

Limitless Dreams,
Endless Opportunities



PE Curriculum



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Subject Specific Planning Documents PE – Cycle A

Contents of this scheme of work:

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Intent

At Manor Park we aim to build a fun, high-quality physical education curriculum that inspires all pupils to succeed and excel individual's abilities in competitive sports and other physically-demanding activities. We will provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Our children will have opportunities to compete in sport and other activities that build character and help to embed values such as fairness and respect. Children will develop knowledge, skills and vocabulary in a broad range of sporting activities. PE at Manor Park is an imperative element of the curriculum, which develops a need for healthy life styles, a balanced diet, positive growth mind-set and the resilience to persevere with activities that may be once have felt too difficult. We are passionate about the need to teach children how to cooperate and collaborate with others, as part of a team, understanding fairness and equity of play to embed life-long values.

Implementation

Pupils at Manor Park participate in weekly high-quality PE and sporting activities. Our PE program incorporates a variety of sports and activities to ensure all children develop the confidence, tolerance and the appreciation of their own and others' strengths and weaknesses. We provide opportunities for all children to engage in extra-curricular activities before, during and after school in addition to competitive sporting events. This is an inclusive approach which endeavors to encourage not only physical development but also well-being for all pupils.

Impact

PE is taught as a basis for lifelong learning, where the children have access to a wide range of activities in the belief that if taught well and the children are allowed to succeed, then they will continue to have a physically active life. Our high-quality physical education curriculum inspires all children to succeed and excel in competitive sport and other physically-demanding activities. At Manor Park, we provide opportunities for children to become physically confident in a way which supports their health and fitness for now and the rest of their lives.

'Obstacles don't have to stop you. If you run into a wall, don't turn around and give up. Figure out how to climb it, go through it, or work around it' **Michael Jordan**

Overview of Subject Content

	Autumn	Spring	Summer
Reception	Foundation skills	Foundation skills	Foundation skills
Year 1	Games Dance	Gymnastics Team Games	Athletics Team Games
Year 2	Games Dance	Gymnastics Team Games	Athletics Team Games
Year 3	Invasion games Dance	Gymnastics Team Games	Athletics Team Games
Year 4	Invasion games Dance	Gymnastics Team Games	Athletics Team Games
Year 5	Invasion games Dance	Gymnastics Team Games	Athletics Team Games
Year 6	Invasion games Dance	Gymnastics Team Games	Athletics Team Games

Progression of knowledge and skills for PE

	<u>Games</u>	<u>Dance</u>	<u>Gymnastics</u>	<u>Athletics</u>
Nursery 2	In Nur2 The children have access to the whole school to help develop their gross motor skills. We use the nursery garden each day where the children have free access to new challenges. The children enjoying moving in a variety of different ways, walking, running, jumping climbing, crawling etc. They can do this by using the equipment outside. The children use the blocks for creating obstacle courses to help develop balance, we use the balls to help our hand and eye co-ordination. The children also enjoy climbing the steps to the slide and sliding down. We also use the trampoline and will often have fun in the MUGA doing some team games of running races or using the parachute. We do sports day each year in the summer term.			
Nursery 3	We focus on the core fundamental skills in Nursery – in particular gross motor skills and balance. The outdoor area is equipped to provide the perfect stimulus for this with a long 'wonky walker', climbing apex, climbing wall around the steps and slide, balls, hoops and other physical equipment. We also have large scale painting and drawing. 'Squiggle while you wiggle' is a scheme that we take part in daily. It is based on the principles of pivot movements. We have a weekly PE lesson which keenly supports stopping/starting and basic movement – walking, jumping, running, hopping, skipping. Fine motor skills are also a key focus for our children. Finger isolation activities feature daily in continuous provision and are changed frequently to maintain interest. Mark-making is encouraged and is available in all areas of provision.			
Reception	Children will have opportunities to develop their gross motor skills every day in the Reception outdoor area. - They have a weekly PE session with ASM Sports coach which will include games skills and athletics. -They will have daily access to the outdoor area where they can use the crates and tyres to create obstacle courses. They can walk on stilts. They have access to a range of games equipment in the 'Games shed' to develop their throwing and catching skills. -They have daily access to the large playground which includes a MUGA, a Trim Trail, trees for climbing. -OPAL is part of lunchtime provision where the children can use a range of resources creativity to develop their physical skills. -Children have yoga sessions linked to the ongoing topic. -Fine motor skills are developed through a range of activities e.g. a weekly whole class 'Busy Fingers' session where the children are involved in threading, playdough, weaving, scissor practice, jigsaws etc. Each week there is a 'Busy Fingers' challenge linked to the ongoing topic. Mark making activities are always available as part of continuous provision inside and outside.			
Key Stage 1 National Curriculum	Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities; • participate in team games, developing simple tactics for attacking and defending; • perform dances using simple movement patterns. 	Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities; • perform dances using simple movement patterns 	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.	Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities; • participate in team games, developing simple tactics for attacking and defending
YEAR 1	<p>Games Health & Fitness Describe how the body feels before, during and after exercise. Carry and place equipment safely.</p> <p>Ball Skills Use hitting skills in a game. Practise basic striking, sending and receiving. Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game. Practise accurate throwing and consistent catching. Travel with a ball in different ways. Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency. Pass the ball to another player in a game.</p>	<p>Dance Health & Fitness Describe how the body feels before, during and after exercise. Carry and place equipment safely.</p> <p>Dance Skills Recognise how their body feels after exercise and why. Move confidently and safely including jumping, hopping, and skipping Copy simple movement patterns from each other such as follow the leader – repeat these actions. Discuss dance ideas. Respond to different stimuli with a range of actions and include a range of speeds.</p>	<p>Gymnastics Health & Fitness Describe how the body feels before, during and after exercise.</p> <p>Gymnastics skills Carry and place equipment safely. Carry out simple stretches Move with safety and confidence. Hold still shapes and simple balances Travel in different ways, changing direction and speed demonstrating basic control and co-ordination. Change movements and pathways to avoid others and obstacles. Learn and demonstrate rolls, jumps, vaults, handstands.</p>	<p>Athletics Health & Fitness Describe how the body feels before, during and after exercise.</p> <p>Athletics skills Carry and place equipment safely. Jog in a straight line. Vary pace and speed when running. Run with a basic technique over different distances. Show good posture and balance. Change direction when jogging. Sprint in a straight line. Change direction when sprinting. Maintain control as they change direction when jogging or sprinting Jumping Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one</p>

<p>Use kicking skills in a game. Using Space Use different ways of travelling in different directions or pathways. Run at different speeds. Begin to use space in a game.</p>	<p>Put a sequence of actions together to create a motif. Compose and link movement phrases and improvise to make simple dances. Include different body parts and some coordination. Perform learnt skills with some control and learn how to watch, describe and evaluate others' performances.</p>	<p>Create and perform movement phrases using a range of body parts and actions. Recognise and copy contrasting actions (small/tall, narrow/wide). Watch, copy and describe what others have done.</p>	<p>foot to same foot or one foot to opposite foot. Perform a short jumping sequence. Jump as high and as far as possible. Land safely and with control. Work with a partner to develop the control of their jumps. Throw underarm and overarm. Throw a ball towards a target with increasing accuracy Improve the distance they can throw by using more power. Begin to perform learnt skills with some control. Engage in competitive activities and begin to say how they can improve.</p>
<p>Games Health & Fitness Describe how the body feels before, during and after exercise. Carry and place equipment safely. Explain what they need to stay healthy. Ball Skills Perform a range of rolling, throwing, striking, kicking, catching and gathering skills. Pass and bounce a ball accurately to a partner over a variety of distances. Position the body to strike or hit a ball with increasing control. Use skills in a game. Show a good awareness of others in running, chasing and avoiding games. Vary skills and show some understanding of simple tactics. Learn skills for playing striking and fielding games. Throw different types of equipment in different ways, for accuracy and distance. Bounce and kick a ball whilst moving Use kicking and dribbling skills in a game and know how to pass in different ways. Using Space Use different ways of travelling at different speeds and following different pathways, directions or courses</p>	<p>Dance Health & Fitness Describe how the body feels before, during and after exercise. Carry and place equipment safely. Explain what they need to stay healthy. Dance Move safely and with confidence Perform movement phrase or motif using transitions and a range of body parts and actions in response to stimuli. Link several movements together talk about different stimuli as the starting point for creating dance phrases and short dances. Change the speed and level of their actions. Use simple choreographic devices such as unison, canon and mirroring. Move in time to music. Improve the timing of their actions. Watch, describe and evaluate performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others. Perform sequences of their own composition with coordination. Explore ideas, moods and feelings by improvising, and experimenting with actions.</p>	<p>Gymnastics Health & Fitness Describe how the body feels before, during and after exercise. Carry and place equipment safely. Explain what they need to stay healthy. Gymnastics Watch, copy, remember and repeat simple actions with control and co-ordination. Move safely and with confidence. Know how to carry, lift and place equipment Travel in a variety of ways, including rolling. Hold a still shape whilst balancing on different points of the body. Jump in a variety of ways and land with increasing control and balance. Climb onto and jump off the equipment safely. Effectively use Rolls, Jumps, Vault, Handstands Log roll, Curled side roll (egg roll), Teddy bear roll (controlled) Rocking forward roll. Jumping jack Half turn jump, Cat spring. Standing kneeling, large body part balances, on apparatus and with a with a partner. Pike, tuck, star, straight, straddle shapes Compete and Perform sequences of their own composition with coordination.</p>	<p>Athletics Health & Fitness Describe how the body feels before, during and after exercise. Carry and place equipment safely. Explain what they need to stay healthy. Athletics Running Run at different paces, describing the different paces. Use a variety of different stride lengths. Travel at different speeds. Begin to select the most suitable pace and speed for distance. Complete an obstacle course. Vary the speed and direction in which they are travelling. Run with basic techniques following a curved line. Be able to maintain and control a run over different distances. Jumping Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Combine different jumps together with some fluency and control. Jump for distance from a standing position with accuracy and control. Investigate the best jumps to cover different distances. Choose the most appropriate jumps to cover different distances. Know that the leg muscles are used when performing a jumping action. Throwing Throw different types of equipment in different ways, for accuracy and distance. Throw with accuracy at targets of different heights. Investigate ways to alter their throwing technique to achieve greater distance. Compete/ Perform Perform learnt skills with increasing control. Compete against self and others. Evaluate Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Key Stage 2 National Curriculum</p>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: • use running, jumping, throwing and catching in isolation and in combination; • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending; • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; • compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: • use running, jumping, throwing and catching in isolation and in combination; • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending; • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; • compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; • perform dances using a range of movement patterns; • compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p>The main KS2 national curriculum aims covered in the Gymnastics units are: • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. • Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 3</p>	<p>Games Health & Fitness Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.</p> <p>Ball Skills Demonstrate successful hitting and striking skills. Develop a range of skills in striking (and fielding where appropriate). Practise the correct batting technique and use it in a game. Strike the ball for distance. Throw and catch with greater control and accuracy. Practise the correct technique for catching a ball and use it in a game. Perform a range of catching and gathering skills with control. Catch with increasing control and accuracy. Throw a ball in different ways (e.g. high, low, fast or slow). Develop a safe and effective overarm bowl. Move with the ball in a variety of ways with some control. Use two different ways of moving with a ball in a game Pass the ball in two different ways in a game situation with some success.</p> <p>Possession Know how to keep and win back possession of the ball in a team game. Using Space Find a useful space and get into it to support teammates. Use a range of learnt techniques to ensure fair play and that they know how to score goals and win the game.</p>	<p>Dance Health & Fitness Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.</p> <p>Dance Skills Begin to improvise with a partner to create a simple dance. Create motifs from different stimuli. Begin to compare and adapt movements and motifs to create a larger sequence. Use simple dance vocabulary to compare and improve work. Perform with some awareness of rhythm and expression. Compete/ Perform Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner. Evaluate Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.</p>	<p>Gymnastics Health & Fitness Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.</p> <p>Acquiring & Developing Skills in Gymnastics Choose ideas to compose a movement sequence independently and with others. Link combinations of actions with increasing confidence, including changes of direction, speed or level. Develop the quality of their actions, shapes and balances. Move with coordination, control and care. Use turns whilst travelling in a variety of ways. Use a range of jumps in their sequences. Begin to use equipment to vault. Create interesting body shapes while holding balances with control and confidence. Begin to show flexibility in movements. Rolls, Jumps, Vault, Handstands Crouched forward roll Forward roll from standing Tucked backward roll Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump half-turn Cat leap Hurdle step onto springboard Squat on vault Star jump off Tuck jump off Straddle jump off Pike jump off Handstand Lunge into handstand Cartwheel Travelling & Linking Actions Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Cat lea Shapes & Balances Large and small body part balances, including standing and kneeling balances Balances on apparatus Matching and contrasting partner balances Pike, tuck, star, straight, straddle shapes Front and back support. Compete/ Perform Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner. Evaluate Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.</p>	<p>Athletics Health & Fitness Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.</p> <p>Running Identify and demonstrate how different techniques can affect their performance. Focus on their arm and leg action to improve their sprinting technique. Begin to combine running with jumping over hurdles. Focus on trail leg and lead leg action when running over hurdles. Understand the importance of adjusting running pace to suit the distance being run.</p> <p>Jumping Use one and two feet to take off and to land with. Develop an effective take-off for the standing long jump. Develop an effective flight phase for the standing long jump. Land safely and with control.</p> <p>Throwing Throw with greater control and accuracy. Show increasing control in their overarm throw. Perform a push throw. Continue to develop techniques to throw for increased distance.</p> <p>Compete/ Perform Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner. Evaluate Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.</p>

Year 4	<p>Games</p> <p>Health & Fitness Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.</p> <p>Ball Skills Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control. Accurately serve underarm. Build a rally with a partner. Use at least two different shots in a game situation. Use hand-eye coordination to strike a moving and a stationary ball. Develop different ways of throwing and catching. Move with the ball using a range of techniques, showing control and fluency. Pass the ball with increasing speed, accuracy and success in a game situation. Possession Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game. Using Space Make the best use of space to pass and receive the ball.</p>	<p>Dance</p> <p>Health & Fitness Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.</p> <p>Dance Skills Identify and repeat the movement patterns and actions of a chosen dance style. Compose a dance that reflects the chosen dance style. Confidently improvise with a partner or on their own. Compose longer dance sequences in a small group. Demonstrate precision and some control in response to stimuli. Begin to vary dynamics and develop actions and motifs in response to stimuli. Demonstrate rhythm and spatial awareness. Change parts of a dance as a result of self-evaluation. Use simple dance vocabulary when comparing and improving work. Compete/ Perform Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy. Evaluate Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.</p>	<p>Gymnastics</p> <p>Health & Fitness Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.</p> <p>Acquiring & Developing Skills in Gymnastics Create a sequence of actions that fit a theme. Use an increasing range of actions, directions and levels in their sequences. Move with clarity, fluency and expression. Show changes of direction, speed and level during a performance. Travel in different ways, including using flight. Improve the placement and alignment of body parts in balances. Use equipment to vault in a variety of ways. Carry out balances, recognising the position of their centre of gravity and how this affects the balance. Begin to develop good technique when travelling, balancing and using equipment. Develop strength, technique and flexibility throughout performances. Rolls, Jumps, Vault, Handstands Forward roll from standing Straddle forward roll Tucked backward roll Backward roll to straddle Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off Lunge into handstand Lunge into cartwheel Travelling & Linking Actions Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot Shapes & Balances 1, 2, 3 and 4- point balances Balances on apparatus Balances with and against a partner Pike, tuck, star, straight, straddle shapes Front and back support</p> <p>Compete/ Perform Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy Evaluate Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result</p>	<p>Athletics</p> <p>Health & Fitness Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.</p> <p>Running Confidently demonstrate an improved technique for sprinting. Carry out an effective sprint finish. Perform a relay, focusing on the baton changeover technique. Speed up and slow down smoothly.</p> <p>Jumping Learn how to combine a hop, step and jump to perform the standing triple jump. Land safely and with control. Begin to measure the distance jumped.</p> <p>Throwing Perform a pull throw. Measure the distance of their throws. Continue to develop techniques to throw for increased distance</p> <p>Compete/ Perform Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.</p> <p>Evaluate Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.</p>
Year 5	<p>Games</p> <p>Health & Fitness Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.</p> <p>Ball Skills Use different techniques to hit a ball. Identify and apply techniques for hitting a tennis ball. Explore when different shots are best used. Develop a backhand technique and use it in a game. Practise techniques for all strokes. Play a tennis game using an overhead serve. Consolidate different ways of throwing and catching, and know when each is appropriate in a game. Use a variety of ways to dribble in a game with success. Use ball skills in various ways, and begin to link together Pass a ball with speed and accuracy</p>	<p>Dance</p> <p>Health & Fitness Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.</p> <p>Dance Skills Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Show a change of pace and timing in their movements. Develop an awareness of their use of space. Demonstrate imagination and creativity in the movements they devise in response to stimuli. Use transitions to link motifs smoothly together. Improvise with confidence, still demonstrating fluency across the sequence. Ensure their actions fit the rhythm of the</p>	<p>Gymnastics</p> <p>Health & Fitness Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.</p> <p>Acquiring & Developing Skills in Gymnastics Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching. Demonstrate precise and controlled placement of body parts in their actions, shapes and balances. Confidently use equipment to vault and incorporate this into sequences. Apply skills and techniques consistently, showing precision and control. Develop strength, technique and flexibility throughout performances. Rolls, Jumps, Vault,</p>	<p>Athletics</p> <p>Health & Fitness Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.</p> <p>Running Accelerate from a variety of starting positions and select their preferred position. Identify their reaction times when performing a sprint start. Continue to practise and refine their technique for sprinting, focusing on an effective sprint start. Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run.</p>

	<p>using appropriate techniques in a game situation. Possession Keep and win back possession of the ball effectively in a team game. Using Space Demonstrate an increasing awareness of space.</p>	<p>music. Modify parts of a sequence as a result of self and peer evaluation. Use more complex dance vocabulary to compare and improve work. Compete/ Perform Perform own longer, more complex sequences in time to music. Consistently perform and apply skills and techniques with accuracy and control. Evaluate Choose and use criteria to evaluate own and others' performances. Explain why they have used particular skills or techniques, and the effect they have had on their performance</p>	<p>Handstands Forward roll from standing Straddle forward roll Pike forward roll Tucked backward roll Backward roll to straddle Straight ump Tuck jump Jumping jack Star jump Straddle jump Pike jump Stag jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn Split leap Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off Squat through vault Lunge into handstand Lunge into cartwheel Lunge into round off Travelling & Linking Actions Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot Shapes & Balances 1, 2, 3 and 4- point balances Balances on apparatus Part body weight partner balances Pike, tuck, star, straight, straddle shapes Front and back support Compete/ Perform Perform own longer, more complex sequences in time to music. Consistently perform and apply skills and techniques with accuracy and control Evaluate Choose and use criteria to evaluate own and others' performances. Explain why they have used particular skills or techniques, and the effect they have had on their performance</p>	<p>Identify and demonstrate stamina, explaining its importance for runners. Jumping Improve techniques for jumping for distance. Perform an effective standing long jump. Perform the standing triple jump with increased confidence. Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight. Land safely and with control. Measure the distance and height jumped with accuracy. Investigate different jumping techniques. Throwing Perform a pull throw. Measure the distance of their throws. Continue to develop techniques to throw for increased distance Compete/ Perform Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities. Evaluate Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better Result.</p>
Year 6	<p>Games Health & Fitness Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier. Ball Skills Hit a bowled ball over longer distances. Use good hand-eye coordination to be able to direct a ball when striking or hitting. Understand how to serve in order to start a game. Throw and catch accurately and successfully under pressure in a game. Show confidence in using ball skills in various ways in a game situation, and link these together effectively. Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move. Possession Keep and win back possession of the ball effectively and in a variety of ways in a team game. Using Space Demonstrate a good awareness of space.</p>	<p>Dance Health & Fitness Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier. Dance Skills Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Use dramatic expression in dance movements and motifs. Perform with confidence, using a range of movement patterns. Demonstrate strong and controlled movements throughout a dance sequence. Combine flexibility, techniques and movements to create a fluent sequence. Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs. Show a change of pace and timing in their movements. Move rhythmically and accurately in dance sequences.</p>	<p>Gymnastics Health & Fitness Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier. Acquiring & Developing Skills in Gymnastics Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching. Demonstrate precise and controlled placement of body parts in their actions, shapes and balances. Confidently use equipment to vault and incorporate this into sequences. Apply skills and techniques consistently, showing precision and control. Develop strength, technique and flexibility throughout performances. Rolls, Jumps, Vault, Handstands Forward roll from standing Straddle forward roll Pike forward roll Dive forward roll Tucked backward roll Backward roll to straddle Backward roll to standing pike Pike backward roll Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Stag jump Straight jump half-turn Straight jump fullturn Cat leap Cat leap half-turn Cat leap full-turn Split leap Stag leap Hurdle step onto</p>	<p>Athletics Health & Fitness Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier Running Recap, practise and refine an effective sprinting technique, including reaction time. Build up speed quickly for a sprint finish. Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern. Accelerate to pass other competitors. Work as a team to competitively perform a relay. Confidently and independently select the most appropriate pace for different distances and different parts of the run. Demonstrate endurance and stamina over longer distances in order to maintain a sustained run. Jumping Develop the technique for the standing vertical jump. Maintain control at each of the different stages of the triple</p>

		<p>Improvise with confidence, still demonstrating fluency across their sequence. Dance with fluency and control, linking all movements and ensuring that transitions flow. Demonstrate consistent precision when performing dance sequences. Modify some elements of a sequence as a result of self and peer evaluation. Use complex dance vocabulary to compare and improve work.</p> <p>Compete/ Perform Link actions to create a complex sequence using a full range of movement. Perform the sequence in time to music. Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p> <p>Evaluate Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements</p>	<p>springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off Squat through vault Straddle over vault Lunge into cartwheel Lunge into round-off Hurdle step Hurdle step into cartwheel Hurdle step into round-off</p> <p>Travelling & Linking Actions Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Cat leap full turn Pivot</p> <p>Shapes & Balances 1, 2, 3 and 4- point balances Balances on apparatus Develop technique, control and complexity of part-weight partner balances Group formations Pike, tuck, star, straight, straddle shapes Front and back support</p> <p>Compete/ Perform Link actions to create a complex sequence using a full range of movement that showcases different abilities, performed in time to music. Perform and apply a variety of skills and techniques confidently, consistently and with precision. Begin to record their peers' performances, and evaluate these.</p> <p>Evaluate Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements</p>	<p>jump. Land safely and with control. Develop and improve their techniques for jumping for height and distance and support others in improving their performance. Perform and apply different types of jumps in other contexts. Set up and lead jumping activities including measuring the jumps with confidence and accuracy.</p> <p>Throwing Perform a heave throw. Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance and support others in improving their personal best. Develop and refine techniques to throw for accuracy. Compete/ Perform Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p>
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Curriculum End Points – Physical Education

The end points for each year group show how children apply the knowledge, skills and understanding they are taught before moving on with their learning.

<u>Year 1 – Cycle A</u>					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Games	Dance	Gymnastics	Team Games	Athletics	Team Games
Children can: Use a range of basic skills, including throwing, rolling and receiving, moving into a space and show an awareness of where others are when playing chasing and avoiding games	Children can: Copy and explore basic body actions and movement patterns, responding to stimuli, instructions and commands with a range of actions.	Children can: Work in a space safely, performing basic gymnastic actions. Develop flexibility, strength, technique, control and balance.	Children can: Perform basic skills of rolling, striking, catching and throwing and making simple choices in target Begin to take part in team games, listening and following instructions for play	Children can: Use basic fundamental skills including running, jumping and throwing.. Develop balance, agility and co-ordination and begin to apply these in a range of activities.	Children can: Use basic fundamental skills including under arm throwing, catching, rolling and striking
<u>Year 2 – Cycle A</u>					
Games	Dance	Gymnastics	Team Games	Athletics	Team Games
Children can: Use throwing and catching skills, making simple choices when playing individual and team games.	Children can: Create a short motif by linking together a series of movements Demonstrate control, coordination and fluency and show a contrast in shape.	Children can: Link a series of movements together to create a sequence. Travel in different ways including rolling and a variety of jumps. Work with a partner to develop balances. Be able to hold a shape whilst balancing.	Children can: Show control over a ball, showing increasing skill in throwing, catching, kicking and bouncing Show control in passing the ball in different ways and choose a good space in a team game.	Children can: Confidently demonstrate fundamental skills for running jumping and throwing.	Children can: Confidently use skills appropriately, making good decisions regarding use of equipment, space and aiming for targets.

Years 3 and 4 – Cycle A

Invasion Games	Dance	Gymnastics	Team Games	Athletics	Team Games
Children can: Use a small range of skills, actions and techniques when playing games with some control and reasonable accuracy.	Children can: Share and create sequences with a partner and in a small group that communicates an idea and shows a contrast in the actions used.	Children can: Link a series of movements together and include changes such as direction, speed or level. Demonstrate coordination, control and care with their movements. Hold a balance with increasing control.	Children can: Show increasing control over a ball, including hitting, striking and batting skills. Throw with greater control and accuracy and catch a ball in a game situation. Keep and win back possession of a ball in a team game.	Children can: Vary their sprinting technique, adjusting their running pace to suit the distance being run. Demonstrate a standing long jump and land safely with control.	Children can: Begin to accurately throw/roll a ball at a target and catch a ball accurately, identifying strengths and working on areas they could improve

Years 5 and 6 – Cycle A

Invasion Games	Dance	Gymnastics	Team Games	Athletics	Team Games
Children can: Use a range of skills, actions and tactics when playing games and identify the affect on their bodies and how they can improve their performance.	Children can: Demonstrate different dance styles. Show a change of pace and timing in movements Begin to use transitions to link together movements, demonstrating fluency across the sequence.	Children can: Create own complex sequences demonstrating control when travelling, balancing, holding shapes, jumping, and stretching. Confidently use equipment and incorporate this into a sequence of movements. Demonstrate taught rolls, jumps, and shoulder stands.	Children can: Demonstrate the use of different shots or throws in a game. Use a variety of ways to dribble a ball and pass a ball with speed and accuracy in a game situation.	Children can: Refine their technique for sprinting and select the most suitable pace to run for a sustained time. Perform an effective standing long jump. Show an ability to modify techniques to achieve better results.	Children can: Begin to strike a bowled ball in an intended direction and into space, playing cooperatively with teammates.

