the ball close to my feet	I can run with correct technique	I can leap in different ways (1-1, 1-2, 2-1, 2-2, 1-other)	I can play the role of an attacker or a defender in a simple game and change my actions to suit the role e.g. blocking/dodging/changing speed	I can show the difference between an under-arm throw and an over-arm throw and know that an over-arm throw is best for throwing longer distances
	I can throw and catch a ball to/from someone else with accuracy	I can stop a ball with my feet when jogging	I can dodge with effective technique	I understand the roles of different body parts and muscles in jumping i.e. use of arms & legs	I understand the difference between defending and attacking	I can look at my partner when I pass to them
	I can dribble a ball with control	I can pass a ball to someone else using the inside of my foot	I know how to avoid defenders during a game	I can jump, hop and leap with confidence (including jumping for distance and height)	I can create and employ simple defensive and attacking strategies	I can begin to use my body to help me catch a ball e.g. hands out, standing on balls of feet
	I can use an over or under arm pass			I can explore the difference between standing and running jumps		I can use my body to help me aim (feet, arms, fingers)
Personal Development Targets	I can describe and discuss others' work	I can give constructive feedback	I can stay positive when I lose a game	I can challenge myself to try new things	I can work in a team to share ideas	I can try my hardest to win a game (whilst maintaining respect for others)

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Unit 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Dance - Explorers</u>	<u>Dance - DDMix (more in Complete PE - Water)</u>	<u>Gymnastics - Linking</u>	<u>Gymnastics - Pathways</u>	<u>Health and Wellbeing</u>	<u>Team Building</u>
Key Targets	I can use my whole body when I move	I understand the importance of warming up the body	I can perform a teddy bear roll	I can complete a half and full turn jump	I understand the importance of warming up the body	I am happy to take turns with other children
	I can create a short sequence of movements	I can change the way I move to demonstrate different emotions	I can step forwards, sideways and backwards with bent and straight legs	I can travel creatively using different apparatus	I know why exercise is important for my body and my mind	I can work with other children to do something together
	I can remember simple dance steps & perform them	I can remember simple dance steps & perform them	I can do some small body part balances e.g. stork stand, arabesque	I can travel into and out of a balance both on the ground and on a platform	I can explain the ways I feel different after exercise	I can describe how my team mates are feeling
						I know why teams are sometimes better than working by myself
Personal Development Targets	I can describe and discuss others' work	I can give constructive feedback	I can stay positive when I lose a game	I can challenge myself to try new things	I can work in a team to share ideas	I can try my hardest to win a game (whilst maintaining respect for others)

Year 3: Physical Education Knowledge and Skills Progression

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Unit 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Invasion Games - Handball</u>	<u>Gymnastics - Symmetry and Asymmetry</u>	<u>Invasion Games - Dodgeball</u>	<u>Invasion Games - Basketball</u>	<u>Net an Wall Games - Tennis</u>	<u>Striking and Fielding Games - Rounders</u>
Key Targets	I begin to pass in different ways (right and left hand, two handed, short, long, static, on the move)	I can travel into and out of a balance	I can throw accurately towards a target	I can jog with the ball whilst dribbling with control	I can use both forehand and backhand technique	I can stop the ball effectively as it rolls along the floor using my hands and my leg to block
	I can show that I am ready catch e.g. use my hands as a target for the thrower	I can spin on a point and while travelling	I can change direction at speed (dodging)	I can name and use different passes e.g. chest, underarm, overarm, bounce	I can hit the ball with a racket after it has bounced and send it towards a partner	I can catch a high ball
	I can consider avoiding a defender when passing	I can create small body part balances alone and with a partner (including symmetrical and asymmetric balances)	I can throw accurately within the context of a game	I can pass and receive a ball with confidence	I can begin to serve the ball	I can throw a ball overarm and underarm during a game
	I can discuss and try out strategies for keeping possession	I can create sequences including travelling, rolling and balancing	I can begin to understand the rules of the game	I can use the space around me to help my team	I understand how to create space on the opponent's side of the court	I understand the different roles in the game e.g. bowler, fielder, backstop, batter
	I can begin to understand the rules of the game					I can begin to bowl with accuracy
Personal Development Targets	I keep trying to improve my own performance	I can encourage others	I can explain other people's strengths and use these to improve my own performance	I can think of ways to outwit an opponent	I can work positively with a partner	I can concentrate on my role in a team

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Unit 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Athletics - Throwing and Jumping</u>	<u>Athletics - Running</u>	<u>Dance - DDMix (more in Complete PE - Wild Animals)</u>	<u>Communication and Tactics</u>	<u>Athletics - Competitions</u>	<u>Athletics</u>
Key Targets	I can throw a javelin and a shotput safely	I can run with my arms bent using a pumping action	I can travel in time with music	I can discuss my own and others' performances kindly	I can accelerate quickly to run for speed	
	I can do a standing long jump	I can run on the balls of my feet and with driving leg action	I can replicate actions to a rhythmic pattern	I know how to get on well with my team and know some ways to resolve a disagreement	I understand the difference between how to throw for accuracy and how to throw for distance	
	I can do a standing triple jump	I can run at fast, medium and slow speeds	I can begin to use dynamics in my movements	I know why teams are sometimes better than working by myself	I can use my body to jump for distance e.g. legs bent, arms swinging	
	I can discuss and use the correct stance for throwing a bean bag e.g. one foot forwards, releasing at the correct time	I know the difference between running for speed and distance	I can create a short dance sequence in a group/pair	I can listen to other students and ask questions about what I heard	I can pace myself when running longer distances	
Personal Development Targets	I keep trying to improve my own performance	I can encourage others	I can explain other people's strengths and use these to improve my own performance	I can think of ways to outwit an opponent	I can work positively with a partner	I can concentrate on my role in a team

Year 4: Physical Education Knowledge and Skills Progression

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Unit 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Invasion Games - Tag Rugby</u>	<u>Orienteering</u>	<u>Invasion Games - Football</u>	<u>Problem Solving</u>	<u>Invasion Games - Netball</u>	<u>Striking and Fielding Games - Cricket</u>
Key Targets	I can run and weave around obstacles whilst holding a ball	I can complete orienteering skills tasks effectively in a team	I can pass and receive a ball while moving	I can complete a challenge with my team	I can use pivoting to help my passing	I can throw with accuracy over- and underarm
	I can weave around/dodge an opponent	I can locate points with a partner	I can dribble with the ball using correct technique (inside and outside of the feet, heads up and keep the ball close to feet)	I can identify the attributes of a successful team	I can receive a ball while moving and stop before passing	I can throw with accuracy over- and underarm
	I can throw ball backwards to partner and receive a ball from a partner from both directions	I can orient the map correctly	I can shoot using correct technique (inside of the foot, non-kicking foot next to the ball and leaning over the ball)	I can listen to others' ideas and communicate effectively during a challenge	I can use different passing types (e.g. chest, bounce, high)	I can hold the bat safely and correctly
	I can make a touch tackle	I can balance effectiveness and speed when working with a partner or team	I understand how to keep control of the ball under pressure from defenders	I can generate ideas to solve a problem	I can use different passing types (e.g. chest, bounce, high)	I understand the rules of the game
Personal Development Targets	I can compare and contrast performances using appropriate language	I can make sure everyone in my team is included	I understand what excellent technique looks like and can begin to replicate it	I can maintain a positive attitude, even when I find things tricky	I can respect the rules of the game	I can perform different roles within a team

Year 4: Physical Education Knowledge and Skills Progression

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Unit 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Athletics</u>	<u>Invasion Games - Hockey</u>	<u>Gymnastics - Bridges</u>	<u>Swimming</u>	<u>African Dance</u>	
Key Targets	I can throw competently for aim and distance	I can use long and short passes with some technique and I understand when to use each pass	I can do a forward roll with some control	I can swim competently, confidently and proficiently over a distance of at least 25 metres	I can dance in unison with others	
	I can jump for distance (including triple jump)	I am beginning to understand the rules of small sided games	I can use apparatus safely and creatively (spring board, vaults, climbing frames)	I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]	I can use different dynamics in my movements	
	I can understand and demonstrate the difference between sprinting and running for sustained periods	I can jog with the ball whilst moving the ball from side to side (dribbling)	I can design and complete a sequence of actions including travelling, balancing and jumping	I can perform safe self-rescue in different water-based situations	I can change levels and directions while moving to music	
	I can use a javelin and a shotput safely and with some correct technique	I can stop a ball when running at speed using the correct hand grip	I can create balances alone and with a partner		I can work in a group to apply simple and cumulative canon	
Personal Development Targets	I can compare and contrast performances using appropriate language	I can make sure everyone in my team is included	I understand what excellent technique looks like and can begin to replicate it	I can maintain a positive attitude, even when I find things tricky	I can respect the rules of the game	I can perform different roles within a team

Year 5: Physical Education Knowledge and Skills Progression

Our goal for Physical Education is that children are inspired to lead active, healthy lives by developing:

- o physical literacy skills across a broad range of sports and activities;
- o an understanding of the body, its capabilities and the importance of a healthy, active lifestyle; and
- o sportsmanship, strategic engagement and enjoyment within competitive sports

Unit 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Invasion Games - Handball</u>	<u>Athletics - Running</u>	<u>Invasion Games - Basketball</u>	<u>Invasion Games - Football</u>	<u>Net and Wall Games - Tennis</u>	<u>Playmaker Leadership Award</u>
Key Targets	I can pass the ball accurately using a variety of techniques e.g. overarm, bouncing, on the move	I can accelerate quickly to run for speed	I can use a variety of attacking techniques e.g. passing, creating space	I can pass and dribble accurately to keep possession	I can serve accurately by throwing the ball into the air	I can give instructions with confidence
	I can move around defenders while focussing on the ball	I can run for pace and distance to run continuously for an assigned period	I can be ready to dodge	I can aim to shoot under pressure	I can take part in a rally where the ball consistently lands 'in' on the court	I can consider the role of PACE (participants, area, communication and equipment) in an activity
	I can use a variety of techniques to defend e.g. 1-to-1, zonal	I can use accurate leg and arm technique to build up speed	I can switch between attacking and defending during a game	I can mark players who are off the ball	I can force my opponent to move around the court to create space	I can lead, or assist in leading, an activity, making appropriate decisions about PACE
	I can switch between attacking and defending during a game		I can throw with power and accuracy	I can use defensive strategies to gain possession	I can move quickly around the court to meet the ball	I can complete a minimum of 5 leadership challenges
Personal Development Targets	I can use agreed criteria to identify good performance and explain why it is good	I can work creatively with a partner or group	I can communicate positively with a partner or team	I can discuss game situations and use this to improve my own performance	I can strive to improve my performance even when something is difficult	I can manage discussions and disagreements and reach a decision efficiently with my team

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Unit 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Athletics - Competitions</u>	<u>Dance - DDMix (more on Complete PE - The Circus)</u>	<u>Gymnastics - Counter Balance and Counter Tension</u>	<u>Communication and Tactics</u>	<u>Athletics - Throwing and Jumping</u>	<u>Striking and Fielding Games - Rounders</u>
Key Targets	I consistently use accurate running technique	I can mirror another person's movements with accuracy	I can travel creatively into and out of a balance e.g. roll, cartwheel, spin	I can work with a team to complete a challenge effectively	I can use correct arm and leg technique to jump for distance	I am aware of where the ball is while I am running
	I can use a javelin and a shotput safely and with good technique	I can include different dynamics in the same dance sequence	I can complete a balance in a group using small body parts	I can think tactically to suggest ideas to help my team	I can show accuracy and good technique when throwing for distance e.g. correct stance, well timed release	I can predict where the batter will be able to run to and pass the ball to a sensible base
	I can maintain positivity in a competitive context	I can select dynamics for my movements based on the music I hear	I can demonstrate fluidity and control in my movements	I can take responsibility for my role in a team	I can perform a smooth triple jump	I can control the ball with the bat to ensure it travels close to the floor
			I can design and complete a sequence using the apparatus (including travelling, balancing, rolling and jumping)			I can communicate with my team mates while fielding and take responsibility for my role on the field
Personal Development Targets	I can use agreed criteria to identify good performance and explain why it is good	I can work creatively with a partner or group	I can communicate positively with a partner or team	I can discuss game situations and use this to improve my own performance	I can strive to improve my performance even when something is difficult	I can manage discussions and disagreements and reach a decision efficiently with my team

Year 6: Physical Education Knowledge and Skills Progression

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- o sportsmanship, strategic engagement and enjoyment within competitive sports

Unit 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Invasion Games - Tag Rugby</u>	<u>Health Related Exercise</u>	<u>Invasion Games - Hockey</u>	<u>Invasion Games - Netball</u>	<u>Invasion Games - Dodgeball</u>	<u>Young Leader Award</u>
Key Targets	I can perform a sidestep and other evasive moves	I can warm up and cool down effectively and independently	I understand the difference between attacking and defending strategies and can switch between them during a game	I can catch the ball whilst under pressure and moving at speed	I can jump, duck or dodge to avoid a ball	I can give instructions with confidence
	I can take part in a lineout	I can complete a circuit without stopping by choosing appropriate difficulty levels	I can block a pass effectively	I can shoot with accuracy under pressure	I can be ready to dodge	I can consider the role of PACE (participants, area, communication and equipment) in an activity
	I can take part in a defensive formation	I understand and can discuss the effects that exercise has on my body	I can change direction proficiently while keeping control of the ball	I can select and successfully use different passing techniques within the context of a game	I can switch between attacking and defending during a game	I can lead, or assist in leading, an activity, making appropriate decisions about PACE
	I can pass and catch while moving to support my team to create opportunities to score		I can pass the ball accurately under pressure using a variety of passing techniques	I understand how to force errors in my opponent to regain possession	I can throw with power and accuracy	I can design an activity for a specified age group
Personal Development Targets	I can take responsibility for my role in a team	I can take part in accurate self- and pair-assessments	I can communicate positively to teach someone else a dance sequence I have created	I can contribute to group decision making	I can identify and appropriately communicate the strengths and weaknesses of others	I understand the responsibility of being a good role model for other children in the school

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Unit 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Orienteering</u>	<u>Gymnastics - Matching and Mirroring</u>	<u>Dance - DDMix (more on Complete PE - Carnival)</u>	<u>Problem Solving</u>	<u>Striking and Fielding Games - Cricket</u>	<u>Athletics</u>
Key Targets	I can use a map to locate points in a set order	I can explore and select interesting and challenging movements	I can use scales/sizes of movements	I can control my emotions in challenging situations	I can judge a distance and throw accurately to cover it	I can use correct technique when throwing a javelin or shotput e.g. extend and release
	I can keep moving throughout a task	I can use apparatus competently, safely and creatively	I can add expression to my movements to create a character	I understand and can discuss what tactics are and can use them to seek a successful outcome	I can strike a bowled ball away from fielders	I can use the correct technique for sprinting
	I can plan a route before beginning a task	I can create a creative and challenging mirror sequence with a partner	I can create a dance that clearly fits with a particular piece of music, using contrasting dynamics, levels, scales/size and shapes	I can take responsibility for ensuring that everyone in my team feels included and motivated	I can throw overarm accurately over distance	I can take part in a relay (including passing a baton successfully)
					I can bowl accurately and consistently	I can understand and apply pacing
Personal Development Targets	I can take responsibility for my role in a team	I can take part in accurate self- and pair-assessments	I can communicate positively to teach someone else a dance sequence I have created	I can contribute to group decision making	I can identify and appropriately communicate the strengths and weaknesses of others	I understand the responsibility of being a good role model for other children in the school