



Physical Education – Age Related Statutory Coverage

EYFS	KEY STAGE ONE LEARNING	KEY STAGE TWO LEARNING
<p>Moving and Handling</p> <p>Nursery</p> <ul style="list-style-type: none">• Experiments with different ways of moving• Jumps off an object and lands appropriately• Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.• Travels with confidence and skill around, under, over and through balancing and climbing equipment.• Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.• Uses simple tools to effect changes to materials.• Handles tools, objects, construction and malleable materials safely and with increasing control.• Shows a preference for a dominant hand.• Begins to use anticlockwise movement and retrace vertical lines.• Begins to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">• 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.• develop fundamental movement skills before increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others.• be able to engage in competitive and co-operative physical activities, in a range of increasingly challenging situations.	<p>Key stage 2 Pupils should continue to:</p> <ul style="list-style-type: none">• 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.• enjoy communicating, collaborating and competing with each other.• develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. <p>Pupils should be taught to:</p> <ul style="list-style-type: none">• 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.• 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]• perform dances using a range of movement patterns.



		<ul style="list-style-type: none">• 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.• develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastic) 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 (for example, front crawl, backstroke and breaststroke).• perform safe self-rescue in different water-based situation. <p>Swimming: KS2: Children should be taught to:</p> <ul style="list-style-type: none">• 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.
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EYFS	KEY STAGE ONE LEARNING	KEY STAGE TWO LEARNING
<p>Moving and Handling ELG- Reception Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p> <p>Health and Self Care – Nursery:</p> <ul style="list-style-type: none">• Eats a healthy range of foodstuffs and understands need for variety in food.• Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.• Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.• Shows understanding of how to transport and store equipment safely.• Practices some appropriate safety measures without direct supervision. <p>ELG – Reception:</p> <ul style="list-style-type: none">• Children know the importance for good health of physical exercise and a healthy diet and can talk about ways to keep healthy and safe.• They can manage their own basic hygiene and personal needs successfully, including dressing independently.		
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EYFS	KEY STAGE ONE LEARNING	KEY STAGE TWO LEARNING
<ul style="list-style-type: none"> • Move • Over • Under • Through • Balance • Equipment • Safe • Challenge • Healthy • Diet • Exercise • Games • Small Movement • Large Movement • Throw • Catch 	<ul style="list-style-type: none"> • Balance • Ability • Coordination • Tactics • Attacking • Defending • Performing • Sportsmanship • Competition 	<ul style="list-style-type: none"> • Flexibility • Strength • Technique • Control • Perseverance • Stamina • Accuracy • Opponent • Tense • Relax • Stretch • Curl • Cooperation • Competence • Strategy • Precision



Physical Skills	Thinking Skills
<p>RECEPTION: HEALTHY BODY AND MIND (Learning for life)</p> <ul style="list-style-type: none">• Awareness of body changes during exercise (heart rate, heavy breath, hot, sweaty).• An understanding of the need for PE uniform (changing, safety).• Awareness of how exercise is important for a healthy lifestyle and mind. <p>Dress and undress themselves - Nursery</p> <ul style="list-style-type: none">• Demonstrate spatial awareness• Control their fundamental movement skills (e.g. stopping and starting on command, walking and running safely)• Develop fundamental fine motor movement skills (including pinching, squeezing, writing)• Develop fundamental gross motor movement skills (including running, jumping, throwing) <p>GYMNASTICS AND DANCE</p> <ul style="list-style-type: none">• Enjoy movement• Move creatively using whole body (e.g. dancing, posing, balancing)• Develop basic strength and flexibility• Copy and perform basic movements• Move confidently and safely in their own and general space. (Negotiating space effectively – under, round, over equipment and obstacles).• Move and stop, recognising both commands and acting upon them immediately.• Show contrast with their bodies including tall/short, wide/thin, straight/curved)• Copy simple movements and simple sequences.• Make shapes with their bodies, according to commands.• Jump off an object and land appropriately.• Explore and copy basic body actions and rhythms.• To be able to use their bodies to imitate motifs from stories and topics such as animals, trees, etc...• To begin to respond with their bodies to different types of music. <p>GAMES UNDERSTANDING</p> <ul style="list-style-type: none">• Engage in cooperative physical activities	<ul style="list-style-type: none">• Listen to, understand and follow some basic games rules.• Show good awareness of personal space• Watch and comment on what they have seen <p>EVALUATING AND IMPROVING</p> <p>Share skills and talk about one another's views and opinions using some visual cues</p>



<ul style="list-style-type: none"> • Work individually and with others. • Participate in team games. • Understand how to use equipment safely <p>INVASION GAMES</p> <ul style="list-style-type: none"> • To be able to move and stop confidently, negotiating the space around them effectively. • Show good control over their bodies when exploring different skills. • Start showing an ability to use their dominate hand to work with a partner in different activities. <p>Explore and use skills effectively for particular games:</p> <ul style="list-style-type: none"> • Roll a ball or hoop • Throw a ball underarm • Explore balancing. <p>ATHLETICS</p> <ul style="list-style-type: none"> • Learn skills of running, jumping and throwing with a range of equipment. • Vary speed of running based on commands given. • Use comparative language i.e. faster, longer, and be able to physically demonstrate this 	
<p>Greater Depth</p> <ul style="list-style-type: none"> • Forms all letters correctly • Perform basic actions using changes in speed and direction, including travelling, rolling, jumping and climbing and stay still when required • Use equipment safely and effectively 	<p>Greater Depth</p> <ul style="list-style-type: none"> • Comment and reflect on their own skills and those of others • Apply skills in a variety of situations
<p>Personal Skills</p>	<p>Health Skills</p>
<ul style="list-style-type: none"> • Develop confidence and resilience • Complete fairly 	<ul style="list-style-type: none"> • Describe the differences in the way their body works and feels when playing different games • Identifies the impact of physical activity on their bodies • Differentiate between healthy and unhealthy foods • Know that physical exercise is good for them and describe feelings



<p>Greater Depth</p> <ul style="list-style-type: none"> • Show an understanding that others can win and celebrate that with them. 	<p>Greater Depth</p> <ul style="list-style-type: none"> • Explain the impact that healthy or unhealthy foods will have on their bodies.
<p>Skills Map – Physical Education</p>	
<p>Year 1 – Physical Education</p>	
Physical Skills	Thinking Skills
<ul style="list-style-type: none"> • Develop fundamental movement skills (including running, jumping, throwing and catching). • Improve running technique and run for longer distances. • Perform a run and jump sequence • Develop an under and over arm throwing action. • Maintains stillness on different bases of support with different body shapes • Develop basic strength and flexibility. • Perform basic actions using changes in speed and direction, including travelling, rolling, jumping and climbing and stay still when required. • Link and repeat basic actions to copy and perform a movement phrase with a beginning, middle and end. <p>GYMNASTICS AND DANCE</p> <ul style="list-style-type: none"> • Copy some movements • Jump in different ways • Change their body shape in a range of ways • Perform simple and random dance moves • Show some rhythm in movement and dance • Explore and perform gymnastic actions (pencil/straight, tuck, star, pike, dish and arch) and still shapes. • Move confidently and safely in their own and general space, using change of speed and direction. • Copy, create and link movement phrases with beginnings, middles and ends. • Perform movement phrases using a range of body actions and body parts. • Explore making their body tense, relaxed, stretched and curled. • Explore movement ideas and respond imaginatively to a range of stimuli. • Move confidently and safely in their own general space using changes of speed level and direction. • Compose and link movements to make simple beginnings, middles and ends. • Perform movement phrases using a range of body actions and body parts and they explore different ways of stretching, balancing, rolling, and travelling. 	<ul style="list-style-type: none"> • Develop simple tactics for attacking and defending and ways to score. • Describe some basic rules. • Show good awareness of space and the actions of others. • Watch, describe and comment on what they have seen. • Ask for help when I need it. • Take it in turns when working in a group. • Praise and motivate others. • Safely use equipment and follow instructions. <p>EVALUATING AND IMPROVING</p> <ul style="list-style-type: none"> • Comment on others’ actions. • Suggest simple improvements. • Praise and motivate each other. • Talks about how their body feels during activity. • Understand that physical activity is good for them.



PLAYING GAMES

- Move a ball using simple throwing techniques
- Explore different ways of moving a ball
- Sometimes catch a ball
- Stop a ball moving in other ways
- Play simple ball games involving kicking, catching or throwing
- Begin to apply basic movements in a range of activities.
- Work individually and with others. Engage in cooperative physical activities.
- Engage in competitive physical activities (both against self and against others).
- Participate in team games.
- Understand how to use equipment safely.

INVASION GAMES

- To be confident and keep themselves safe in the space in which an activity/game is being played.
- Explore and use skills, actions and ideas individually and in combination to suit the game that is being played.
- Show ability to work with a partner in throwing and catching games.
- Choose and use skills effectively for particular games:
 - Throw a ball accurately to a target using increasing control.
 - Explore throwing and catching in different ways.
 - Explore kicking in different ways with increasing control.

NET AND WALL

- To be confident and keep themselves safe in the space in which an activity/game is being played. Explore and use skills, actions and ideas individually and in combination to suit the game that is being played. Show ability to work with a partner in throwing and catching games.
- Hit a ball with control using an appropriate object.

STRIKING AND FIELDING

- To be confident and keep themselves safe in the space in which an activity/game is being played.
- Explore and use skills, actions and ideas individually and in combination to suit the game that is being played.
- Show ability to work with a partner in throwing and catching games.
- Choose and use skills effectively for particular games:



- Throw a ball accurately underarm to a target using increasing control.
- Show increasing control when rolling an object, using a technique.
- Hit a ball with control using an appropriate object.
- Explore throwing and catching in different ways.

ATHLETICS

- Remember, repeat and link combinations of actions. Use their bodies and a variety of equipment with greater control and co-ordination.
- Develop the following skills with increasing accuracy and velocity:
 - Explore and throw a variety of objects with one hand.
 - Jump from a stationary position with control.
 - Change speed and direction whilst running.

Greater Depth <ul style="list-style-type: none"> • Create and perform a movement phrase with a beginning, middle and end • Show good awareness of space, apparatus and the actions of others 	Greater Depth <ul style="list-style-type: none"> • Carry and set up equipment safely with help • Apply skills in a variety of situations
Personal Skills <ul style="list-style-type: none"> • Develop confidence and resilience. • Describe the differences in the way their body works and feels when playing different games. • Compete fairly showing good sportsmanship. 	Health Skills <ul style="list-style-type: none"> • Identifies the heart as a muscle that grows stronger with exercise, play and physical activity
Greater Depth <ul style="list-style-type: none"> • Know running, jumping and throwing is good for them and describe what it feels like. 	Greater Depth <ul style="list-style-type: none"> • Differentiates between healthy and unhealthy foods

PE and Games Long Term Planner Key Stage 1 & 2

Yr 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Attack, defend, shoot	Gymnastics	Dance	Send and Return	Hit, Catch and Run	Run, Jump, Throw



<p>- To practice basic movements including running, jumping, throwing and catching.</p> <p>- To begin to engage in competitive activities.</p> <p>- To experience opportunities to improve agility, balance and coordination.</p> <p>Can they: Pass a beanbag between pairs with some control? Experiment catching a variety of beanbags and different sized balls? Experiment different ways you can throw a ball or beanbag? Demonstrate simple defending to stop beanbag/ball going into hoops? Recognise reasons why heart rate increases during exercise?</p> <p>Challenge: Explain/show different ways you can pass a beanbag/ball to a partner. Recognise how you can intercept a ball or beanbag Roll/slide a ball or beanbag with accuracy. Describe how they threw the beanbag and</p>	<p>- Identify and use simple gymnastics actions and shapes developing agility, balance and co-ordination. - Apply basic strength to a range of gymnastics actions.</p> <p>- Begin to carry basic apparatus such as mats and benches.</p> <p>- To recognise like actions and link.</p> <p>- To extend performance in movement patterns and sequences.</p> <p>Can they: Understand and use the term 'like actions' and be able to choose and link like actions? Transfer like sequence to low apparatus? Copy and change shapes? Take off and land with (some) control, jumping for height and distance? Discover ways of travelling using a variety of body parts? Choose three ways of travelling to make a short movement pattern, choosing a</p>	<p>- Respond to a range of stimuli and types of music.</p> <p>- Explore space, direction, levels and speeds.</p> <p>- Experiment creating actions and performing movements with different body parts.</p> <p>- Extend coordination, flexibility and balance.</p> <p>- Perform short, simple movement patterns.</p> <p>Can they: Explore ideas, moods and feelings? Perform with an awareness of body shape with a partner, demonstrating some musicality throughout performance? Develop partner work. Compose a sequence demonstrating mirroring and following? Show greater control, coordination and spatial awareness in their movement patterns?</p>	<p>- Able to send an object with increased confidence using hand or bat.</p> <p>- Move towards a moving ball to return.</p> <p>- Sending and returning a variety of balls.</p> <p>- Extend co-ordination for hitting.</p> <p>- Participate in simple sending and receiving games.</p> <p>- Score points through sending balls using hitting skills to correct areas.</p> <p>Can they: Slide a beanbag/ball over an opponent's goal line and move to defend (stop) the ball/beanbag going over your goal line? Explore different ways of sending a ball? Moving position to get in line with a ball and returning the ball to a partner? Work with a partner to receive and return</p>	<p>- Able to hit objects with hand or bat.</p> <p>- Track and retrieve a rolling ball.</p> <p>- Throw and catch a variety of balls and objects, extending agility and co-ordination.</p> <p>- Participate in simple hit, catch and run games.</p> <p>- Score points through sending balls and running.</p> <p>Can they: Use a range of throwing and rolling skills to put the ball in space? Able to collect a moving ball from along the ground? Catch over short distance to stop players scoring points Self-feed ball to hit? Describe the movements needed to hit successfully? Work with others to retrieve balls?</p>	<p>- Pupils will begin to link running and jumping.</p> <p>- To learn and refine a range of running which includes varying pathways and speeds.</p> <p>- Develop throwing techniques to send objects over long distances.</p> <p>- Begin to engage in competitive activities against self and others.</p> <p>Can they: Identify which ways to move objects is quickest? Run in a straight line at different speeds showing power at the start of a run? Perform a standing long jump? Throw a range of objects over distance? To explore and refine basic agility, balance and coordination skills? Compete with others using running,</p>
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	<p>how they defended their hoop. Begin to bounce a ball to a partner.</p>	<p>shape to start and finish?</p> <p>Challenge: Choose 3 rolls or 3 jumps and link them together and repeat the movements. Demonstrate four different shapes. Link jumps and shapes into a simple sequence. Link ways of travelling together. Remember and perform movement patterns.</p>	<p>Explore repetition through a dance sequence?</p> <p>Challenge: Show control, coordination and spatial awareness. Explore ideas and movements showing a friendship theme Create a short dance based on visual stimulus. Demonstrate an ability to create a dance with a clear start, middle and end. Perform dance phrases and short dances that express ideas and feelings.</p>	<p>balls to score points against opposition? Play in a rally with a partner? Identify what we need to change when trying to hit over a bench?</p> <p>Challenge: Explore which objects are easier to slide and defend. Describe how you work with a partner to receive and return successfully. Use skills previously learnt to move towards and return a ball in a rally game. Play in games against others to score by hitting over benches.</p>	<p>Show collaborative work as a team to score points? Show awareness of teammates when fielding?</p> <p>Challenge: To be able to move quickly with agility to score points. Return the ball back to base/zone using rolls and throws. Work with other fielders to discover ways to stop players scoring. Make decisions to make it difficult for hitters.</p>	<p>throwing and jumping skills?</p> <p>Challenge: Experience a variety of ways to move between hoops. Perform runs as part of a team. Adapt throwing styles to different objects. Perform skills and show improvement. Apply different body positions to intercept path of ball. To hit into space to score runs. Restrict runs by fielding effectively.</p>
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Skills Map – Physical Education	
Year 2 – Physical Education	
Physical Skills	Thinking Skills



- Develop fundamental movement skills (specifically master basic movements including running, jumping, throwing and catching).
- Show good awareness of space and the actions of others.
- Compete in small sided games fairly showing good sportsmanship.
- Develop basic strength and flexibility.
- Run with a good technique at different speeds.
- Perform a two footed jump.
- Show a good throwing technique and extend accuracy and distance.
- Perform basic gymnastic actions with control and coordination.

GYMNASTICS AND DANCE

- Explore, copy, and repeat simple skills and actions.
- Remember and repeat simple sequences in dance or gym.
- Begin to move with increasing control and care.
- Make a short dance sequence by putting some movements together.
- Begin to use rhythm in dance.
- Make simple moves with increasing control and co-ordination
- Explore, remember, repeat and link a range of actions with coordination, control and awareness of the expressive qualities of dance.
- Explore the change of rhythm, speed, level and direction.
- Compose and perform short dances that express and communicate moods, ideas and feelings choosing and varying simple compositional ideas.
- Remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precisions.
- Choose, use and vary simple compositional ideas in the sequence they create and perform, with moderate control.
- Create routines which have a clear beginning and ending.
- Work with a partner sharing ideas and creating a simple sequence.

PLAYING GAMES

- Kick and throw a ball, not always with accuracy.
- Understand the importance of stopping a ball in different ways.
- Begin to be able to work with a partner.
- Start to link skills and actions within simple games.

- Use a variety of simple tactics in a small sided game.
- Describe some basic rules.
- Begin to watch others and focus on specific actions to improve own skills • Handle apparatus safely and recognise risks involved

EVALUATING AND IMPROVING

- Talk about what they are doing and describe the work of others.
- Suggest ways to improve own and others work.
- See how their work is similar to, and different from, other children.
- Understand the importance of being active.
- Talk about how to exercise safely and how their bodies feel during an activity.



- Begin to understand some concepts of game e.g. opponent, team mate.
- Begin to show some understanding of simple tactics.

GAMES UNDERSTANDING

- Engage in competitive physical activities (both against self and against others).
- Participate in team games.
- Developing simple tactics for attacking and defending.
- Able to reflect on and develop skills to improve.
- Understand how to use equipment safely.

INVASION GAMES

- Improve the way they coordinate and control their bodies in various activities. Remember, repeat and link combinations of skills where necessary.
- Develop basic tactics in simple team games and use them appropriately.
- Choose use and vary simple tactics.
- Catch and control a ball in movement working with a partner or in a small group.
- Decide where to stand during a team game, to support the game.
- Begin to lead others in a simple team game.
- Be able to pass and stop a ball accurately and understand how to intercept a moving ball.
- Understand role of attacker and defender.

NET AND WALL

- Improve the way they coordinate and control their bodies in various activities. Remember, repeat and link combinations of skills where necessary.
- Choose use and vary simple tactics appropriately.
- Catch and control a ball in movement working with a partner or in a small group.
- Take part in games where there is an opposition.
- Decide where to stand during a team game, to support the game.
- Begin to lead others in a simple team game.
- To develop hand eye co-ordination to be able to receive and send balls using equipment if appropriate.

STRIKING AND FIELDING



- To be confident and keep themselves safe in the space in which an activity/game is being played.
 - Explore and use skills, actions and ideas individually and in combination to suit the game that is being played.
 - Show ability to work with a partner in throwing and catching games.
 - Choose and use skills effectively for particular games:
 - throw a ball accurately underarm to a target using increasing control.
 - show increasing control when rolling an object, using a technique.
 - hit a ball with control using an appropriate object.
- Explore throwing and catching in different ways.

ATHLETICS

- Remember, repeat and link combinations of actions. Use their bodies and a variety of equipment with greater control and co-ordination.
- Develop the following skills with increasing accuracy and velocity:
 - explore and throw a variety of objects with one hand.
 - jump from a stationary position with control.
 - change speed and direction whilst running.

Greater Depth <ul style="list-style-type: none"> • Repeat a sequence of gymnastic actions incorporating smooth transitions and stillness. • Know the difference between tension and relaxation in their body. • Throwing accurately and consistently towards a target. 	Greater Depth <ul style="list-style-type: none"> • Use appropriate language to accurately describe a gymnastic sequence, choosing one aspect and say how to improve it.
Personal Skills <ul style="list-style-type: none"> • Develop confidence and resilience. • Describe the differences in the way their body works and feels when playing different games. • Compete fairly showing good sportsmanship. 	Health Skills <ul style="list-style-type: none"> • Identifies the heart as a muscle that grows stronger with exercise, play and physical activity
Greater Depth <ul style="list-style-type: none"> • Know flexibility, strength and body control is good for them and describe what it feels like. 	

PE and Games Long Term Planner Key Stage 1 & 2						
Yr 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Attack, Shoot, Defend	Gymnastics - Describe and explain how performers can transition	Dance - Describe and explain how	Send and Return	Hit, Catch and Return	Run, Jump and Throw



<ul style="list-style-type: none"> - Can send a ball using feet and can receive a ball using feet. - Refine ways to control bodies and a range of equipment. - Recall and link combinations of skills, e.g. dribbling and passing. - Develop eye to foot coordination. - Participate in increasingly challenging games situations. <p>Can they: Send the ball with feet by kicking? Receive and stop the ball with feet? Working as a team to keep possession in a defined area? Play in a game with defined areas as part of a team to attack and defend? To move the ball using basketball-style dribbling? Make some attempt at attacking collaboratively and make choices on where to stand when defending as part of a team?</p>	<p>and link gymnastic elements.</p> <ul style="list-style-type: none"> - Perform with control and consistency basic actions at different speeds and on different levels. - Challenge themselves to develop strength and flexibility. - Create and perform a simple sequence that is judged using simple gymnastic scoring. <p>Can they: Combine balance, rolling, jumping, rocking and spinning? Participate in strength challenges (squat challenge, jumping distance and endurance challenge)? Explore transitions between elements? Demonstrate in shapes their full range of flexibility?</p> <p>Challenge: Perform using a recognised start and finish shape. Show ways to jump with power and control. Compare linking movements</p>	<p>performers can transition and link shapes and balances.</p> <ul style="list-style-type: none"> - Perform basic actions with control and consistency at different speeds and on different levels. - Challenge themselves to move imaginatively responding to music. - Work as part of a group to create and perform short movement sequences to music. <p>Can they: Apply the idea of a theme to a dance? Demonstrate comprehension of the story through dance? Create a short dance solo which demonstrates changes in direction and speed? Use movement imaginatively, responding to the music with some attempt at musicality? Explore</p>	<ul style="list-style-type: none"> - Be able to track the path of a ball over a net and move towards it. - Begin to hit and return a ball using a variety of hand and racquet with some consistency. - Play modified net/wall games throwing, catching and sending over a net. - Compete against self and others to score points. <p>Can they: Anticipate the flight of the ball fed from partner? Players to identify their dominant and non-dominant side for sending a ball? Play a modified game introducing boundaries? Develop agility in isolated challenges Send, receive and stop a ball using a racquet along the ground? Able to self-feed to send a ball to a partner using a racquet?</p>	<ul style="list-style-type: none"> - To developing hitting skills with a variety of bats. - Practice feeding/bowling skills. - Develop eye to hand coordination for hitting. - Participate in striking and fielding game situations, hitting and running to score points <p>Can they: Work as a team to field a ball back to a base? Run and touch cones to score points? Sprint to correct areas to score points and work to better runs scored? Use underarm throwing skills to feed/bowl a ball to a player? Position body to perform stepping action for bowling? Experiment with different bats to see which are easier and</p>	<ul style="list-style-type: none"> - Develop power, agility, coordination and balance over a variety of activities. - Can throw and handle a variety of objects including quoits, beanbags, balls, hoops. - Can negotiate obstacles showing increased control of body and limbs. - Participate in competitions for running, jumping and throwing. <p>Can they: Be aware of others around when running? Explore different ways to generate power to start different actions such as running, jumping, hopping, striding? Modify movements to adapt to the task, e.g. doing a burpee and then jumping on a box top? Use a variety of different throws</p>
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	<p>Challenge: Send the ball varying distances using harder and softer kicks. Pass the ball to another player with accuracy. Move the ball independently by bouncing.</p>	<p>that improve a performance. Choose, adapt and perform shapes at different levels. Show how different speeds apply to different moves in a sequence.</p>	<p>formations through the dance sequence?</p> <p>Challenge: Compose a dance phrase which responds to the visual stimulus. Work cooperatively to improve and adapt sequence. Explore, unison, levels and cannon within the choreography. Change the speed, level and direction of movements. Perform dance phrases that express ideas and feelings.</p>	<p>Use correct grip to hold a tennis racquet?</p> <p>Challenge: On toes move towards the line of the ball and return. Play a modified game to send and return using dominant and non-dominant sides. Use throwing and catching skills to play with a team to score points. Perform with increased agility in a conditioned game. Use self-feed to hit a ball to partner. Attempt to combine skills to perform a rally.</p>	<p>harder to hit with? Stand in positions ready to catch a ball? Play as part of a team to field and hit to score?</p> <p>Challenge: Participate in a variety of roles. Use kicking to send a ball to score points. Use bowling/feeding skills in a game situation. Make choices about where you are going to hit the ball. Field to catch and throw to teammates to stop opponent scoring runs. Apply simple tactics to gameplay.</p>	<p>according to the game? Copy and repeat actions with accuracy? Perform a variety of static and dynamic balances, identifying the difference between them?</p> <p>Challenge: Explore which throws are better for accuracy, which are better for distance and which are better for height. Analyse performance to judge differences in the game at the beginning and the end. Devise own static and dynamic balance sequence.</p>
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Skills Map – Physical Education	
Year 3 – Physical Education	
Physical Skills	Thinking Skills
<p>HEALTHY BODY AND MIND (learning for life)</p> <ul style="list-style-type: none"> • Awareness of body changes before, during and after exercise. • Awareness of how exercise is important for a healthy body and lifestyle. • Awareness of how exercise can help support our mental wellbeing. 	<ul style="list-style-type: none"> • Show good awareness of space and the actions of others. • Use simple rules fairly and extend them to devise their own games. • Recognise good performances in themselves and others and use what they have learned improve their own work.



- Understanding the importance of exercise and sport in social environments.

GAME UNDERSTANDING

- Pupils are familiar with basic rules of games. They are beginning to apply them in a range of situations.
- Pupils can identify when they are successful and the next steps in their learning.
- Pupils are able to identify the sporting spirit values. They can give examples of when they could demonstrate them during a game situation.
- Understand how to use equipment safely.
- Master fundamental movement skills with a good level of consistency when moving and standing still (specifically master basic movements including running, jumping, throwing and catching).
- Throw and catch with control when under limited pressure to keep possession and score goals.
- Show an awareness of opponents and team mates during games.
- Select running speed for appropriate activity.

GYMNASTICS

- Make up and repeat a short sequence of linked jumps.
- Adapt a gymnastic sequence to include different levels, speeds or directions.
- Use more detailed plans and diagrams that take them from familiar to less familiar areas.
- Use a greater number of their own ideas for movements in response to a task.
- Choose and plan sequences of contrasting actions.
- Complete actions with increasing balance and control.
- Move in unison with a partner.
- Choose actions that flow well into one another.
- Adapt sequences to suit different types of apparatus.
- Develop gymnastic techniques and transitions
- Move across a room in different ways and with an awareness of space.
- Make increasingly clear and fluent movements.
- Show contrast in shape and movement.
- Understand different uses of tense, relax, stretch, curl in movement of apparatus.

- Take part in relay activities remembering when to run and what to do.
- Explain and apply basic safety principles in preparing for exercise

EVALUATING AND IMPROVING

- Talk about differences between their own and others' actions.
- Comment on the skills and techniques used in their own and others' work.
- Refine movement after evaluation from others.
- Understand the importance of practice.
- Describe what effects exercise has on their bodies.
- Understand the importance of warming up and cooling down.



- With help, recognise how performances could be improved.

DANCE

- Improvise with ideas and movements.
- Copy, remember, repeat, explore simple actions and movements with control and co-ordination.
- Begin to sequence moves and link actions.
- Begin to choose movement to show ideas.
- Create dance phrases that communicate ideas.
- Create dance phrases with a partner and in a small group using canon and unison.
- Repeat, remember and perform these phrases in a dance.
- Use dynamic and expressive qualities in relation to an idea.
- Use counts to keep in time with a group and the music.
- Recognise and talk about the movements used and the expressive qualities of dance.

INVASION GAMES

- Move with a ball towards goals with increasing control.
- Understand their role as an attacker and as a defender.
- Move into space to help support a team.
- Defend an opponent and try to win the ball

NET & WALL GAMES

- Return a ball to a partner. Use basic racket skills.
- Play a range of basic shots.
- Move quickly around the court using a variety of movement patterns.

STRIKING & FIELDING GAMES

- Use overarm and underarm throwing, and catching skills.
- Begin to strike a bowled ball after a bounce.
- Bowl a ball towards a target.
- Develop an understanding of tactics and begin to use them in game situations.
- Move a ball with control and accuracy.



- Show increasing confidence when rolling, hitting, kicking a ball.
- Understand the importance of rules and fairness.
- Follow rules in games.
- Understand the concept of both team and opponent.
- Develop and use simple tactics in team games.

ATHLETICS

- Run at fast, medium and slow speeds.
- Use different take off and landings when jumping.
- Develop jumping for distance and height.
- Take part in a relay activity, remembering when to run and what to do.
- Throw a variety of objects, changing my action for accuracy and distance.
- Record my distances, numbers and times.

OBSERVE AND ANALYSE

- To follow and give instructions.
- Communicate ideas and listen to others. Work with a partner and a small group. Plan and attempt to apply strategies to solve.

<p style="text-align: center;">Greater Depth</p> <ul style="list-style-type: none"> • Throw a variety of objects, changing their action for accuracy and distance. • Perform combinations of gymnastic actions using floor, mats and apparatus 	<p style="text-align: center;">Greater Depth</p> <ul style="list-style-type: none"> • Use ideas they have learned in one task and apply them in another. • Choose and use a range of simple tactics for defending and challenging their opponent for striking, fielding, team and net games. • Explain how others can perform a movement or skill using age appropriate vocabulary.
<p style="text-align: center;">Personal Skills</p>	<p style="text-align: center;">Health Skills</p>
<ul style="list-style-type: none"> • Begin to understand the importance of warming up. 	<ul style="list-style-type: none"> • Recognise that strength and suppleness are important parts of fitness.



<ul style="list-style-type: none"> • Identify that playing extended games improves their stamina. • Compete fairly showing good sportsmanship individually and with others. • Develop competence and confidence. • Recognise when their body is warmer or cooler and when their heart beats faster and slower. • Get changed to and from PE kit independently in 3 minutes. • Be responsible for bringing in appropriate kit making sure it is put back in their bag at the end of the lesson. 	<ul style="list-style-type: none"> • Develop calming techniques and self-regulate emotions with an adult.
<p style="text-align: center;">Greater Depth</p> <ul style="list-style-type: none"> • Know and describe the effects of different exercise activities on the body and how to improve stamina. 	<p style="text-align: center;">Greater Depth</p> <ul style="list-style-type: none"> • Recognise that strength and suppleness are important parts of fitness • Develop calming techniques and self-regulate emotions with an adult.

PE and Games Long Term Planner Key Stage 1 & 2						
Yr 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Gymnastics <ul style="list-style-type: none"> - Modify actions independently using different pathways, directions and shapes. - Consolidate and improve quality of movements and gymnastics actions. 	Dance <ul style="list-style-type: none"> - Practise different together a performance. - Develop and sections of a dance aiming to put perform simple routines to an audience. - Perform using facial expressions. - Perform with a prop. 	Football <ul style="list-style-type: none"> - Able to show basic control skills including sending and receiving the ball. - To send the ball with some accuracy to maintain possession 	Cricket <ul style="list-style-type: none"> - To be able to adhere to some of the basic rules of cricket. - To develop a range of skills to use in isolation and a competitive context. 	Athletics <ul style="list-style-type: none"> - Control movements and body actions in response to specific instructions. - Demonstrate agility and speed. 	Outdoor and Adventure <ul style="list-style-type: none"> - To work with others to solve problems. - To describe their work and use different strategies to solve problems.



<p>- Relate strength and flexibility to the actions and movements they are performing. - To use basic compositional ideas to improve sequence work in unison.</p> <p>Can they: Explore a greater range of contrasting actions? Explain how strength and flexibility applies to rolls? Consolidate and improve quality of basic jumps? Perform in unison with a partner? Choose and apply contrasting shapes in a sequence?</p> <p>Challenge: Demonstrate extension in shapes. Define what contrast is and how it applies to sequences. Work with a partner to perform a roll sequence Jump high and far off low apparatus. Translate unison into contrasting actions.</p>	<p>Can they: Select and apply actions to a dance phrase? Explore characters using keywords? Develop movements using improvisation? Introduce the use of a prop? Incorporate facial expression into a dance phrase? Describe and evaluate features in a dance?</p> <p>Challenge: Discuss your own and others work with some awareness of dance choreography. Use performance skills to communicate. Demonstrate awareness of cannon and accumulation. Work with others to improve a 4 action routine. Describe ways to improve self and others performances. Watch and make decisions on how to improve own performance.</p>	<p>and build attacking play. - To implement the basic rules of football into competitive games. - Master basic movements including sprinting, change of direction and coordination of the feet. - Work collaboratively to use basic tactics to attack.</p> <p>Can they: Pass and receive the ball around the playing area showing some control? Move into space to receive the ball unchallenged? Work together as a team to score points? Work as a team to move towards the goal? Control the ball at feet and dribble unchallenged? Receive the ball and dribble into space? Determine when to run</p>	<p>- To use basic skills with more consistency including striking a bowled ball. - Play in competitive games developing simple tactics. - Master basic movements including running, throwing, catching and striking. - Work collaboratively to use basic tactics for batting and fielding.</p> <p>Can they: Hit a stationary ball into space? Retrieve and throw the ball as a fielder? Bowl an underarm ball at a target? Strike a bowled ball? Work as a team to stop and pass the ball to the field? Throw over longer distances using overarm throw? Use accurate throws to return a ball from the field?</p>	<p>- Jump for height and distance with control and balance. - Throw with speed and power and apply appropriate force. - Compete against self and others developing simple technique. - Work collaboratively and individually to help improve self and others.</p> <p>Can they: Challenge yourself to jump in a variety of ways? Start-stop and change pace with control? Jump over apparatus with control and balance? Throw for distance? Practice a variety of skipping techniques? Work as a team to try and score points in running, throwing and jumping activities?</p> <p>Challenge:</p>	<p>- To lead others and be led. - To differentiate between when a task is competitive and when it is collaborative.</p> <p>Can they: Show working as part of a team and communicate to solve problems? To identify basic symbols on a map and complete tasks using the symbols and maps? Confidently read and follow a basic map? Respond to problems in a group situation? Identify what they need to do to complete a challenge? Lead and be led by others? Know what they must do to participate safely? Work independently and as part of a team? Participate safely and</p>
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	Work in a group of 3 or 4 to produce a contrasting sequence.		<p>into space to receive the ball?</p> <p>Challenge: Work collaboratively to keep possession by passing accurately. Look to 1 shoot, 2 pass, 3 dribble. Use control of the ball to keep possession in a game. Suggest ways to improve skills they have learnt.</p>	<p>Strike a bowled ball to score runs for your team?</p> <p>Challenge: Explain how fielders work together to restrict batters runs. Bowl with some consistency in a game situation. Apply simple tactics to choose where to hit the ball. Suggesting ways to improve own & others game.</p>	<p>Beat previous distances when jumping. Demonstrate agility in running Judge speed to jump safely. Experiment with a variety of throws. Participate in skipping challenges against self and others. Identify ways to improve own, and others work.</p>	<p>confidently work closely with others?</p> <p>Challenge: To use strength and flexibility to complete a task. Create a route on a map for others to use Identify what worked well and what they need to improve when working as a group Take part in trust-based activities</p>
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Skills Map – Physical Education	
Year 4 – Physical Education	
Physical Skills	Thinking Skills
<p>HEALTHY BODY AND MIND (learning for life)</p> <ul style="list-style-type: none"> • Awareness of body changes before, during and after exercise. • Awareness of how exercise is important for a healthy body and lifestyle. • Awareness of how exercise can help support our mental wellbeing. • Understanding the importance of exercise and sport in social environments. <p>GAME UNDERSTANDING</p>	<ul style="list-style-type: none"> • Describe their own and others' performance, making simple judgements about the quality of performances and suggesting ways they could be improved. • Appreciate that rules need to be consistent and fair, using this knowledge to create rules and teach them to others.



- Pupils are familiar with basic rules of games. They are beginning to apply them in a range of situations.
- Pupils can identify when they are successful and the next steps in their learning
- Pupils are able to identify the sporting spirit values. They can give examples of when they could demonstrate them during a game situation.
- Understand how to use equipment safely.
- Throw, catch, strike, field, stop a ball with increasing control and accuracy.
- Be increasingly accurate in throwing for distance.
- Decide the best way to move a ball for different purposes and needs.
- Choose an appropriate speed to move a ball.
- Decide on the best position in team games.
- Begin to make use of space.
- Vary skills, actions and ideas within simple games
- Show some control when using a range of basic running, jumping and throwing actions with some accuracy and power into a target area.

INVASION GAMES

- Pass, receive and shoot the ball with increasing control.
- Work as part of a team to keep possession and score goals when attacking.
- Defend one on one and know when and how to win the ball.
- Use simple tactics to help a team score or gain possession.
- Change pace, length and direction to outwit their opponent.

GYMNASTICS

- Move in an increasingly coordinated way.
- Control take-off and landing when jumping.
- Show increasing control in balance and agility.
- Perform a range of gymnastic actions with increased consistency and fluency.
- Perform a range of jumps showing contrasting techniques and sometimes using a short run up.
- Work with a partner to show similar and contrasting actions on the floor and apparatus.

DANCE

- Combine actions and show clarity of shape in longer sequences, alone or with a partner.
- Perform dances using a range of movement patterns.

- Work in cooperative groups to use different techniques, speeds and effort to meet challenges.
- Handle apparatus safely and recognise risks involved.

EVALUATING AND IMPROVING

- Analyse and comment on skills and techniques.
- Understand how performances can be improved, through practice and reflection.
- Explain and apply basic safety principles in preparing for exercise.
- Explain how the body reacts during different types of exercise.
- Warm up and cool down appropriately.



- Cooperate with others to form sequences.
- Use different parts of the body for different effects.
- Uses movements to communicate an idea, using expression and conveying emotion.
- Refine movements into increasingly complex sequences.
- Respond imaginatively to a range of stimuli related to character and narrative.
- Use simple motifs and movement patterns to structure dance phrases on my own, with a partner and in a group.
- Use formation, canon and unison to develop a dance.
- Refine, repeat and remember dance phrases and dances.
- Perform dances clearly and fluently.
- Describe, interpret and evaluate dance, using appropriate language.

NET AND WALL GAMES

- To play a continuous game.
- Use a range of basic racket skills and variety of shots in different areas of the court.
- Demonstrate good footwork on the court.
- Return to the ready position to defend my own court.

STRIKING AND FIELDING GAMES

- Use overarm and underarm throwing, and catching skills with increasing accuracy.
- Strike a bowl and ball after a bounce.
- Bowl a ball with some accuracy, and consistency.
- Choose and use simple tactics for different situations.

ATHLETICS

- Demonstrate the difference between sprinting and running over varying distances.
- Demonstrate different throwing techniques.
- Jump for distance and height with control and balance.
- Throw with some accuracy and power into a target area.

OBSERVE AND ANALYSE

- Accurately follow and give instructions.
- Work effectively with a partner and a small group.
- Identify key symbols on a map and use a key to help navigate around a grid.
- Plan and apply strategies to solve problems.



Greater Depth <ul style="list-style-type: none">• Choose and use a range of ball skills with a good degree of accuracy.• Use a variety of techniques and tactics to attack, keep possession and score.• To use a range of throwing and catching styles to beat an opponent.• Use all members of a team effectively			Greater Depth <ul style="list-style-type: none">• Relate different athletic activities to changes in heart rate, breathing and temperature.• Choose and use a range of simple tactics for defending and challenging their opponent for striking, fielding, team and net games.• Develop calming techniques and self-regulate emotions.• Coach peers with assistance from resources.• Suggest suitable ways to increase the challenge in a task.			
Personal Skills <ul style="list-style-type: none">• Work and compete individually and with others.• Develop competence and confidence.• Understand how strength, stamina and speed can be improved by playing games.• Compete in small sided games fairly showing good sportsmanship.• Recognise when their body is warmer or cooler and when their heart beats faster and slower.• Recognise that strength and suppleness are important parts of fitness.• Get changed to and from PE kit independently in 3 minutes.			Health Skills <ul style="list-style-type: none">• Examines the health benefits of participating in physical activity.			
Greater Depth <ul style="list-style-type: none">• Lead activities and teach to other children.			Greater Depth <ul style="list-style-type: none">• Discusses the importance of hydration and rehydration.			
PE and Games Long Term Planner Key Stage 1 & 2						
Yr 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Gymnastics <ul style="list-style-type: none">- To become increasingly competent and confident to perform skills more consistently.- Able to perform in time with a partner and group.- Use compositional ideas in sequences such as changes in height, speed and direction.	Dance <ul style="list-style-type: none">- Work to include freeze frames in routines.- Practise and perform a variety of different formations in dance.- Develop a dance to perform as a group with a set starting position.- Perform routines to audiences, using a range of	Netball <ul style="list-style-type: none">- To be able to use specific netball skills in games for example confidently: pivoting, dodging, bounce pass and previously learnt skills.- To begin to play efficiently in different positions on the pitch	Tennis <ul style="list-style-type: none">- Explore different shots (forehand, backhand).- Work to return the serve.Positions in gameplay - Play competitively against others,	Athletics <ul style="list-style-type: none">- Sustain pace over short and longer distances such as running 100m and running for 2 minutes.- Able to run as part of a relay team working at their maximum speed.- Perform a range of jumps and throws	Outdoor and Adventure <ul style="list-style-type: none">- Work well in a team or group within defined and understood roles.- Plan and refine strategies to solve problems.- Identify the relevance of and use



	<p>Can they: Compose and perform a sequence of 6 elements? Work with a partner to create a sequence in unison? Compose a sequence of actions including some element of weight on hands? Work in groups of 4 to compose a 6 element sequence? Select, plan and implement a compositional component to change the sequence, e.g. levels, matching, speed?</p> <p>Challenge: Use compositional ideas including changes in speed & direction. Teach your sequence to a partner Demonstrate control & body tension when taking weight on hands. Act as judges to evaluate a group sequence. Compare and contrast group performances.</p>	<p>movement patterns and set phrases.</p> <p>Can they: Work in small groups to create freeze-frame positions? Develop freeze frame positions to include transitions? Demonstrate how to link positions in a variety of ways? Develop a short dance using unison and formations? Perform in cannon routines and cannon lines? Sequence movements in a logical order? Create a 5 action routine following the theme?</p> <p>Challenge: Practice and perform a slide and roll. Describe different formations Improve and extend mission set phrase. Evaluate my work. Practice and perform a routine which includes an 'entering' start position.</p>	<p>in both attack and defence. - To increase power and strength of passes, moving the ball over longer distances.</p> <p>Can they: Practise/recap the techniques for a bounce pass? Find space in activity/game and communicate with teammates when moving into space? Both opposed and in isolation, use different dodging skills? Practise pivoting? Perform both one-handed shooting and two-handed shooting? To work cooperatively as a team to defend and attack? Use skills learnt to keep possession?</p> <p>Challenge: Use a bounce pass in a game situation. Practise using different techniques when trying to find space.</p>	<p>implementing basic tactics. - Work hard to challenge self to improve the consistency of shots.</p> <p>Can they: Be in correct position to move and receive/return balls? Play in small games against opposition using forehand shots to score points? Attempt to self-feed for backhand shots? Move towards and return a moving ball? Use tennis skills to play in doubles games? Play in a game keeping score?</p> <p>Challenge: Identify types of throws to different targets. Identify the differences between forehand</p>	<p>demonstrating increasing power and accuracy.</p> <p>Can they: Run as part of a relay team for speed and distance? Measure distance of run in given time? Recognise the importance of setting a pace for longer runs? Identify & recognise most effective jumping style for distance? Set targets to jump further? Compare and contrast the differences between pushing a variety of objects? Use push throw accurately and aim for targets? Perform baton exchange as part of a relay team? Develop as a small group either a run, jump or throwing event, choosing appropriate distance, equipment, time and space?</p>	<p>maps, compass and symbols. - Identify what they do well and suggest what they could do to improve. - Take part in outdoor and adventurous activity challenges developing strength and flexibility.</p> <p>Can they: Suggest ways to solve a problem? Recognise compass points? Listen and be directed by others? Use compass points to complete the task successfully? Refine answers from clues, working independently from teacher? Use a map to follow a course, working cooperatively with a partner? Recognise common map symbols?</p> <p>Challenge</p>
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			<p>Use dodging effectively to get away from opponents.</p> <p>Use pivoting in a game to make more successful passes.</p> <p>Play the role of the shooter in a game.</p> <p>Explain how a passage of play was effective.</p>	<p>and backhand shots Return balls to chosen places on the court.</p> <p>Work together in doubles to score points and stop the opposition scoring points.</p> <p>Describe how to score in a variety of different sceneries in tennis.</p>	<p>Challenge: Run for as long as possible as an individual.</p> <p>Work to improve distance covered in set times.</p> <p>Explore combining jumping sequences, e.g. hop, step, jump.</p> <p>Anticipate when to start moving on the exchange.</p> <p>Teach event to another group.</p>	<p>Describe how a compass can be used.</p> <p>Perform under time pressures.</p> <p>Evaluate their success.</p> <p>Remember and recall map symbols.</p> <p>Determine when they need help and use prompt cards.</p>
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Skills Map – Physical Education	
Year 5 – Physical Education	
Physical Skills	Thinking Skills
<p>HEALTHY BODY AND MIND (learning for life)</p> <ul style="list-style-type: none"> • Awareness of body changes before, during and after exercise. • Awareness of how exercise is important for a healthy body and lifestyle. • Awareness of how exercise can help support our mental wellbeing. • Understanding the importance of exercise and sport in social environments. <p>GYMNASTICS</p> <ul style="list-style-type: none"> • Show control / coordination in travel and balance. • Perform a range of jumps, showing control. • Show increasing clarity and fluency in movements. • Apply skills, and actions and ideas with increasing coordination and control. 	<ul style="list-style-type: none"> • Know and apply the basic strategic and tactical principles of some games and adapt them to different situations. • Show good awareness of space and the actions of others. • Appreciate that rules need to be consistent and fair, using this knowledge to create rules and teach them to others.



- Perform combinations of gymnastic actions with different levels, speeds and directions.
- Create and perform sequences using apparatus, individually and with a partner.
- Use set criteria to make simple judgments about performances and suggest ways they could be improved.
- Use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance.
- Use strength and flexibility to improve the quality of a performance.

DANCE

- Perform dances using a range of movement patterns.
- Adapt and refine actions, dynamics and relationships in a dance.
- Perform different styles of dance clearly and fluently.
- Recognise and comment on dances, showing an understanding of style.
- Suggest ways to improve their own and other people's work.
- Use movement expressively, to convey an idea, mood or feeling.
- Make good use of creativity and imagination when composing sequences in dance or gym.

GAME UNDERSTANDING

- Pupils are able to show a good understanding of a variety of games. They can adapt the rules of a game for an intended purpose.
- Pupils are able to assess their own performance and the performance of others to identify areas for development.
- Pupils consistently demonstrate the sporting spirit values in a range of games situations
- Understand how to use equipment safely.
- Use a large range of sending, receiving and travelling techniques in games, with varied control.
- Demonstrate a range of throwing actions using modified equipment with some accuracy and control.
- Understand and demonstrate the differences between sprinting and distance running.
- Demonstrate agility and full-body-control whilst changing direction in a confined space.
- Show control in take-off activities.
- Develop and refine orienteering and problem-solving skills when working in groups and on their own.

INVASION GAMES

- Understand there are different skills for different situations and begin to use these.
- Move into space to help a team.
- Play in a range of positions and know how to contribute when attacking and defending.
- Pass, receive and shoot the ball with some control under pressure.

- Identify good performances and suggest ideas for practices that will improve their play.
- Work in cooperative groups to use different techniques, speeds and effort to meet challenges.
- Work cooperatively to put strategies and solutions into action.
- Predict how different activities will affect heart rate, temperature and performance.
- Evaluate a performance and suggest improvements to speed, direction and level, applying some basic criteria.

EVALUATING AND IMPROVING

- Modify and refine skills and techniques to improve any performance.
- Show a willingness to practise to develop and improve.
- Conserve energy over longer distances.
- Independently prepare for exercise, and use cooling down techniques.



NET & WALL GAMES PLAYING GAMES

- Develop wider range of skills and begin to use these under some pressure.
- Select and apply preferred skills with increasing consistency.
- Understand the need for tactics and make decisions about when best to use them.
- Play cooperatively with a partner.
- Demonstrate good footwork to cover a court space in a game situation.
 - Use a range of throwing techniques, with increasing power and accuracy.
- Apply a broad range of skills to different situations.
- Plan different approaches to attacking and defending.
- Choose the best pace to use in athletics or games.
- Show growing awareness of space in team games.
- Work to keep or gain possession.
- Mark, tackle and intercept other players.

STRIKING & FIELDING GAMES

- To sometimes strike a bowled ball.
- Begin to develop a wider range of skills and use these under some pressure.
- Use tactics effectively in a competitive situation.
- Use a range of fielding skills and throw with accuracy to hit a target.

ATHLETICS

- Choose the best pace for a running event.
- Perform a range of jumps showing some technique.
- Show control at take-off in jumping activities.
- Show accuracy and good technique when throwing for distance.
- Understand how stamina and power help people to perform well in different athletic activities.
- Lead a partner through short warm-up routines.

OBSERVE AND ANALYSE

- Reflect on when and how they were successful at solving challenges, and alter methods in order to improve.
- Work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy.
- Use critical thinking to approach a task.
- Navigate around a course using a map.



Greater Depth <ul style="list-style-type: none"> • Develop a broad range of techniques and skills for attacking and defending, using them with consistent accuracy, confidence and control. • Perform actions, shapes and balances with good body tension and extension. 	Greater Depth <ul style="list-style-type: none"> • With help, devise warm up and cool down activities and justify their choices. • Know and apply the strategic and tactical principles of various games and adapt them to different situations. • Develop strategies for coaching skills and techniques in others.
Personal Skills <ul style="list-style-type: none"> • Work and compete individually and with others. • Develop competence • Develop confidence • Compete in small sided games fairly showing good sportsmanship. • Recognise that strength and suppleness are important parts of fitness. • Recognise when their body is warmer or cooler and when their heart beats faster and slower. • Get changed to and from PE kit independently in 3 minutes 	Health Skills <ul style="list-style-type: none"> • Understand fully why exercise is good for fitness, health and wellbeing. • Develop calming techniques and self-regulate emotions.
Greater Depth <ul style="list-style-type: none"> • Design and lead activities and teach to other children. 	Greater Depth <ul style="list-style-type: none"> • Designs a fitness plan to address ways to use physical activity to enhance fitness.

PE and Games Long Term Planner Key Stage 1 & 2							
Yr 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
	Dance <ul style="list-style-type: none"> - Perform different styles of dance fluently and clearly. - Refine & improve dances adapting them to include the use of space rhythm & expression. - Worked collaboratively in groups to compose simple dances. - Recognise and comment on dances suggesting ideas for improvement. 	Hockey <ul style="list-style-type: none"> - To choose and implement a range of strategies and tactics to attack and defend. - To combine and perform more complex skills at great speed. - To recognise and describe good individual and team performances. - To suggest, plan and lead a warm-up as a small group. 	Gymnastics <ul style="list-style-type: none"> - Create longer and more complex sequences and adapt performances. - Take the lead in a group when preparing a sequence. - Develop symmetry individually, as a pair and in a small group. - Compare performances and judge strengths and areas for improvement. 	Outdoor and Adventure <ul style="list-style-type: none"> - Explore ways of communicating in a range of challenging activities. - Navigate and solve problems from memory. - Develop and use trust to complete the task and perform under pressure. Can they:	Cricket <ul style="list-style-type: none"> - Link together a range of skills and use in combination. - Collaborate with a team to choose, use and adapt rules in games. - Recognise how some aspects of fitness apply to cricket, e.g. power, flexibility and cardiovascular endurance. 	Athletics <ul style="list-style-type: none"> - Sustain pace over short and longer distances such as running 100m and running for 2 minutes. - Able to run as part of a relay team working at their maximum speed. - Perform a range of jumps and throws demonstrating increasing power and accuracy. 	



	<p>Can they: Perform a non-locomotor and a locomotor movement together? Link movements into a short dance phrase? Create pathways and patterns as a group? Describe what line dancing is and some of the key features? With a partner combine 3 steps to make a short movement phrase?</p> <p>Challenge: To apply some basic Bollywood actions to a dance phrases. To work with a partner to develop and remember dance phrase. Use performance skills in their dance. Perform in isolation so line dancing steps. Use knowledge of basic line dance steps to create their own.</p>	<p>Can they: Play the role of both the defender and the attacker? Perform a long corner routine as part of a team Identifying players that need to be marked? Channel opposition players away from the middle of the pitch? To use a self-pass to restart after foul/ball has gone out of play and use the hit out? To work cooperatively to implement attacking and defending strategies? Use simple set plays?</p> <p>Challenge: Score points against opposition. Suggest ways to improve the success of long corners routines. Use speed and agility to stay with an opponent. Using the banana run channel players to your strong side. Applying the self-pass rules attempt to position yourself appropriately.</p>	<p>- Select a component for improvement. For example— timing or flow.</p> <p>Can they: Take weight on hands to move forward Compose an individual symmetrical/asymmetrical sequence? Work together to complete trust exercise? Apply compositional ideas to counter balances Show sequence to another couple, evaluate others sequence to select a component for improvement? Practise and refine an area for improvement?</p> <p>Challenge: Include symmetrical and asymmetrical shapes. Attempt to combine sequences with a partner to create paired symmetrical/asymmetrical sequences. Create a short sequence that contains counter balances.</p>	<p>Work as a pair to complete a challenge and explore ways of communicating? Work at maximum capacity when running? Use memory and recall skills to navigate to destinations and remember and recall objects? Work collaboratively to solve problems to complete a task and improve? Perform safely and with control? Compete against others to complete a challenging task? Interpret Morse Code and use it to communicate with others?</p> <p>Challenge: Decide which ways of communicating are most efficient Follow a designated route. Suggest real-life situations where</p>	<p>- Able to recognise where improvements could be made in their work.</p> <p>Can they: Start sprints with power to run between wickets? Throwing a ball for accuracy and use the short throw to run players out? Keeping wicket to stump and run out batters? Increase accuracy of overarm bowling considering flexibility? Recognise when to play a defensive shot? Bowl with accuracy from a short run? Field with some awareness of barriers and strengths?</p> <p>Challenge: Select a shot to direct the ball.</p>	<p>Can they: Run as part of a relay team for speed and distance? Measure distance of run in given time? Recognise the importance of setting a pace for longer runs? Identify & recognise most effective jumping style for distance? Compare and contrast the differences between pushing a variety of objects? Use push throw accurately and aim for targets? Perform baton exchange as part of a relay team? Develop as a small group either a run, jump or throwing event, choosing appropriate distance, equipment, time and space?</p> <p>Challenge:</p>
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			Move smoothly from one balance to another with a partner.	memory & recall are important. Perform under pressure. Use ingenuity and imagination to complete a task. Suggest different ways to send Morse Code.	Positioning to catch the ball for run out in a game scenario. Anticipating the rise of the bowled ball. Overarm bowl with a run-up. Play a forward defensive shot in isolation. Attempt a range of shots in a game situation.	Run for as long as possible as an individual. Work to improve distance covered in set times. Set targets to jump further and explore combining jumping sequences, e.g. hop, step, jump. Anticipate when to start moving on the exchange. Teach an event to another group.
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Skills Map – Physical Education	
Year 6 – Physical Education	
Physical Skills	Thinking Skills
<ul style="list-style-type: none"> • Show control and power in take-off and landing activities. • Show accuracy and good technique when throwing for distance. <p>GYMNASTICS</p> <ul style="list-style-type: none"> • Demonstrate precision, control and fluency sustain movements over a longer period of time. • Convey expression and emotion in performance. • Use changes in and combinations of direction, level and speed within increasingly complex sequences. • Begin to improvise, based on previous skills. • Plan, perform and repeat sequences, including changes in speed and level. • Understand what counter balance and counter tension is and show examples with a partner. 	<ul style="list-style-type: none"> • Understand, choose and apply a range of tactics and strategies for defence and attack. • With help, devise warm up and cool down activities and justify their choices. • Explain some safety principles when preparing for and during exercise. • Appreciate that rules need to be consistent and fair, using this knowledge to create rules and teach them to others. • Develop their ability to evaluate their own and others' work, and to suggest ways to improve it using appropriate terminology. • Develop strategies for coaching skills and techniques in others. <p>EVALUATING AND IMPROVING</p> <ul style="list-style-type: none"> • Use a range of criteria to judge own and others' work.



- Combine and perform gymnastic actions, shapes and balances with control and fluency.
- Create and perform sequences using compositional devices to improve the quality.
- Suggest changes and use feedback to improve a sequence.

DANCE

- Work creatively and imaginatively individually, with a partner and in a group to choreograph motifs and structure simple dances.
- Adapt and refine actions, dynamics and relationships to improve a dance.
- Choreograph a dance using props.
- Perform dances fluently and with control.
- Perform dances using a range of movement patterns.
- Work with a partner or small group to practice and refine a sequence.

GAMES UNDERSTANDING

- Pupils are able to show a good understanding of a variety of games. They can adapt the rules of a game for an intended purpose.
- Pupils are able to assess their own performance and the performance of others to identify areas for development.
- Pupils consistently demonstrate the sporting spirit values in a range of games situations.
- Understand how to use equipment safely

PLAYING GAMES

- Throw with accuracy and power.
- Combine, vary and choose appropriate strategies and tactics.
- Choose and use the most appropriate skills, tactics and actions to cause problems.
- Know how to keep possession.
- Work within a team, with less focus on self.
- Understand that a winning team has not always been the best one.

- Monitor their own heart rate and breathing.
- Understand how heart rate and breathing slows after exercise.
- Know and use the relationship between power and stamina.
- Understand how to pace themselves.



INVASION GAMES

- Pass, receive and shoot the ball with increasing control under pressure.
 - Select the appropriate action for the situation.
 - Create and use a variety of tactics to help a team.
 - Create and use space to help a team.
 - Select and apply different movement skills to lose a defender.
 - Choose appropriate techniques for specific events.
- Use marking, and/or interception to improve defending.

STRIKING & FIELDING GAMES

- Strike a bowled ball with increasing consistency.
- Use some tactics in the game as a batter, bowler and fielder.
- Select the appropriate action for the situation.
- Use a large range of sending, receiving and travelling techniques in games, with varied control.

NET AND WALL GAMES

- Use a wider range of skills in game situations.
- Play cooperatively with a partner / in a team.
- Demonstrate good decision making when making shots within a game.
- Identify and use a variety of tactics.
- Perform skills with greater speed, fluency and accuracy in invasion, striking and net games.

ATHLETICS

- Choose the best pace for a running event, in order to sustain running and improve their personal target.
- Select and apply the best pace for a running event.
- Exchange a baton with success. Perform jumps for height and distance using good technique.
- Show accuracy and good technique when throwing for distance.
- Lead a small group through a short warm-up routine.



OBSERVE AND ANALYSE

- Work effectively with a partner and a group.
- Use critical thinking to form ideas.
- Pool ideas within a group, selecting and applying the best method to solve a problem.
- Reflect on why and how they are successful at solving challenges and adapt methods in order to improve.
- Orientate and map efficiently to navigate around a course.
- Use appropriate language to evaluate and refine their own and others' work.

Greater Depth

- Prepare physically and organisationally for challenges they are set, taking into account group safety and adapt their skills and understanding as they move from familiar to unfamiliar environment.
- Combine and perform actions, shapes and balances with fluency in increasingly difficult combinations.

Personal Skills

- Work and compete individually and with others.
- Develop competence
- Develop confidence
- Compete in small sided games fairly showing good sportsmanship.
- Compete in a range of team events.
- Get changed to and from PE kit independently in 2 minutes.

Greater Depth

- Know the importance and types of fitness and how playing games contributes to a healthy lifestyle

Greater Depth

- Organise and judge events and challenges well.
- Know and apply strategic and tactical principles of a various games and adapt them to different situations.
- Apply coaching skills across various games/situations

Health Skills

- Understand fully why exercise is good for fitness, health and wellbeing.
- Identify activities that help develop stamina or power and suggest how some can be used in other types of activities.

Greater Depth

- Designs a fitness plan to address ways to use physical activity to enhance fitness.
- Analyses the impact of food choices relative to physical activity, youth sports & personal health.

PE and Games Long Term Planner Key Stage 1 & 2							
Yr 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
	<p>Dance</p> <ul style="list-style-type: none"> - Work collaboratively to include more complex compositional ideas. - Develop motifs and incorporate into self-composed dances as individuals, pairs & groups. - Talk about different styles of dance with understanding, using appropriate language & terminology. <p>Can they: Develop a simple sequence using actions and dynamics? Explore space and relationships in dance? Use expression in dance phrase Identify appropriate dynamics and</p>	<p>Tag Rugby</p> <ul style="list-style-type: none"> - To choose and implement a range of strategies and tactics to attack and defend. - To combine and perform more complex skills at speed. - To observe, analyse and recognise good individual and team performances. - To suggest, plan and lead a warm-up as a small group. <p>Can they: Play effectively in attack and defence Score points against opposition? Perform a set play off a free pass? Communicate and devise tactics for attacking? Recognise the difference</p>	<p>Gymnastics</p> <ul style="list-style-type: none"> - Lead group warm-up showing understanding of the need for strength and flexibility. - Demonstrate accuracy, consistency, and clarity of movement. - Work independently and in small groups to make up own sequences. - Arrange own apparatus to enhance work and vary compositional ideas. - Experience flight on and off of high apparatus. <p>Can they: Can take weight on hands to land on apparatus from flight? Make simple judgments about own work and</p>	<p>Outdoor and Adventure</p> <ul style="list-style-type: none"> - Use information given by others to complete tasks and work collaboratively. - Undertake more complex tasks. - Take responsibility for a role in a task. - Use knowledge of PE and physical activities to suggest design ideas & amendments to games. <p>Can they: Work as a pair to follow and orient a map? Work as part of a pair to complete a scavenger hunt?</p>	<p>Tennis</p> <ul style="list-style-type: none"> - Develop backhand shots and introduce the lob. - Begin to use full tennis scoring systems, developing doubles play and tactics to improve. - Play competitively against others and work together with others in gameplay. - Work hard to challenge self to improve the consistency of shots including newly learnt shots. <p>Can they: Play doubles tennis to score points against opposition?</p>	<p>Athletics</p> <ul style="list-style-type: none"> - Become confident and expert in a range of techniques and recognise their success. - Apply strength and flexibility to a broad range of throwing, running and jumping activities. - Work in collaboration and demonstrate improvement when working with self and others. - Accurately and confidently judge across a variety of activities. <p>Can they:</p>	



	<p>group formations for a Hakka dance performance develop a short sequence including basic street dance positions? Work as part of a pair to compose a street dance performance?</p> <p>Challenge: Recognise the difference between actions and dynamics. Develop a movement phrase that incorporates at least two relationships and a spatial element. Interpret visual stimulus.</p>	<p>between attacking and defensive tactics and applying these tactics in games? Communicate effectively when transitioning from attack to defence? Observe and analyse peers, offering suggestions to improve an individual or teams performance?</p> <p>Challenge: Support the player with ball. Suggest ways to improve the set play. Using the 'taking the distance, not the time' principle. Changing speed and direction to create try-scoring opportunities. Use the 'spaces not faces' idea to help their attacking play. Use agility and speed to help defend.</p>	<p>choose what level to work? Express cannon in sequences? Refine individual aspects of sequence including jumps, starting and finishing position and use of cannon? Create a paired flight sequence demonstrating both unison and cannon? Create a six element sequence including cannon, unison, dismount (differentiated), a piece of equipment?</p> <p>Challenge: Include twists/turns and changes of speed and direction. Magic chair landing. Perform sequence to an audience. Recap unison in relation to gymnastics sequences.</p>	<p>Perform a pyramid balance as part of a small group? Work collaboratively to complete a range of paired and group activities? Use speed and pace to run individually? Problem solve as part of a team?</p> <p>Challenge: Successfully identify objects by a written description. Suggest adaptations and variations to the balances. Work efficiently as part of a team to eliminate opposition. Using their knowledge of games to design a fun, competitive game. Follow a task instructions, refining and adapting ideas.</p>	<p>Describe why and when to use a backhand shot? Demonstrate a lob shot in isolated situations? Appropriately score a tennis game using full tennis rules Implement basic positioning as a pair to score points? Use basic doubles positioning to explore attacking and defensive play? Work as a pair to develop tactics against other pairs?</p> <p>Challenge: Defend points against opposition using teamwork skills to return balls over the court. Use a backhand shot and perform a lob when necessary in a game situation. Umpire a game of doubles and singles Compete and identify ways you</p>	<p>Use power to improve start of a short sprint? Refine running skills to improve times? Experiment with varying run up lengths for long jump? Examine the link between height trajectory of a throw on distance? Use a variety of techniques including push, pull and sling? Work in groups to set up running, throwing and jumping activities? Take part in a specific athletics events</p> <p>Challenge: Work with others to record accurate results. Select as an individual which length run up produces the longest jump. Work in a group to accurately record data for a range of equipment. Teach your activities to another group.</p>
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					can improve your play.	
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Skills Map - Swimming		
Working Towards	Expected Standards	Greater Depth
<ul style="list-style-type: none"> • Can they swim between 15 metres unaided? • Can they keep swimming for 30 to 45 seconds, using swimming aids and support? • Can they use a variety of basic arm and leg actions when on their front and on their back? • Can they swim on the surface and lower themselves under water? • Can they take part in group problem-solving activities on personal survival? • Do they recognise how their body reacts and feels when swimming? • Can they recognise and concentrate on what they need to improve? 	<ul style="list-style-type: none"> • Can they swim 25 metres keep swimming for 45 to 90 seconds? • Do they use 3 different strokes, swimming on their front and back? • Can they control their breathing? • Can they swim confidently and fluently on the surface and under water? • Do they work well in groups to solve specific problems and challenges, sharing out the work fairly? • Do they recognise how swimming affects their body, and pace their efforts to meet different challenges? • Can they suggest activities and practices to help improve their own performance? 	<ul style="list-style-type: none"> • Can they swim further than 50 metres? • Can they swim fluently and confidently for over 90 seconds? • Do they use all 3 strokes with control? • Can they swim short distances using butterfly? • Do they breathe so that the pattern of their swimming is not interrupted? • Can they perform a wide range of personal survival techniques confidently? • Do they know what the different tasks demand of their body, and pace their efforts well to meet challenges? Can they describe good swimming technique and show and explain it to others?

• A programme of swimming study delivered by local swimming coaches. An opportunity for all pupils to develop water confidence through a range of exercises, games and drills. Pupils will be taught about water safety and safe self-rescue. They will develop kicking, arm pull and breathing techniques as well as correct body position to improve buoyancy and stroke efficiency.

Targets:

- 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]

Examples of Deeper Thinking Questions:

- How can you combine your different gymnastic moves into a fluent sequence?

- What tactics could you and your team use to outwit your opponents?
- What could you do differently next time to try and land the javelin closer to the target?
- Why is Sam able to hit the ball over the net more times than James?