

PE at Horwich Parish



Key Stage 1



Key Stage 1

End of Year Expectations

	Year1	Year 2
Dance	<p>Repeat dance phrases.</p> <p>Become increasingly physically confident.</p> <p>Become increasingly competent and confident.</p> <p>Perform dances using simple movement.</p>	<p>Create simple movement patterns showing an awareness of rhythm.</p> <p>Perform own dance routine.</p> <p>Use expression and emotion when performing.</p>
Gymnastics	<p>Develop fundamental movement skills</p> <p>Complete a forward roll from a low starting position.</p> <p>Become increasingly physically confident.</p> <p>Create a variety of shapes using their body.</p> <p>Perform basic sequences using space safely.</p>	<p>Start to develop a knowledge of a variety of skills.</p> <p>Recognise technical words that link to gymnastics.</p> <p>Travel under over and through a variety of equipment/apparatus.</p> <p>Distinguishing a good performance of skills.</p> <p>Become increasingly competent and confident.</p>
Sending and Receiving	<p>Pat, throw, kick, stop/receive a variety of objects/equipment.</p> <p>Enjoy tasks set out.</p> <p>Start to develop a knowledge of a variety of skills.</p> <p>Recognise speed and weight when sending a variety of objects.</p>	<p>Master sending and receiving different objects (height, weight, distance)</p> <p>Engage in competitive sports and activities.</p> <p>Become increasingly competent and confident.</p>

Key Stage 1

End of Year Expectations

	Year1	Year 2
Swimming	<p>Swim short distances using a buoyancy aid.</p> <p>Become more confident in the water.</p>	<p>Swim between 10-20m unaided.</p> <p>Become confident to travel under water.</p>
Athletics	<p>Throw a range of equipment at different targets .</p> <p>Begin to understand when to change speeds according to length of run/distance.</p> <p>Jump with both feet from a standing position.</p>	<p>Understand running speeds depending on distance and equipment.</p> <p>Throw with coordination force, distance, control and accuracy.</p> <p>Show determination and begin to show resilience when competing against self and others.</p>
Fundamental movements	<p>Develop fundamental movement skills including running and jumping.</p> <p>Navigate through moving children safely at a variety of speeds.</p> <p>Start to develop a knowledge of a variety of skills.</p> <p>Apply agility, balance and coordination skills, individually and with others.</p>	<p>Master basic movements including running and jumping.</p> <p>Become increasingly competent and confident.</p> <p>Engage in competitive sports and activities.</p>

Key Stage 1

End of Year Expectations

	Year 1	Year 2
Tactics and Strategies	<p>Participate in competitive games (both against self and against others).</p> <p>Start to develop a knowledge of a variety of skills.</p> <p>Engage in competitive sports and activities.</p> <p>Compete in modified sport/activities.</p>	<p>Develop simple tactics for attacking and defending.</p> <p>Apply simple tactics for attacking and defending.</p> <p>Become increasingly competent and confident.</p>
Competing	<p>Show enjoyment in achieving tasks set out.</p> <p>Compete against self and/or others .</p> <p>Develop competence to excel in a broad range of physical activities.</p>	<p>Know and explain key skills of a good performance.</p> <p>Enjoy communication, collaborating and competing with others .</p> <p>Defend an area when faced with an opponent.</p> <p>Attack an area when faced with an opponent .</p>

Year 1 PE Overview



Y1

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

Lesson 1

Fundamental movements

Develop fundamental movement skills including running and jumping.

Navigate through moving children safely at a variety of speeds.

Apply agility, balance and coordination skills, individually and with others.

Become increasingly physically confident.

Start to develop a knowledge of a variety of skills.

Gymnastics

Develop fundamental movement skills

Become increasingly physically confident.

Create a variety of shapes using their body.

Perform basic sequences using space safely.

Recognise technical words that link to gymnastics.

Become increasingly competent and confident.

Dance

Repeat dance phrases.

Become increasingly physically confident.

Become increasingly competent and confident.

Use expression and emotion when performing.

Perform dances using simple movement.

Sending and Receiving

Pat, throw, kick, stop/receive a variety of objects/equipment .

Enjoy tasks set out.

Become increasingly physically confident.

Start to develop a knowledge of a variety of skills.

Recognise speed and weight when sending a variety of objects.

Tactics and Strategies

Participate in competitive games (both against self and against others).

Engage in competitive sports and activities.

Compete in modified sport/activities.

Defend an area when faced with an opponent .

Attack an area when faced with an opponent .

Athletics

Throw a range of equipment at different targets.

Begin to understand when to change speeds according to length of run/distance.

Jump with both feet from a standing position.

Show determination and begin to show resilience when competing against self and others .

Year 2 PE Overview



Y2

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

Lesson 1

Fundamental movements

Apply agility, balance and coordination skills, individually and with others.

Become increasingly physically confident.

Start to develop a knowledge of a variety of skills.

Master basic movements including running and jumping.

Become increasingly competent and confident.

Engage in competitive sports and activities.

Gymnastics

Perform basic sequences using space safely.

Recognise technical words that link to gymnastics.

Become increasingly competent and confident.

Start to develop a knowledge of a variety of skills.

Travel under, over and through a variety of equipment/apparatus.

Distinguish a good performance of skills.

Dance

Use expression and emotion when performing.

Perform dances using simple movement.

Create simple movement patterns showing an awareness of rhythm.

Perform their own dance routine.

Know and explain key skills of a good performance.

Sending and Receiving

Become increasingly physically confident.

Start to develop a knowledge of a variety of skills.

Recognise speed and weight when sending a variety of objects.

Master sending and receiving different objects (height, weight, distance)

Engage in competitive sports and activities.

Become increasingly competent and confident.

Tactics and Strategies

Compete in modified sport/activities.

Become increasingly physically confident.

Become increasingly competent and confident.

Develop simple tactics for attacking and defending.

Apply simple tactics for attacking and defending.

Start to develop a knowledge of a variety of skills.

Athletics

Jump with both feet from a standing position.

Show determination and begin to show resilience when competing against self and others.

Understand running speeds depending on distance and equipment
Throw with coordination force, distance, control and accuracy.

Enjoy communication, collaborating and competing with others.

Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)

Year 1-2 Medium Term Plans

Year 1

ABC

Learning Intentions	Learning Activities/Experience	Success Criteria
<p>Show body control when travelling</p> <p>Travel with awareness of others</p> <p>Show coordination and balance within small and big movements</p> <p>Show coordination, control and balance when travelling through equipment</p> <p>Apply agility, balance and coordination, individually and with others</p> <p>Master basic movements, including running and jumping</p>	<p>Passing through SAQ equipment as individuals or as large groups</p> <p>Games that include guards/defenders/taggers</p> <p>Travelling past lots of children (traffic) in small and large spaces</p> <p>Games include change of direction and change of speed</p> <p>Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)</p>	<p>To be able to move limbs in coordination</p> <p>Travel in limited spaces avoiding contact with other children</p> <p>Demonstrate a flowing motion when travelling through equipment</p> <p>Complete simple patterns and sequences</p> <p>Change direction maintain control and balance</p> <p>Show determination and begin to show resilience when competing against self and others</p> <p>Demonstrate a climate of joy, freedom, respect and celebration</p> <p>Show enjoyment in achieving tasks set out</p> <p>Enjoy communication, collaboration and competition with others</p>

Year 1 Attack and Defend

Intentions	Learning Activities/Experience	Success Criteria
<p>Apply simple attacking and defending techniques</p> <ul style="list-style-type: none"> • quick changes of direction • changes of speeds • awareness of others and space • effective uses of changes of direction and speed <p>Participate in team games, which develop simple tactics for attacking and defending</p> <p>Compete against others as individuals and in small teams</p> <p>Maintain control and balance whilst competing against others</p> <p>Begin to contribute to discussions and suggest some tactics to improve</p>	<p>Tag games</p> <p>Games that include guards or defenders</p> <p>Games that race against the clock, for example, encourages quick play</p> <p>Basic dodge ball games that recognise space, distance and awareness of others</p> <p>Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)</p>	<p>Compete against others, individually and as a group</p> <p>Apply simple tactics and strategies when competing against others</p> <p>Contribute in discussions</p> <p>Change direction maintaining control and balance</p> <p>Show determination and begin to show resilience when competing against self and others</p> <p>Demonstrate a climate of joy, freedom, respect and celebration</p> <p>Children should show enjoyment in achieving tasks set out</p> <p>Enjoy communication, collaboration and competition with others</p>

Year 1

Awareness

Learning Intentions	Learning Activities/Experience	Success Criteria
<p>Show awareness of space and other children</p> <p>Use equipment safely</p> <p>Travel with awareness whilst maintaining control of a ball/equipment</p> <p>Travel with a ball/equipment showing changes of speed and direction</p> <p>Master basic movements, including running and jumping</p>	<p>Variety of games using SAQ equipment</p> <p>Variety of games using guards</p> <p>Relays travelling through and with equipment</p> <p>Competing against others, groups and against the clock</p> <p>Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)</p>	<p>Travel in small and large areas past moving children (traffic)</p> <p>Demonstrate/explain the importance of using equipment safely</p> <p>Travelling with awareness of others whilst maintaining control of ball/equipment</p> <p>Change direction maintaining control and balance</p> <p>Show determination and begin to show resilience when competing against self and others</p> <p>Demonstrate a climate of joy, freedom, respect and celebration</p> <p>Children should show enjoyment in achieving tasks set out</p> <p>Enjoy communication, collaboration and competition with others</p>

Year 1 Competitive

Learning Intentions	Learning Activities/Experience	Success Criteria
<p>Defend an area when faced with an opponent</p> <p>Attack an area when faced with an opponent</p> <p>Compete against yourself and/or others</p> <p>Apply ABC skills where appropriate</p>	<p>Competing against others, individuals, groups and against the clock</p> <p>Improving personal best</p> <p>1 V 1 games</p> <p>Small teams games for example, games that include moving on to the next level that increase in difficulty</p> <p>Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)</p>	<p>Travel past guards successfully when attacking an area</p> <p>Pick up appropriate positions when defending an area</p> <p>Show determination and begin to show resilience when competing against self and others</p> <p>Demonstrate a climate of joy, freedom, respect and celebration</p> <p>Children should show enjoyment in achieving tasks set out</p> <p>Enjoy communication, collaboration and competition with others</p>

Year 1 Dance

Learning Intentions	Learning Activities/Experience	Success Criteria
<p>Follow simple dance patterns</p> <p>Perform basic dance actions</p> <p>Apply control and fluency to actions</p> <p>Use expression when dancing</p> <p>Combine actions to make simple dance patterns</p>	<p>Teacher led activities</p> <p>Small group work creating actions</p> <p>Clapping and performing actions to music</p> <p>Discussions in small and large groups</p> <p>Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)</p>	<p>Copy simple dance patterns</p> <p>Create simple patterns as individuals and as a group</p> <p>Link actions to make a dance phase</p> <p>Perform a wide range of actions when dancing to music</p> <p>Demonstrate a climate of joy, freedom, respect and celebration</p> <p>Children should show enjoyment in achieving tasks set out</p> <p>Enjoy communication, collaboration and competition with others</p>

Year 1 Gymnastics

Learning Intentions	Learning Activities/Experience	Success Criteria
<p>Move confidently and safely around others and apparatus/equipment.</p> <p>Apply balance agility and coordination whilst performing gymnastic skills</p> <p>Performed a variety of gymnastic skills:</p> <ul style="list-style-type: none"> •Pencil roll •Star shape •Tuck •Straddle •Pike •Front and back support •Jumps <p>Perform simple movement patterns</p>	<p>Travelling under, over and through different pieces of equipment/ apparatus</p> <p>Performing small movement patterns/sequences as an individual and in small groups</p> <p>Model basic floor work</p> <p>Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)</p>	<p>Travel safely around others whilst using equipment/apparatus</p> <p>Explain how we can extend different gymnastics skills</p> <p>Begin to show the fundamental movements when performing gymnastic skills</p> <p>Demonstrate a climate of joy, freedom, respect and celebration</p> <p>Children should show enjoyment in achieving tasks set out</p> <p>Enjoy communication, collaboration and competition with others</p>

Year 1

SAQ

Learning Intentions	Learning Activities/Experience	Success Criteria
<p>Show body control when travelling</p> <p>Travel with awareness of others</p> <p>Recognise when to speed up and when to slow down when using equipment</p> <p>Show coordination and balance within small and big movements</p> <p>Show coordination, control and balance when travelling through equipment</p> <p>Apply agility, balance and coordination, individually and with others</p> <p>Master basic movements, including running and jumping</p> <p>Travel with control when travelling through equipment</p>	<p>Passing through SAQ equipment as individuals or as large groups</p> <p>Games that include guards/defenders/taggers</p> <p>Travelling past lots of children (traffic) in small and large spaces</p> <p>Games include change of direction and change of speed</p> <p>Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)</p>	<p>To be able to move limbs in coordination</p> <p>Travel in limited spaces avoiding contact with other children</p> <p>Apply effective use of speed when using a variety of equipment</p> <p>Demonstrate a flowing motion when travelling through equipment</p> <p>Complete simple patterns and sequences</p> <p>Change direction maintaining control and balance</p> <p>Show determination and begin to show resilience when competing against self and others</p> <p>Demonstrate a climate of joy, freedom, respect and celebration</p> <p>Children should show enjoyment in achieving tasks set out</p> <p>Enjoy communication, collaboration and competition with others</p>

Year 1 Send and Receive

Learning Intentions	Learning Activities/Experience	Success Criteria
<p>Throw to a target</p> <p>Throw a wide range of equipment at different targets</p> <p>Use a variety of equipment to send and receive to a partner</p> <p>Begin to demonstrate and understand receiving techniques</p> <p>Know and understand how to use equipment safely and with control</p>	<p>Repetition of sending and receiving a variety of equipment</p> <p>Competition - throwing a variety of equipment at a variety of targets</p> <p>Racing against a clock to see how many times you can hit a target successfully</p> <p>Competing against others, 1v 1 or in small groups</p> <p>Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)</p>	<p>Start to show consistency and some basic technique when throwing at a target</p> <p>Start to show consistency and some basic technique when throwing a range of equipment at a target</p> <p>Begin to explain receiving techniques</p> <p>Use and recognise why we use equipment safely</p> <p>Demonstrate a climate of joy, freedom, respect and celebration</p> <p>Children should show enjoyment in achieving tasks set out</p> <p>Enjoy communication, collaboration and competition with others</p>

Year 2



Year 2 ABC

Learning Intentions	Learning Activities/Experience	Success Criteria
<p>Demonstrate quick changes of direction whilst maintaining coordination and balance</p> <p>Demonstrate changes of direction whilst maintaining control of equipment (balls)</p> <p>Maintaining control when completing small and large foot patterns/movements</p> <p>Apply effective changes of directions of speed when competing against others</p> <p>Master basic fundamental movements (running, hopping, jumping and skipping)</p> <p>Show control when travelling through equipment</p> <p>Apply effective decision making when competing against others</p> <p>Select and apply correct running techniques when travelling</p> <p>Know, apply and understand key skills of a good performance</p>	<p>Passing through SAQ equipment as individuals or as large groups</p> <p>Games that include guards/defenders/taggers</p> <p>Travelling past lots of children (traffic) in small and large spaces</p> <p>Games include change of direction and change of speed</p> <p>Small team games</p> <p>Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)</p>	<p>To be able to move limbs in coordination</p> <p>Travel in limited spaces avoiding contact with other children</p> <p>Demonstrate a flowing motion when travelling through equipment</p> <p>Complete simple patterns and sequences</p> <p>Change direction maintaining control and balance</p> <p>Show determination and begin to show resilience when competing against self and others</p> <p>Explain and describe running techniques</p> <p>Apply correct techniques for fundamental movements</p> <p>Demonstrate a climate of joy, freedom, respect and celebration</p> <p>Know and explain key skills of a good performance</p> <p>Enjoy communication, collaboration and competition with others</p>

Year 2 Athletics

Learning Intentions	Learning Activities/Experience	Success Criteria
<p>Understand running speeds depending on distance and equipment</p> <p>Throw with coordination force, distance, control and accuracy</p> <p>Select appropriate speed when travelling at a variety of distances</p> <p>Compete against others in a variety of distances</p> <p>Apply effective use of balance, agility and coordination when competing against others</p> <p>Become increasingly competent and confident in a broad range of activities</p> <p>Develop competence to excel in a broad range of physical activities</p> <p>Know, apply and understand key skills of a good performance</p>	<p>Obstacle course showing variations of speed</p> <p>Races in small groups</p> <p>Competition – personal best, against others, against the clock, measuring distance</p> <p>Travelling at speed in a variety of areas</p> <p>Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)</p>	<p>Begin to understand when to change speeds according to length of run/distance</p> <p>Begin to start to select the appropriate speed for the distance you are travelling</p> <p>Begin to select appropriate force when throwing at a target</p> <p>To be able to move limbs in coordination</p> <p>Change direction maintaining control and balance</p> <p>Show determination and begin to show resilience when competing against self and others</p> <p>Show resilience and determination when competing against others</p> <p>Showing values of respect for others when winning and losing</p> <p>Demonstrate a climate of joy, freedom, respect and celebration</p> <p>Know and explain key skills of a good performance</p>

Year 2 Attack and Defend

Learning Intentions	Learning Activities/Experience	Success Criteria
<p>Attack with speed and maintain body control</p> <p>Recognise space to attack</p> <p>Defend an area 1 V 1</p> <p>Apply simple attacking and defending techniques</p> <p>Demonstrate an awareness of others and space to attack</p> <p>Develop competence to excel in a broad range of physical activities</p> <p>Know, apply and understand key skills of a good performance</p>	<p>Tag games</p> <p>Games that include guards or defenders</p> <p>Games that race against the clock, for example, encourages quick play</p> <p>Basic dodgeball games that recognise space, distance and awareness of others</p> <p>Opportunity to compete against others as a team and as an individual</p> <p>Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)</p>	<p>Compete against others, individually and as a group</p> <p>Apply simple tactics and strategies when competing against others</p> <p>Contribute in discussions</p> <p>Change direction maintaining control and balance</p> <p>Show determination and begin to show resilience when competing against self and others</p> <p>Demonstrate a climate of joy, freedom, respect and celebration</p> <p>Children should show enjoyment in achieving tasks set out</p> <p>Know and explain key skills of a good performance</p> <p>Enjoy communication, collaboration and competition with others</p>

Year 2 Awareness

Learning Intentions	Learning Activities/Experience	Success Criteria
<p>Children to use good awareness of other children in small and large areas with safety</p> <p>Effective use of change of speed and direction</p> <p>Demonstrate quick decisions and good use of timing when travelling past others and when using equipment</p> <p>Travel with good awareness whilst maintaining good control of equipment</p> <p>Show good awareness when competing against others</p> <p>Know, apply and understand key skills of a good performance</p>	<p>Variety of games using SAQ equipment</p> <p>Variety of games using guards</p> <p>Relays travelling through and with equipment</p> <p>Competing against others, groups and against the clock</p> <p>Opportunities to compete against others/small teams or as individuals (1V1)</p> <p>Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)</p>	<p>Travel in small and large areas past moving children (traffic)</p> <p>Demonstrate/explain the importance of using equipment safely</p> <p>Travelling with awareness of others whilst maintaining control of ball/equipment</p> <p>Change direction maintaining control and balance</p> <p>Show determination and begin to show resilience when competing against self and others</p> <p>Demonstrate a climate of joy, freedom, respect and celebration</p> <p>Show enjoyment in achieving tasks set out</p> <p>Know and explain key skills of a good performance</p> <p>Enjoy communication, collaboration and competition with others</p>

Year 2 Competitive

Learning Intentions	Learning Activities/Experience	Success Criteria
<p>Defend an area when faced with an opponent</p> <p>Attack an area when faced with an opponent</p> <p>Compete against yourself and/or others</p> <p>Apply ABC skills where appropriate</p> <p>Compete against others using a variety of equipment</p> <p>Start to develop a knowledge of a variety of skills</p> <p>Develop competence to excel in a broad range of physical activities</p> <p>Know, apply and understand key skills of a good performance</p>	<p>Competing against others, individuals, groups and against the clock</p> <p>Improving personal best</p> <p>1 V 1 games</p> <p>Small teams games, for example, games where you can move on to the next level that increase in difficulty</p> <p>Compete in modified sports/activities</p> <p>Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)</p>	<p>Travel past guards successfully when attacking an area</p> <p>Pick up appropriate positions when defending an area</p> <p>Show determination and begin to show resilience when competing against self and others</p> <p>Demonstrate a climate of joy, freedom, respect and celebration</p> <p>Children should show enjoyment in achieving tasks set out</p> <p>Know and explain key skills of a good performance</p> <p>Enjoy communication, collaboration and competition with others</p>

Year 2 Dance

Learning Intentions	Learning Activities/Experience	Success Criteria
<p>Follow simple dance patterns</p> <p>Perform basic dance actions</p> <p>Apply control and fluency to actions</p> <p>Use expression when dancing</p> <p>Combine actions to make simple dance patterns</p> <p>Master simple fundamental movements</p> <p>Create short sequences with a partner</p> <p>Develop competence to excel in a broad range of physical activities</p> <p>Know, apply and understand key skills of a good performance</p>	<p>Teacher led activities</p> <p>Small group work creating actions</p> <p>Clapping and performing actions to music</p> <p>Discussions in small and large groups</p> <p>Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)</p>	<p>Copy simple dance patterns</p> <p>Create simple patterns as individuals and as a group</p> <p>Link actions to make a dance phase</p> <p>Perform a wide range of actions when dancing to music</p> <p>Demonstrate a climate of joy, freedom, respect and celebration</p> <p>Show enjoyment in achieving tasks set out</p> <p>Use control, coordination and timing when completing small sequences with a partner</p> <p>Demonstrate movements to music using flow, timing, coordination and balance</p> <p>Know and explain key skills of a good performance</p> <p>Enjoy communication, collaboration and competition with others</p>

Year 2 Gymnastics

Learning Intentions	Learning Activities/Experience	Success Criteria
<p>Move confidently and safely around others and apparatus/equipment.</p> <p>Apply balance agility and coordination whilst performing gymnastic skills</p> <p>Perform a variety of gymnastic skills:</p> <ul style="list-style-type: none"> •Pencil roll •Star shape •Tuck •Straddle •Pike •Front and back support •Jumps <p>Perform simple movement patterns</p> <p>Demonstrate a variety of rolls: pencil roll, tuck roll, teddy bear roll, rock and roll and forward roll</p> <p>Perform simple sequences as an individual and with a partner</p> <p>Develop competence to excel in a broad range of physical activities</p> <p>Know, apply and understand key skills of a good performance</p>	<p>Travelling under, over and through different pieces of equipment/ apparatus</p> <p>Performing small movement patterns/sequences as an individual and in small groups</p> <p>Model basic floor work</p> <p>Travelling along a variety of apparatus</p> <p>Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)</p>	<p>Travel safely around others whilst using equipment/apparatus</p> <p>Explain how we can extend different gymnastics skills</p> <p>Begin to show the fundamental movements when performing gymnastic skills</p> <p>Demonstrate a climate of joy, freedom, respect and celebration</p> <p>Show enjoyment in achieving tasks set out</p> <p>Complete a forward roll from a low starting position</p> <p>Perform a simple routine with good timing and flow</p> <p>Know and explain key skills of a good performance</p> <p>Enjoy communication, collaboration and competition with others</p>

Year 2 SAQ

Learning Intentions	Learning Activities/Experience	Success Criteria
<p>Show body control when travelling</p> <p>Travel with awareness of others</p> <p>Recognise when to speed up and when to slow down when using equipment</p> <p>Show coordination and balance within small and big movements</p> <p>Show coordination control and balance when travelling through equipment</p> <p>Apply agility, balance and coordination, individually and with others</p> <p>Master basic movements, including running and jumping</p> <p>Travel with control when travelling through equipment</p> <p>Know, apply and understand key skills of a good performance</p>	<p>Passing through SAQ equipment as individuals or as large groups</p> <p>Games that include guards/defenders/taggers</p> <p>Travelling past lots of children (traffic) in small and large spaces</p> <p>Games include change of direction and change of speed</p> <p>Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)</p>	<p>To be able to move limbs in coordination</p> <p>Travel in limited spaces avoiding contact with other children</p> <p>Apply effective use of speed when using a variety of equipment</p> <p>Demonstrate a flowing motion when travelling through equipment</p> <p>Completing simple patterns and sequences</p> <p>Change direction maintaining control and balance</p> <p>Show determination and begin to show resilience when competing against self and others</p> <p>Demonstrate a climate of joy, freedom, respect and celebration</p> <p>Know and explain key skills of a good performance</p> <p>Enjoy communication, collaboration and competition with others</p>

Year 2 Send and Receive

Learning Intentions	Learning Activities/Experience	Success Criteria
<p>Throw to a target</p> <p>Throw a wide range of equipment at different targets</p> <p>Use a variety of equipment to send and receive to a partner</p> <p>Demonstrate and understand receiving techniques</p> <p>Demonstrate and understand sending techniques</p> <p>Know and understand how to use equipment safely and with control</p> <p>Master throwing and catching techniques</p> <p>Know, apply and understand key skills of a good performance</p>	<p>Repetition of sending and receiving a variety of equipment</p> <p>Competition throwing a variety of equipment at a variety of targets</p> <p>Racing against a clock to see how many times you can hit a target successfully</p> <p>Competing against others, 1v 1 or in small groups</p>	<p>Start to show consistency and some basic technique when throwing at a target</p> <p>Start to show consistency and some basic technique when throwing a range of equipment at a target</p> <p>Explain receiving techniques</p> <p>Use and recognise why we use equipment safely</p> <p>Demonstrate a climate of joy, freedom, respect and celebration</p> <p>Show enjoyment in achieving tasks set out</p> <p>Demonstrate sending techniques</p> <p>Know and explain key skills of a good performance</p> <p>Enjoy communication, collaboration and competition with others</p>
	<p>Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)</p>	

Year 2 Striking and Fielding

Learning Intentions	Learning Activities/Experience	Success Criteria
<p>Apply receiving techniques</p> <p>Apply receiving techniques in a small sided game/modified game</p> <p>Demonstrate quick decisions when striking and fielding</p> <p>Send and receive with accuracy</p> <p>Apply basic striking techniques</p> <p>Explain and demonstrate the importance of weight when sending and receiving</p> <p>Develop competence to excel in a broad range of physical activities</p> <p>Know, apply and understand key skills of a good performance</p>	<p>Repetition of sending and receiving</p> <p>Small modified games</p> <p>Repetition of striking</p> <p>Games competing against others</p> <p>Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)</p>	<p>Send to a variety of targets</p> <p>To be able to move limbs in coordination</p> <p>Travel in limited spaces avoiding contact with other children</p> <p>Apply effective use of speed when using a variety of equipment</p> <p>Demonstrate a flowing motion when travelling through equipment</p> <p>Completing simple patterns and sequences</p> <p>Change direction maintaining control and balance</p> <p>Show determination and begin to show resilience when competing against self and others</p> <p>Demonstrate a climate of joy, freedom, respect and celebration</p> <p>Apply basic techniques when striking a ball</p> <p>Know and explain key skills of a good performance</p>

Lower Key Stage 2



Lower Key Stage 2

End of Year Expectations

End of Year Expectations	Year 3	Year 4
Dance	<p>Perform basic dance actions in timing to a song/rhythm/beat</p> <p>Show flexibility, strength, technique, control and balance when performing to music</p> <p>Become increasingly competent and confident.</p> <p>Create appropriate actions/movements relating to a chosen song</p>	<p>Know, apply and understand key skills of a good performance and make recommendations of how to make improvements</p> <p>Complete dance actions using counts of 4 and 8</p>
Gymnastics	<p>Complete a forward roll from a high starting position.</p> <p>Link gymnastic skills together</p>	<p>Combine movements , actions and balances individually or collaboratively to create a routine.</p> <p>Compare performances with previous ones and demonstrate improvements to achieve personal best.</p>

Lower Key Stage 2

End of Year Expectations

End of Year Expectations	Year 3	Year 4
Sending and Receiving	<p>Use a variety of equipment to send and receive to a partner</p> <p>Receive from a variety of heights, speeds, distances and angles</p> <p>Throw ,catch, strike and field a ball with control/accuracy.</p> <p>Explain and apply sending and receiving techniques</p>	<p>Maintain control when travelling with equipment</p> <p>Begin to make good decisions to maintain possession</p> <p>Effective communication/signals to help maintain child in possession</p> <p>Master sending and receiving different objects</p>
Swimming	<p>Move in and around water confidently and competently.</p> <p>Explore ways of swimming above and below the water.</p>	<p>Swim between 25-50m unaided.</p> <p>Apply breathing and surviving techniques</p> <p>Perform a variety of strokes</p>
Athletics	<p>Apply running techniques to improve performance</p> <p>Apply throwing techniques to improve performance</p> <p>Take off, jump and land demonstrating control and balance</p> <p>Compete against others in a variety of events/games</p>	<p>Develop an awareness of time, speed and distance</p> <p>Select appropriate speed when travelling at a variety of distances</p> <p>Throw with coordination, force, distance, control and accuracy</p> <p>Compare own performances with previous ones</p>

Lower Key Stage 2

End of Year Expectations

End of Year Expectations	Year 3	Year 4
Fundamental movements	<p>Demonstrate control, coordination, agility and balance when travelling through equipment.</p> <p>Apply basic principles suitable for attacking and defending</p> <p>Demonstrate resilience when participating in activities</p>	<p>Recognise when to use effective changes of speed and direction when competing in a game.</p> <p>Negotiate space within a game to make quick decisions.</p> <p>Master basic movements including running and jumping</p> <p>Apply agility, balance and coordination skills, individually and with others</p>
Tactics and Strategies	<p>Develop strategies to cause problems for opposition.</p> <p>Demonstrate resilience when participating in activities against the opposition.</p> <p>Recognise transferable skills to use in a variety of sports.</p>	<p>Defend an area 1 V 1 or 2 v 2 using a plan</p> <p>Attack an area 1 V 1 or 2 v 2 using a plan</p> <p>Work collaboratively as part of a team</p> <p>Analyse own performance.</p>
Competing	<p>Compete against self and/or others using a variety of methods.</p> <p>Start to develop a knowledge of a variety of skills and how to improve performances</p>	<p>Compare own performances with previous ones and identify areas for improvement</p> <p>Compete in modified sport/activities</p>

Lower Key Stage 2

End of Year Expectations

End of Year Expectations	Year 3	Year 4
Striking and Fielding	<p>Take up appropriate fielding position in relation to other children and the batter</p> <p>Apply basic principles for striking and fielding</p>	<p>Adapt ideas for striking and fielding strategies</p> <p>Strike a moving ball with control and accuracy</p> <p>Describe batting techniques</p> <p>Effect others with good communication and organisation skills when taking up fielding positions in relation to the batter</p>
Outdoor Adventurous Activities	<p>Children understand the concept of a basic map and can follow simple route.</p> <p>Identify locations using a map</p> <p>Consider health and safety as well as travelling time when locating possible routes to locations</p> <p>Pinpoint locations using lining up techniques</p> <p>Work co-operatively with others in a team.</p> <p>Apply effective communication to solve simple problems.</p>	<p>Complete a simple orienteering course</p> <p>Identify how to improve a performance</p> <p>Recognise skills that are important to the game/activity and select the appropriate time to use them.</p> <p>Children to self and peer asses routes followed on a map</p>

Year 3 PE Overview



Y3

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

Lesson 1

Lesson 2

Fundamental movements

Demonstrate control, coordination, agility and balance when travelling through equipment.

Apply basic principles suitable for attacking and defending

Demonstrate resilience when participating in activities

Gymnastics

Complete a forward roll from a high starting position.

Link gymnastic skills together

Dance

Perform basic dance actions in timing of a song/rhythm/beat

Show flexibility, strength, technique, control and balance when performing to music

Become increasingly competent and confident.

Create appropriate actions/movements relating to a chosen song

Sending and Receiving

Use a variety of equipment to send and receive to a partner

Receive from a variety of heights, speeds, distances and angles

Throw ,catch, strike and field a ball with control/accuracy.

Explain and apply sending and receiving techniques

Tactics and Strategies

Develop strategies to cause problems for opposition.

Demonstrate resilience when participating in activities the opposition.

Recognise transferable skills to use in a variety of sports.

Compete against yourself and/or others using a variety of methods.

Start to develop a knowledge of a variety of skills and how to improve performances

Athletics

Apply running techniques to improve performance

Apply throwing techniques to improve performance

Take off, jump and land demonstrating control and balance

Compete against others in a variety of events/games

Striking and Fielding

Take up appropriate fielding position in relation to other children and the batter

Apply basic principles for striking and fielding

Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)

Year 4 PE Overview



Y4

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

Lesson 1

Fundamental movements

Recognise when to use effective changes of speed and direction when competing in a game

Negotiate space within a game to make quick decisions

Master basic movements including running and jumping

Apply agility, balance and coordination skills, individually and with others.

Gymnastics

Combine movements, actions and balances individually or collaboratively to create a routine

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

Dance

Know, apply and understand key skills of a good performance and make recommendations of how to make improvements

Complete dance actions using counts of 4 and 8

Outdoor Adventurous Activities

Complete a simple orienteering course

Identify how to improve a performance

Recognise skills that are important to the game/activity and select the appropriate time to use them.

Children to self and peer assess routes followed on a map

Sending and Receiving

Maintain control when travelling with equipment

Begin to make good decisions to maintain possession

Effective communication/signals to help maintain child in possession

Master sending and receiving different objects

Tactics and Strategies

Defend an area 1 V 1 or 2 v 2 using a plan

Attack an area 1 V 1 or 2 v 2 using a plan

Work collaboratively as part of a team

Analyse own performance.

Athletics

Develop an awareness of time, speed and distance

Select appropriate speed when travelling at a variety of distances

Throw with coordination force, distance, control and accuracy

Compare own performances with previous ones

Lesson 2

Striking and Fielding

Adapt ideas for striking and fielding strategies

Strike a moving ball with control and accuracy

Describe batting techniques
Effect others with good communication and organisation skills when taking up fielding positions in relation to the batter

Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)

Year 3-4 Medium Term Plans



Learning Intentions	Learning Activities/Experience	Success Criteria
<p>Travel with awareness of others when travelling at speed</p> <p>Apply a variety of ways to travel in combination</p> <p>Negotiate space within a game to make quick decisions</p> <p>Recognise when to use effective changes of speed when competing in a game</p> <p>Identify when to use effective changes of direction when competing against others</p> <p>Demonstrate control, coordination, agility and balance when travelling through equipment</p> <p>Identify own and others technique that needs improvement.</p> <p>Apply basic principles suitable for attacking and defending</p> <p>Compare own performances with previous ones and identify areas for improvement</p> <p>Demonstrate resilience when participating in activities</p>	<p>Passing through SAQ equipment as individuals or large groups</p> <p>Games that include guards/defenders/taggers</p> <p>Travelling past lots of children (traffic) in small and large spaces at a variety of speeds</p> <p>Games include change of direction and change of speed</p> <p>Small team games</p> <p>Games competing against others</p> <p>Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)</p>	<p>To be able to move limbs in coordination</p> <p>Travel in limited spaces avoiding contact with other children</p> <p>Demonstrate a smooth flowing motion when travelling through equipment</p> <p>Complete foot patterns and sequences</p> <p>Change speed and direction maintaining control and balance when competing against others</p> <p>Show determination and resilience when competing against self and others</p> <p>Explain and describe running techniques and identify areas for improvement</p> <p>Apply correct techniques for fundamental movements</p> <p>Demonstrate a climate of joy, freedom, respect and celebration</p> <p>Show enjoyment in achieving tasks set out</p> <p>Know and explain key skills of a good performance</p> <p>Enjoy communication, collaboration and competition with others</p>

Year 3+4

Athletics

Learning Intentions	Learning Activities/Experience	Success Criteria
<p>Develop an awareness of time, speed and distance</p> <p>Select appropriate speed when travelling at a variety of distances</p> <p>Apply running techniques to improve performance</p> <p>Apply throwing techniques to improve performance</p> <p>Throw with coordination force, distance, control and accuracy</p> <p>Take off, jump and land demonstrating control and balance</p> <p>Compete against others in a variety of events/games</p> <p>Compare own performances with previous ones</p> <p>Develop an understanding of how to improve and evaluate own performance</p> <p>Demonstrate resilience when participating in activities</p>	<p>Obstacle course showing variations of speed</p> <p>Races in small groups</p> <p>Competition – personal best, against others, against the clock, measuring distance</p> <p>Travelling at speed in a variety of areas</p> <p>Competing in a variety of events</p> <p>Competing against previous performance</p> <p>SAQ work</p> <p>Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)</p>	<p>Understand when to change speeds according to length of run/distance/time</p> <p>Select appropriate speed for the distance travelled</p> <p>Select appropriate force when throwing at a target</p> <p>Explain key factors in a good performance</p> <p>Throw with accuracy, balance and coordination</p> <p>Demonstrate determination and resilience during and after events when competing against self and others</p> <p>Showing values of respect for others when winning and losing</p> <p>Demonstrate a climate of joy, freedom, respect and celebration</p> <p>Show enjoyment in achieving tasks set out</p> <p>Know and explain the key skills of a good performance</p>

Year 3+4

Attack and Defend

Learning Intentions	Learning Activities/Experience	Success Criteria
<p>Pass and move maintaining control of the ball</p> <p>Start to show control of equipment when travelling at speed or competing against others</p> <p>Apply basic strategies suitable for attacking and defending</p> <p>Make quick decisions whilst competing against others</p> <p>Defend an area 1 V 1 or 2 v 2</p> <p>Attack an area 1 V 1 or 2 v 2</p> <p>Demonstrate an awareness of others and space to attack</p> <p>Compare own performances with previous ones and identify areas for improvement</p> <p>Demonstrate resilience when participating in activities</p>	<p>Tag games</p> <p>Games that include guards or defenders</p> <p>Games that race against the clock, for example, encourages quick play</p> <p>Ball games that recognise space, distance and awareness of others</p> <p>Opportunity to compete against others as a team and as an individual</p> <p>Games that allow children to compete 1 V 1 or 2 v 2</p> <p>Repeat games changing the equipment (basketball-Hockey)</p>	<p>Pass and move demonstrating control and accuracy</p> <p>Send and receive with good pace and distance</p> <p>Compete against others, individually and as a group</p> <p>Apply simple tactics and strategies when competing against others</p> <p>Contribute in discussions</p> <p>Apply transferable skills in a variety of competitions/games/events</p> <p>Change direction maintaining control and balance</p> <p>Identify areas of a good performance and make suggestions for improvement</p> <p>Show determination and resilience when competing against self and others</p> <p>Demonstrate a climate of joy, freedom, respect and celebration</p>
	<p>Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)</p>	<p>Know and explain key skills of a good performance</p>

Year 3+4

Competitive

Learning Intentions	Learning Activities/Experience	Success Criteria
<p>Defend an area when faced with an opponent</p> <p>Attack an area when faced with an opponent</p> <p>Compete against yourself and/or others</p> <p>Apply ABC skills where appropriate</p> <p>Compete against others using a variety of equipment</p> <p>Start to develop a knowledge of a variety of skills and how to improve performances</p> <p>Develop competence to excel in a broad range of physical activities</p> <p>Start to create ideas for simple strategies and tactics</p> <p>Compare own performances with previous ones and identify areas for improvement</p> <p>Demonstrate resilience when participating in activities</p>	<p>Competing against others, individuals, groups and against the clock</p> <p>Improving personal best</p> <p>1 V 1 games</p> <p>Small teams games, for example, games where you can move on to the next level that increase in difficulty</p> <p>Compete in modified sports/ activities</p> <p>Repeat games changing the equipment (basketball-hockey)</p> <p>1 v 1 or 2 v 2 games</p> <p>Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)</p>	<p>Travel past guards successfully when attacking an area</p> <p>Pick up appropriate positions when defending an area</p> <p>Show determination and resilience when competing against self and others</p> <p>Apply transferable skills in a variety of competitions/games/events</p> <p>Improve owns performance from reflecting on previous attempts</p> <p>Contribute to discussions with ideas for strategies/tactics</p> <p>Demonstrate a climate of joy, freedom, respect and celebration</p> <p>Show enjoyment in achieving tasks set out</p> <p>Know and explain key skills of a good performance</p> <p>Enjoy communication, collaboration and competition with others</p>

Year 3+4

Dance

Learning Intentions	Learning Activities/Experience	Success Criteria
<p>Create appropriate actions/movements relating to a chosen song</p> <p>Create appropriate actions to represent characters within a dance</p> <p>Perform basic dance actions in timing to a song/rhythm/beat</p> <p>Perform small sequences with fluency</p> <p>Complete dance actions using counts of 4 and 8</p> <p>Use expression when dancing</p> <p>Create short sequences with a partner or a small group</p> <p>Know, apply and understand key skills of a good performance and make recommendations of how to make improvements</p> <p>Show flexibility, strength, technique, control and balance</p>	<p>Teacher lead activities</p> <p>Small group work creating actions</p> <p>Small group work creating sequences</p> <p>Clapping and performing actions to music</p> <p>Clapping to beats in-between creating actions</p> <p>Discussions in small and large groups</p> <p>Performances</p> <p>Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)</p>	<p>Complete short sequences in a role of a character</p> <p>Create small patterns as individuals and as a group</p> <p>Link actions to make a dance phase</p> <p>Recognise and perform to actions linked to a piece of music</p> <p>Perform a wide range of actions when dancing to music</p> <p>Show enjoyment in achieving tasks set out</p> <p>Demonstrate movements to music using flow, timing, coordination and balance</p> <p>Evaluate and improve own and others performances suggesting ideas for improvement</p> <p>Show flexibility, strength, technique, control and balance when performing to music</p> <p>Enjoy communication, collaboration and competition with others</p>

Year 3+4

Gymnastics

Learning Intentions	Learning Activities/Experience	Success Criteria
<p>Move confidently and safely around others and apparatus/equipment</p> <p>Apply balance agility and coordination whilst performing gymnastic skills</p> <p>Compare performances with previous ones and demonstrate improvements to achieve personal best</p> <p>Link actions to create sequences of movements</p> <p>Develop an understanding of how to improve and evaluate own performance/s</p> <p>Link gymnastic skills together</p> <p>Know, apply and understand key skills of a good performance</p> <p>Explore apparatus, demonstrate control, balance and coordination</p> <p>Perform a forward roll from a high start position</p> <p>Combine movements, actions and balances individually or collaboratively to create a routine</p>	<p>Travelling under, over and through different pieces of equipment/ apparatus</p> <p>Performing small movement patterns/sequences as an individual and in small groups</p> <p>Model basic floor work</p> <p>Travelling along a variety of apparatus</p> <p>Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)</p>	<p>Travel safely around others whilst using equipment/apparatus</p> <p>Explain how we can extend different gymnastics skills and begin to suggest improvements for performance</p> <p>Demonstrate a climate of joy, freedom, respect and celebration</p> <p>Perform a variety of gymnastic skills, showing good flow and transition</p> <p>Show enjoyment in achieving tasks set out</p> <p>Complete a forward roll from a high starting position</p> <p>Perform a simple routine with good timing and flow</p> <p>Know and explain key skills of a good performance</p> <p>Enjoy communication, collaboration and competition with others</p>

Year 3+4

SAQ

Learning Intentions	Learning Activities/Experience	Success Criteria
<p>Change speed and direction showing body control and balance</p> <p>Travel with awareness of others</p> <p>Recognise when to speed up and when to slow down when using equipment</p> <p>Show coordination and balance within small and big movements</p> <p>Show coordination control and balance when travelling through equipment</p> <p>Apply agility, balance and coordination, individually and with others</p> <p>Travel with control when travelling through equipment</p> <p>Know, apply and understand key skills of a good performance</p> <p>Show effective changes of speed and direction to travel past the defender</p>	<p>Passing through SAQ equipment as individuals or as large groups</p> <p>Games that include guards/defenders/taggers</p> <p>Travelling past lots of children (traffic) in small and large spaces</p> <p>Games include change of direction and change of speed</p> <p>1v1 games</p> <p>Travelling past guards/defenders</p> <p>Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)</p>	<p>To be able to move limbs in coordination</p> <p>Travel in limited spaces avoiding contact with other children</p> <p>Apply effective use of speed when using a variety of equipment</p> <p>Demonstrate a flowing motion when travelling through equipment</p> <p>Show skill and control in combination</p> <p>Select the appropriate skill to beat the defender when faced with a 1v1 situation</p> <p>Change direction maintaining control and balance</p> <p>Show determination and begin to show resilience when competing against self and others</p> <p>Show enjoyment in achieving tasks set out</p> <p>Know and explain the key skills of a good performance</p> <p>Evaluate and recognise own success</p>

Summer 1

Year 3+4

Outdoor Adventurous Activity (Orienteering)

Learning Intentions	Learning Activities/Experience	Success Criteria
<p>Children understand the concept of a basic map and can follow simple route</p> <p>Children to self and peer asses routes followed on a map</p> <p>Apply effective communication to solve simple problems</p> <p>Work in small groups to create effective strategies for visiting control points</p> <p>Complete a simple orienteering course</p> <p>Identify locations using a map</p> <p>Consider health and safety as well as travelling time when locating possible routes to locations</p> <p>Pinpoint locations using lining up techniques</p> <p>Work co-operatively with others in a team</p> <p>Identify how to improve a performance</p> <p>Recognise skills that are important to the game/activity and select the appropriate time to use them</p>	<p>Whole class competitions naming symbols</p> <p>2v2 Challenges naming symbol cards</p> <p>Following simple trails on simple maps</p> <p>Identifying locations on a map in small groups</p> <p>Pinpointing locations on school maps</p> <p>Setting up orienteering courses in small groups</p> <p>Creating drawings using scale</p> <p>Completing orienteering courses</p> <p>Analysis (Written, verbal, visual/tablet)</p> <p>Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)</p>	<p>Travel past guards/defenders successfully</p> <p>Communicate and problem solve in small groups</p> <p>Work co-operatively with others in a team</p> <p>Identify ,explain and apply different orienteering skills</p> <p>Recognise symbols on a variety of maps</p> <p>Complete an orienteering course</p> <p>Pinpoint locations on a map using different methods</p> <p>Enjoy communication, collaboration and competition with others</p>

Higher Key Stage 2



Higher Key Stage 2

End of Year Expectations

End of Year Expectations	Year5	Year 6
Dance	<p>Move in time to music, creating movements that express the meaning and mood of the piece</p> <p>Create short dance routines that relates to a piece of music</p> <p>Explain decisions when creating/choosing movements that feature in a short routine</p> <p>Perform short routines with good timing</p>	<p>Create a dance routine with a partner or a small group that has the following:</p> <ul style="list-style-type: none">•Appropriate actions/movements relating to a chosen song•Appropriate actions to represent characters within a dance•Combine dance actions in timing of a song/rhythm/beat <p>Include a variety of expressions to match movements, actions and the song selected</p>
Gymnastics	<p>Create and perform more complex sequences, including change of direction, travelling, speed and height, showing good stability and core strength</p> <p>Compare performance to previous ones and make suggestions for improvements</p>	<p>Combine and perform gymnastic actions using the whole body adapting movements and balances to a routine so they fit into a sequence</p> <p>Explain ways to improve their own performance in order to achieve their personal best</p> <p>Perform sequences on multiple levels using space expressively</p>

Higher Key Stage 2

End of Year Expectations

End of Year Expectations	Year 5	Year 6
Sending and Receiving	<p>Use different techniques to travel, pass/shoot in a variety of modified games</p> <p>Develop an understanding of how to improve and evaluate own performance</p> <p>Throw and catch constantly from a variety of heights, angles and distances</p>	<p>Understand and show how a team can retain possession</p> <p>Maintain possession when competing against equal numbers</p> <p>Make effective choices of when to send or travel when competing against others.</p> <p>Send and receive accurately whilst travelling</p>
Swimming	<p>Swim between 50 and 100m using 3three strokes, sustaining swimming over an extended time</p> <p>Show a problem solving approach to survival</p> <p>Perform safe self-rescue in different water-based situations</p>	<p>Swim over 100m using 3 strokes, at a sustainable pace</p> <p>Perform a wide range of survival techniques</p>
Athletics	<p>Demonstrate an awareness of speed and distance when competing against others.</p> <p>Explain the importance of breathing techniques and the effect it can have on the body</p>	<p>Evaluate and highlight areas for improvement when jumping, sprinting and throwing to achieve personal best</p>

Higher Key Stage 2

End of Year Expectations

End of Year Expectations	Year 5	Year 6
Fundamental movements	<p>Recognise when to use effective changes of speed when competing in a game</p> <p>Demonstrate fast reactions, control and balance when travelling past others</p>	<p>Adapt movements in response to other children's actions, movements/locations</p> <p>Negotiate space within a game to make quick decisions.</p> <p>Apply a range of skills that could offset defenders</p>
Tactics and Strategies	<p>Identify skills that are transferable to other sports/activities</p> <p>Recognise what works well and what changes would need to be made to improve performance</p> <p>Attack an area 3 V 3 or 4 v 4 using a plan</p>	<p>Recognise the main aspect of a good performance from the opposition</p> <p>Create tactics and strategies to combat other teams performance</p> <p>Defend an area 3 V 3 or 4 v 4 using a plan</p> <p>Identify suitable attacking and defending methods and adapt from the opposition</p>
Competing	<p>Recognise skills that are important to the game and apply where necessary.</p> <p>Recognise different responsibilities within formation when competing as a team</p> <p>Show resilience when competing as an individual or a team,</p>	<p>Use and adapt tactics choosing the most effective one for different situations</p> <p>Explain the importance of attacking at speed</p> <p>Make more than 1 suggestion of how to defend as a team</p>

Higher Key Stage 2

End of Year Expectations

End of Year Expectations	Year 5	Year 6
Striking and Fielding	<p>Strike a moving ball with control and accuracy</p> <p>Throw at a target with speed and accuracy when competing</p> <p>Recognise danger areas when fielding and react to situations presented by batting children</p>	<p>Set up appropriate fielding positions as a team and as an individual</p> <p>Perform an over arm bowl with good weight and speed</p> <p>Use effective communication when batting</p>
Outdoor Adventurous Activities	<p>Create a simple trail on a orienteering map</p> <p>Pinpoint locations using lining up techniques</p> <p>Create a simple map using scale and Birdseye view</p>	<p>Evaluate other children's decisions when pinpointing locations on a map</p> <p>Explain the importance of symbols, fractions and travelling speeds when completing an orienteering course</p>

Year 5 PE Overview



Y5

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

Lesson 1

Lesson 2

Fundamental movements

Recognise when to use effective changes of speed when competing in a game

Demonstrate fast reactions, control and balance when travelling past others

Gymnastics

Create and perform more complex sequences, including change of direction, travelling, speed and height, showing good stability and core strength

Compare performance to previous ones and make suggestions for improvements

Outdoor Adventurous Activities

Create a simple trail on a orienteering map

Pinpoint locations using lining up techniques

Create a simple map using scale and Birdseye view

Dance

Move in time to music, creating movements that express the meaning and mood of the piece

Create short dance routines that relates to a piece of music

Explain decisions when creating/choosing movements that feature in a short routine

Perform short routines with good timing

Sending and Receiving

Use different techniques to travel, pass/shoot in a variety of modified games

Develop an understanding of how to improve and evaluate own performance

Throw and catch constantly from a variety of heights, angles and distances

Tactics and Strategies

Identify skills that are transferable to other sports/activities

Recognise what works well and what changes would need to be made to improve performance

Attack an area 3 v 3 or 4 v 4 using a plan

Recognise skills that are important to the game and apply where necessary.

Recognise different responsibilities within formation when competing as a team.

Athletics

Demonstrate an awareness of speed and distance when competing against others.

Explain the importance of breathing techniques and the effect it can have on the body.

Striking and Fielding

Strike a moving ball with control and accuracy

Throw at a target with speed and accuracy when competing

Recognise danger areas when fielding and react to situations presented by batting children

Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)

Year 6 PE Overview



Y6

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

Lesson 1

Lesson 2

Fundamental movements

Adapt movements in response to other children's actions, movements/locations

•Negotiate space within a game to make quick decisions.

Apply a range of skills that could offset defenders

Gymnastics

Combine and perform gymnastic actions using the whole body adapting movements and balances to a routine so they fit into a sequence.

Explain ways to improve their own performance in order to achieve their personal best. Perform sequences on multiple levels using space expressively.

Outdoor Adventurous Activities

Evaluate other children's decisions when pinpointing locations on a map

Explain the importance of symbols, fractions and travelling speeds when completing an orienteering course

Dance

Create a dance routine with a partner or a small group that has the following:

•Appropriate actions/movements relating to a chosen song.

•Appropriate actions to represent characters within a dance.

•Combine dance actions in timing of a song/rhythm/beat

•Include a variety of Expressions to match movements, actions and the song selected.

Sending and Receiving

Understand and show how a team can retain possession.

Maintain possession when competing against equal numbers.

Make effective choices of when to send or travel when competing against others.

Send and receive accurately whilst travelling

Tactics and Strategies

Recognise the main aspect of a good performance from the opposition.

Create tactics and strategies to combat other teams performance.

Defend an area 3 v 3 or 4 v 4 Using a plan

Identify suitable attacking and defending methods and adapt from the opposition.

Make more than 1 suggestion of how to defend as a team.

Athletics

Evaluate and highlight areas for improvement when Jumping, sprinting and throwing to achieve personal best

Striking and Fielding

Set up appropriate fielding positions as a team and as an individual

Perform an over arm bowl with good weight and speed

Use effective communication when batting

Psychomotor (physical)

Cognitive (mental & psychological)

Affective (social & emotional)

Year 5-6 Medium Term Plans



Year 5+6 ABC

Learning Intentions	Learning Activities/Experience	Success Criteria
<p>Travel with awareness of others when travelling at speed</p> <p>Negotiate space within a game to make quick decisions</p> <p>Recognise when to use effective changes of speed when competing in a game</p> <p>Demonstrate control, coordination, agility and balance when travelling through equipment</p> <p>Apply basic principles suitable for attacking and defending</p> <p>Compare own performances with previous ones and identify areas for improvement</p> <p>Demonstrate resilience when participating in activities</p> <p>Apply a range of skills that could offset defenders</p> <p>Adapt movements in response to other children's actions, movements/locations</p> <p>Combine SAQ skills when travelling through a range of equipment and demonstrate good body control</p> <p>Identify and evaluate others performances when travelling through SAQ equipment</p> <p>Demonstrate fast reactions, control and balance when travelling past others</p>	<p>Passing through SAQ equipment as individuals or as large groups</p> <p>Games that include guards/defenders/taggers</p> <p>Travelling past lots of children (traffic) in small and large spaces at a variety of speeds</p> <p>Games that include change of direction and change of speed</p> <p>Small team games</p> <p>Games competing against others</p> <p>Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)</p>	<p>To be able to move limbs in coordination</p> <p>Travel in limited spaces avoiding contact with other children</p> <p>Demonstrate a smooth flowing motion when travelling through equipment</p> <p>Completing foot patterns and sequences</p> <p>Change speed and direction maintaining control and balance when competing against others</p> <p>Show determination and resilience when competing against self and others</p> <p>Explain and describe running techniques and identify areas for improvement</p> <p>Apply correct techniques for fundamental movements</p> <p>Demonstrate a climate of joy, freedom, respect and celebration</p> <p>Know and explain key skills of a good performance</p> <p>Make quick, effective decisions when travelling past defenders/guards</p> <p>Can travel through a variety of equipment, demonstrating body control and balance/awareness</p> <p>Can use key aspects of a good performance and explain ways to improve</p>

Year 5+6

Athletics

Learning Intentions	Learning Activities/Experience	Success Criteria
<p>Apply an awareness of time, speed and distance</p> <p>Select appropriate speed when travelling at a variety of distances</p> <p>Apply running techniques to improve performance</p> <p>Apply throwing techniques to improve performance</p> <p>Throw with coordination, force, distance, control and accuracy</p> <p>Take off, jump and land demonstrating control and balance</p> <p>Compete against others in a variety of events/games</p> <p>Compare their own performances with previous ones</p> <p>Develop an understanding of how to improve and evaluate own performance</p> <p>Demonstrate resilience when participating in activities</p> <p>Compete in a relay race, maintaining speed throughout change over</p> <p>Apply throwing techniques to develop power and accuracy</p> <p>Create and develop tactics and strategies for when competing as an individual and as a team when competing in a variety of athletic events</p>	<p>Obstacle course showing variations of speed</p> <p>Races in small groups</p> <p>Competition – personal best, against others, against the clock, measuring distance</p> <p>Travelling at speed in a variety of areas</p> <p>Competing in a variety of events</p> <p>Competing against previous performance</p> <p>SAQ work</p> <p>Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)</p>	<p>Understand when to change speeds according to length of run/distance/time</p> <p>Select appropriate speed for the distance travelled</p> <p>Select appropriate force when throwing at a target</p> <p>Explain key factors in a good performance</p> <p>Throw with accuracy, balance and coordination</p> <p>Demonstrate determination and resilience during and after events when competing against self and others</p> <p>Show values of respect for others when winning and losing</p> <p>Demonstrate a climate of joy, freedom, respect and celebration</p> <p>Show enjoyment in achieving tasks set out</p> <p>Know and explain key skills of a good performance</p> <p>Enjoy communication, collaboration and competition with others</p> <p>Swap baton over during relay race whilst maintaining good flow and speed</p> <p>Apply power whilst maintaining accuracy when throwing a variety of athletic equipment</p> <p>Adapt tactics and strategies when necessary when competing in a variety of athletic events.</p>

Year 5+6

Attack and Defend

Learning Intentions	Learning Activities/Experience	Success Criteria
<p>Travel with control of equipment when travelling at speed or competing against others</p> <p>Create and apply strategies suitable for attacking and defending</p> <p>Make quick decisions whilst competing against others</p> <p>Defend an area 2 v 2, 3 v 3</p> <p>Attack an area 2 v 2, 3 v 3</p> <p>Attack with speed and control</p> <p>Exploit space when attacking</p> <p>Recognise when to tackle or when to defend a space</p> <p>Demonstrate an awareness of others and space to attack</p> <p>Identify areas for improvement from your own teams performance and make suggestions for development</p> <p>Demonstrate resilience when participating in activities</p>	<p>Tag games</p> <p>Games that include guards or defenders</p> <p>Games that race against the clock, for example, encourages quick play</p> <p>Ball games that recognise space, distance and awareness of others</p> <p>Opportunities to compete against others as a team and as an individual</p> <p>Games that allow children to compete 2 v 2 or 3 v 3</p> <p>Repeat games changing the equipment (basketball-hockey)</p> <p>Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)</p>	<p>Compete against others, individually and as a group</p> <p>Create tactics and strategies when competing against others</p> <p>Evaluate own teams performance</p> <p>Receive in open spaces when attacking</p> <p>Apply transferable skills in a variety of competitions/games/events</p> <p>Attack with speed and purpose</p> <p>Identify areas of a good/bad performance and make suggestions for improvement</p> <p>Show determination and resilience when competing against self and others</p> <p>Demonstrate a climate of joy, freedom, respect and celebration</p> <p>Show enjoyment in achieving tasks set out</p> <p>Know and explain key skills of a good performance</p>

Year 5+6

Paralympics

Learning Intentions	Learning Activities/Experience	Success Criteria
<p>Show qualities of fair play when competing against others</p> <p>Recognise how commitment and determination can impact performance</p> <p>Use a variety of methods for communicating</p> <p>Be aware of how disabilities can affect performance</p>	<p>Compete in the following:</p> <ul style="list-style-type: none">•Activities that remove children's sight•Activities that remove children's hearing•Activities that make children communicate with signals <p>Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)</p>	<p>Demonstrate respect and fair play</p> <p>Highlight positive impacts through achievement of others</p> <p>Gain respect for different abilities</p> <p>Understand the word determination</p> <p>Explain a variety of barriers for disability sports</p> <p>Understand how people can be discriminated against in sport</p>

Year 5+6

Competitive

Learning Intentions	Learning Activities/Experience	Success Criteria
<p>Defend an area as a team when faced with opponents</p> <p>Attack an area as a team when faced with opponents</p> <p>Compete against yourself and/or others</p> <p>Compete against others using a variety of equipment</p> <p>Evaluate others and make suggestions of way to Improve performances</p> <p>Adapt strategies and tactics</p> <p>Compare own performances with previous ones and identify areas for improvement</p> <p>Demonstrate resilience when participating in activities</p>	<p>Competing against others, individuals, groups and against the clock</p> <p>Improving personal best</p> <p>1 v 1 games</p> <p>Small teams games, for example, games where you can move on to the next level that increase in difficulty</p> <p>Compete in modified sports/activities</p> <p>Repeat games changing the equipment (basketball-hockey)</p> <p>2 v 2 games</p> <p>Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)</p>	<p>Pick up appropriate positions when defending an area against others</p> <p>Show determination and resilience when competing against self and others</p> <p>Apply transferable skills in a variety of competitions/games/events</p> <p>Improve owns performance from reflecting on previous attempts</p> <p>Adapt strategies/tactics depending on previous performances.</p>

Year 5+6

SAQ

Learning Intentions	Learning Activities/Experience	Success Criteria
<p>Recognise when to speed up and when to slow down when using equipment</p> <p>Show coordination and balance within small and large movements</p> <p>Show coordination, control and balance when travelling through equipment</p> <p>Apply agility, balance and coordination, individually and with others</p> <p>Know, apply and explain key skills of a good performance</p> <p>Show effective changes of speed and direction to travel past the defender</p> <p>Explain a variety of skills that could be transferred into main stream sports</p> <p>Create new ways to travel through equipment whilst applying SAQ skills from previous lessons</p>	<p>Passing through SAQ equipment as individuals or as large groups</p> <p>Games that include guards/defenders/taggers</p> <p>Travelling past lots of children (traffic) in small and large spaces</p> <p>Games include change of direction and change of speed</p> <p>1v1 games</p> <p>Travelling past guards/defenders</p> <p>Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)</p>	<p>Apply effective use of speed when using a variety of equipment</p> <p>Show skill and control in combination</p> <p>Select the appropriate skill to beat the defender when faced with a 1v1/ 2v2 situation</p> <p>Explain why and how to apply SAQ skills</p> <p>Show determination and begin to show resilience when competing against self and others</p> <p>Create new skills that challenge children's balance and coordination</p> <p>Demonstrate a climate of joy, freedom, respect and celebration</p> <p>Show enjoyment in achieving tasks set out</p> <p>Know and explain key skills of a good performance</p> <p>Evaluate and recognise own success</p>

Year 5+6

Send and Receive

Learning Intentions	Learning Activities/Experience	Success Criteria
<p>Master throwing and catching techniques when travelling</p> <p>Know, apply and understand key skills of a good performance and make suggestions for improvement</p> <p>Receive from a variety of heights, speeds, distances and angles</p> <p>Maintain control when travelling with equipment</p> <p>Identify space when sending and receiving</p> <p>Make good decisions to maintain possession</p> <p>Explain and apply receiving techniques</p> <p>Effective communication/signals to help maintain child in possession</p> <p>Recognise when to travel or when to pass</p> <p>Select appropriate speed, weight and distance when passing</p> <p>Select the correct pass type to maintain possession in a game/activity</p>	<p>Repetition of sending and receiving a variety of equipment</p> <p>Competition throwing a variety of equipment at a variety of targets</p> <p>Racing against a clock to see how many times you can hit a target successfully</p> <p>Competing against others or in small groups</p> <p>Modified sports and activities allowing up to 4v4/5v5</p> <p>Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)</p>	<p>Travel with equipment demonstrating good awareness and control</p> <p>Can receive away from other children</p> <p>Contribute to effective communication to keep possession</p> <p>Recognise when to travel or when to pass</p> <p>Demonstrate a climate of joy, freedom, respect and celebration</p> <p>Recognise when to apply speed to an attack.</p> <p>Select the appropriate pass for the distance/obstacles/pressure required</p> <p>Know and explain key skills of a good performance and suggest ways to make improvements</p> <p>Enjoy communication, collaboration and competition with others</p>

