

P.E at Parkgate Juniors

P.E at Parkgate Juniors inspires all children to take part in a range of sporting activities and develop a lifelong love of sport. We encourage children to be active both during the school day and throughout the week at home. Every child is taught a variety of skills through sports such as: cricket, gymnastics, athletics, basketball and dance that develop their physical coordination, fitness and stamina. Children are shown in lessons how to lead a healthy active lifestyle, which can be used in everyday life and positively impact upon their well being. Every lesson promotes an understanding of leadership skills, rule keeping, building self-esteem and confidence. We give the children an opportunity to experience success and deal with losses in competitions against each other and schools in our local area. We provide a range of after school clubs based on the children's interest, that allow children to build social relationships by being part of a school team. At Parkgate we create an atmosphere that sport is for all. We create a passion for exercise which can stay with them for life.



P.E-policy on a page

Purpose and Aims

Purpose

- To educate and encourage children on how to lead a sustainable healthy and active lifestyle through physical activities and inspire children to succeed in competitive situations that encourage fair play and respect.

Aims

- To ensure children are physically competent and confident in a range of physical activities
- To build stamina to allow children to be physically active for sustain periods of time
- To experience competitive activities in school and within the community
- To inspire and motivate children to lead a healthy active lifestyle

Provision

Our curriculum is categorised in two ways:

- **Breadth** – within each year group children experience a range of different physical activities which use running throwing, jumping and catching that are applied to competitive situations. These activities include gymnastics, dance, rugby, hockey, cricket, rounders, athletics and basketball. Children develop their flexibility, strength, technique, control and balance and learn how to evaluate their own and others performances.
- **Depth** - children develop physical skills and apply them to a range of different competitive situations whilst gaining an understanding of tactics. This includes them taking part in intra school competitions competing within their year group and also inter competitions involving competing with local schools in the area at partnership festivals.

Progression

Progression

Our curriculum is based upon the aims of the National Curriculum and applied with physical activities based on our children's diverse needs. It is adapted with guidance from our county partnership which encourages and supports high quality Physical Education through resourcing and CPD. Skills are progressed from lower to upper key stages with lower years focusing on introducing and refining basic skills and by the end of Key Stage 2 being able to apply these skills within competitive games.

Assessment and reporting

Teachers assess both formatively during lessons and summatively at the end of the year judging whether they are below, at or above age-related expectations.

Monitoring, evaluation and improvement

The subject leader carries out monitoring of the quality of teaching through termly planning scrutiny, observations and audits teacher's assessment of pupils achievement. By evaluating the strengths and limitations of the teaching of P.E, the subject lead can diagnose what key issues have arisen and then produce an action plan to address these. The subject lead throughout the year tracks the progress in addressing these issues in order to monitor the improvement of the subject as a whole.

Intent

Aims/ Statement of Intent:

To educate and encourage children on how to lead a healthy and active lifestyle through physical activities. To ensure children are physically competent and confident in a range of physical activities. To build stamina to allow children to be physically active for sustain periods of time. To experience competitive activities to develop principles of fair play and respect. To inspire and motivate children to lead a healthy active lifestyle and create a life long love of sport.

Knowledge and skills:

Throwing and catching, running, jumping, attacking and defending, flexibility, strength, power, balance, knowledge of key words, evaluation of performances, outdoor adventurous activities , teamwork.

Implementation

Approaches to learning/How our pupils learn :

visual demonstrations and models, group work, team games, application of skills, rehearsal of skills, introduction to key vocabulary, cross curricular links, building on sequences, competitive situations, scaffolding, appropriate equipment and resources, pupils as teachers, spotting misconceptions, evaluating learning, links between subjects, coordination.

Support: verbal feedback, mixed ability groups, peer feedback, adaptations to tasks/ equipment/space, sport specialist, Sports partnership resources, outside coaching

Enrichment (including link and opportunities): intra/inter competitions, sports day, PGL, extra curricular clubs, play leader training, daily mile, family festivals, personal best challenges

Impact

Skills: Confidently and accurately applying the correct technique to: throw, catch, run, jump and to be able to apply these in competitive situations. Have an awareness of attacking and defending principles. To compare and evaluate performances of their own and their peers.

Attitudes/ wellbeing and personal development:

- increased confidence, improved self esteem, motivation, cooperation with others, open to new sports, resilience, enjoyment , mental well being, develop love of the sport

Book study method

Pupil voice

Google forms

Learning walks

Work and planning scrutiny

Teacher talks

Quiz

Teacher assessment

Annotations on plans

Feedback



		Curriculum Overview - TEMPLATE							
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
L K S 2	Year 3	Dance - Stone Age	Gymnastics Hockey	Basketball	Tennis	Athletics OAA	Athletics Rounders	Year 3	L K S 2
	Year 4	Gymnastics	Hockey	Basketball	Dance - magnets	Athletics OAA	Rounders	Year 4	
U P K S 2	Year 5	Dance - Space	Gymnastics Hockey	Gymnastics Rugby	Basketball Rugby	Rounders OAA	Athletics	Year 5	U P K S 2
	Year 6	Dance - 1940 swing	Hockey	Gymnastics	Basketball	Athletics Cricket	<div> <div></div> <div>Athletics Rounders OAA</div> </div>	Year 6	

Swimming is included within the curriculum but the term in which it is taught in different years is changeable due to pool availability.

Scheme of work – progression of knowledge (and skills)

SUBJECT: P.E				
	<p>The national curriculum for history aims to ensure that all pupils:</p> <ul style="list-style-type: none"> ♣ use running, jumping, throwing and catching in isolation and in combination ♣ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending ♣ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ♣ perform dances using a range of movement patterns ♣ take part in outdoor and adventurous activity challenges both individually and within a team ♣ compare their performances with previous ones and demonstrate improvement to achieve their personal best. ♣ swim competently, confidently and proficiently over a distance of at least 25 metres ♣ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] ♣ perform safe self-rescue in different water-based situations. 			
Subject and Topic: P.E	Year 3	Year 4	Year 5	Year 6
<u>Dance</u>				
Skills	<p>Children to respond and perform to a stimuli/ music.</p> <p>Children to create movements in group or a partner.</p> <p>Children to use choregraphical devices such as levels.</p>	<p>Children to respond and perform to stimulus/ music showing rhythm and expressions.</p> <p>Children to create movements in a group or a partner using transitional movements.</p> <p>Children to use choregraphical devices such as levels and cannon.</p>	<p>Children to respond and perform to stimulus/ music showing control and fluency.</p> <p>Children can create and adapt movements based upon the style and theme.</p> <p>Children to use choregraphical devices such as levels, cannon and a variety of formations.</p>	<p>Children to respond and perform to stimulus/ music showing a range of different styles with consistency.</p> <p>Children to create movements with an awareness of musical structure, rhythm & mood & can dance accordingly.</p> <p>Children to use choregraphical devices such as levels, cannon, formations and dynamics.</p>
Knowledge	<p>To understand what a stimulus.</p> <p>To understand how to create movements.</p> <p>To understand some choregraphical devices.</p>	<p>To understand what a stimulus is and how to perform with expression.</p> <p>To understand how to create movements using transitional movements.</p>	<p>To understand what a stimulus is and how to perform with control and fluency.</p> <p>To understand how to create movements based upon a theme and style.</p>	<p>To understand what a stimulus is a how to perform different styles with consistency and power.</p> <p>To understand how to create and adapt movements using structure and rhythm.</p>

		To understand a range of different choreographic devices.	To understand a wide range of chorographical devices.	To understand a wide range of chorographical devices and use these to enhance a performance.
<u>Gymnastics</u>				
Skills	Children to create and perform a sequence of movements using balances, jumps, rolls and travel. Children to perform movements in isolation using apparatus. Children to demonstrate some balance, agility and coordination through movement.	Children to create and perform a sequence of movements using balances, jumps, roll and travel with some control and fluency. Children to perform movements in sequence using apparatus. Children to demonstrate balance, agility and coordination through movement.	Children to create and perform a sequence of movements using balances, jumps, roll and travel with good control and fluency. Children to perform movements in sequence using apparatus with good control. Children to demonstrate balance, agility and coordination to enhance their performance.	Children to create and perform a sequence of movements using balances, jumps, roll and travel with good control, fluency and power. Children to perform movements in sequence using apparatus with good control, fluency and power. Children to demonstrate balance, agility and coordination consistently to enhance their performance.
Knowledge	To understand and know a range of balances, jumps and rolls. To know how to use apparatus to perform movements in isolation. To know what balance, agility and coordination is.	To understand and know a range of balances, jumps and rolls and how to perform these with control. To know how to use apparatus to perform movements in sequence. To know what balance, agility and coordination is in movements.	To understand and know a range of balances, jumps and rolls and how to perform these with control and fluency. To know how to use apparatus to perform movements in sequence with control. To understand how balance, agility and coordination can enhance a performance.	To understand and know a range of balances, jumps and rolls and how to perform these with control, fluency and power. To know how to use apparatus to perform movements in sequence with control and power. To understand how balance, agility and coordination can enhance a performance and evaluate their own performance on these aspects.
<u>Hockey</u>				
Skills	Children to dribble the ball demonstrating some control. Children are able to pass and receive a ball in isolation.	Children to dribble the with good control. Children are able to pass and receive the ball in combination.	Children to dribble the ball with good control and with speed. Children are able to pass and receive the ball with accuracy.	Children to dribble the ball with good control, speed and change direction.

	Children to show some signs of approaching a player to tackle and cause pressure. Children to shoot at a target with some accuracy. Children to dribble, pass and shoot in isolation.	Children to approach their opponent using their stick. Children to shoot at a target with good accuracy. Children to dribble, pass and shoot in combination.	Children to tackle their opponent with some accuracy. Children to shoot at a target with some power and good accuracy. Children to dribble, pass and shoot in combination with an element of competition.	Children are able to pass and receive the ball with accuracy, power and control. Children to tackle their opponent with accuracy and power. Children to shoot at a target with good power and good accuracy. Children to dribble, pass and shoot in combination with an element of competition and tactical understanding.
Knowledge	To know how to dribble a ball with some control. To know how to pass and receive a ball in isolation. To understand how to put pressure on a player. To know how to dribble, pass and shoot in isolation.	To know how to dribble a ball with good control. To know how to pass and receive a ball in combination. To understand how to put pressure on a player using a stick. To know how to dribble, pass and shoot in combination.	To know how to dribble a ball with good control and speed. To know how to pass and receive a ball with accuracy. To understand how to tackle an opponent. To know how to dribble, pass and shoot in competition.	To know how to dribble a ball with good control, speed and can change direction. To know how to pass and receive a ball with accuracy, power and control. To understand how to tackle an opponent with power. To know how to dribble, pass and shoot in competition using tactical knowledge.
<u>Basketball</u>				
Skills	Children to dribble the ball demonstrating some control. Children are able to pass and receive a ball in isolation. Children to show some signs of approaching a player to tackle and cause pressure. Children to shoot at a target with some accuracy. Children to dribble, pass and shoot in isolation.	Children to dribble the with good control. Children are able to pass and receive the ball in combination. Children to approach their opponent aiming to intercept the ball. Children to shoot at a target with good accuracy. Children to dribble, pass and shoot in combination.	Children to dribble the ball with good control and with speed. Children are able to pass and receive the ball with accuracy. Children to tackle their opponent with some accuracy. Children to shoot at a target with some power and good accuracy. Children to dribble, pass and shoot in combination with an element of competition.	Children to dribble the ball with good control, speed and change direction. Children are able to pass and receive the ball with accuracy, power and control. Children to tackle their opponent with accuracy and power. Children to shoot at a target with good power and good accuracy. Children to dribble, pass and shoot in combination with an

				element of competition and tactical understanding.
Knowledge	<p>To know how to dribble a ball with some control.</p> <p>To know how to pass and receive a ball in isolation.</p> <p>To understand how to put pressure on a player.</p> <p>To know how to dribble, pass and shoot in isolation.</p>	<p>To know how to dribble a ball with good control.</p> <p>To know how to pass and receive a ball in combination.</p> <p>To understand how to put pressure on a player and intercept a pass.</p> <p>To know how to dribble, pass and shoot in combination.</p>	<p>To know how to dribble a ball with good control and speed.</p> <p>To know how to pass and receive a ball with accuracy.</p> <p>To understand how to tackle an opponent and intercept the ball with some accuracy.</p> <p>To know how to dribble, pass and shoot in competition.</p>	<p>To know how to dribble a ball with good control, speed and can change direction.</p> <p>To know how to pass and receive a ball with accuracy, power and control.</p> <p>To understand how to tackle an opponent and intercept the ball with control.</p> <p>To know how to dribble, pass and shoot in competition using tactical knowledge.</p>
<u>Rugby</u>				
Skills	<p>Children to move with the ball.</p> <p>Children to pass the ball backwards in isolation.</p> <p>Children to move into space to avoid defenders.</p> <p>Children to score a try in a small game situation.</p> <p>Children to tag an opponent.</p>	<p>Children to move with the ball at speed.</p> <p>Children to pass the ball backwards with good accuracy.</p> <p>Children to use speed and space to avoid defenders.</p> <p>Children to score a try in a small game situation with accuracy.</p> <p>Children to tag an opponent on the move.</p>	<p>Children to move with the ball at speed and change direction.</p> <p>Children to pass the ball backwards with accuracy on the move.</p> <p>Children to use speed, space and agility to avoid defenders.</p> <p>Children to score a try in a competitive game situation with accuracy.</p> <p>Children to tag an opponent within a game situation.</p>	<p>Children to move with the ball at speed and change direction using tactical knowledge.</p> <p>Children to pass the ball backwards with accuracy and power whilst moving. Children to use speed, space, agility and tactical knowledge to avoid defenders.</p> <p>Children to score a try in a competitive game situation with accuracy and using tactical knowledge.</p> <p>Children to tag and defend an opponent within a game situation using tactical knowledge.</p>
Knowledge	<p>To know how to move with the ball.</p> <p>To know how to pass the ball backwards in isolation.</p> <p>To know how to move into space to avoid defenders.</p>	<p>To know how to move with the ball at speed.</p> <p>To know how to pass the ball backwards with good accuracy.</p> <p>To know how to use speed and space to avoid defenders.</p>	<p>To know how to move with the ball at speed and change direction.</p> <p>To know how to pass the ball backwards with accuracy on the move.</p>	<p>To know how move with the ball at speed and change direction using tactical knowledge.</p> <p>To know how to pass the ball backwards with accuracy and power whilst moving.</p>

	To know how to score a try in a small game situation. To know how to tag an opponent.	To know how to score a try in a small game situation with accuracy. To know how to tag an opponent on the move.	To know how to use speed, space and agility to avoid defenders. To know how to score a try in a competitive game situation with accuracy. To know how to tag an opponent within a game situation	To know how to use speed, space, agility and tactical knowledge to avoid defenders. To know how to score a try in a competitive game situation with accuracy and using tactical knowledge. To know how to tag and defend an opponent within a game situation using tactical knowledge.
<u>Cricket</u>				
Skills	Children to throw and catch the ball with some accuracy. Children to use underarm throwing. Children to strike the ball with a cricket bat with some accuracy. Children to use fielding techniques to stop the ball. Children to apply some rules of cricket to a small game.	Children to throw and catch the ball with good accuracy. Children to use underarm and overarm throwing. Children to strike the ball with a cricket bat with good accuracy. Children to use fielding techniques to stop the ball with accuracy. Children to apply a range of rules within a game situation.	Children to throw and catch the ball with accuracy in combination. Children to use underarm and overarm throwing with some knowledge of when to use which throw. Children to strike the ball with a cricket bat with power. Children to use fielding techniques to stop the ball with accuracy and control. Children to apply a range of rules and tactics within a game situation.	Children to throw and catch the ball with accuracy and power in combination. Children to use underarm and overarm throwing within a competitive situation showing tactical knowledge. Children to strike the ball with a cricket bat with power and accuracy showing tactical knowledge. Children to use fielding techniques to stop the ball with accuracy and control using tactical knowledge. Children to use a range of tactics for attacking and defending in role of bowler, batter and fielder in a game.
Knowledge	To know how to throw and catch the ball with some accuracy. To know how to underarm throw.	To know how to throw and catch the ball with good accuracy. To know how to overarm and underarm throw.	To know how to throw and catch the ball with accuracy in combination. To know how and when to use overarm and underarm throwing.	To know how to throw and catch the ball with accuracy and power in combination. To know how, when and why to use overarm and underarm throwing.

	<p>To know how to strike the ball with a cricket bat with some accuracy.</p> <p>To know fielding techniques to stop the ball.</p> <p>To know some rules of a cricket game.</p>	<p>To know how to strike the ball with a cricket bat with good accuracy.</p> <p>To know fielding techniques to stop the ball with accuracy.</p> <p>To know a range of rules within a cricket game.</p>	<p>To know how to strike the ball with a cricket bat with power.</p> <p>To know fielding techniques to stop the ball with accuracy and control.</p> <p>To know a range of rules within a game and tactical knowledge.</p>	<p>To know how to strike the ball with a cricket bat with power and accuracy.</p> <p>To know fielding techniques to stop the ball with accuracy and control using tactical knowledge.</p> <p>To know a range of rules and tactical knowledge within a cricket game from various roles.</p>
<u>Rounders</u>				
Skills	<p>Children to throw and catch the ball with some accuracy.</p> <p>Children to use underarm throwing.</p> <p>Children to strike the ball with a rounders bat with some accuracy.</p> <p>Children to use fielding techniques to stop the ball.</p> <p>Children to apply some rules of rounders to a small game.</p>	<p>Children to throw and catch the ball with good accuracy.</p> <p>Children to use underarm and overarm throwing.</p> <p>Children to strike the ball with a rounders bat with good accuracy.</p> <p>Children to use fielding techniques to stop the ball with accuracy.</p> <p>Children to apply a range of rules within a game situation.</p>	<p>Children to throw and catch the ball with accuracy in combination.</p> <p>Children to use underarm and overarm throwing with some knowledge of when to use which throw.</p> <p>Children to strike the ball with a rounders bat with power.</p> <p>Children to use fielding techniques to stop the ball with accuracy and control.</p> <p>Children to apply a range of rules and tactics within a game situation.</p>	<p>Children to throw and catch the ball with accuracy and power in combination.</p> <p>Children to use underarm and overarm throwing within a competitive situation showing tactical knowledge.</p> <p>Children to strike the ball with a rounders bat with power and accuracy showing tactical knowledge.</p> <p>Children to use fielding techniques to stop the ball with accuracy and control using tactical knowledge.</p> <p>Children to use a range of tactics for attacking and defending in role of bowler, batter and fielder in a game.</p>
Knowledge	<p>To know how to throw and catch the ball with some accuracy.</p> <p>To know how to underarm throw.</p>	<p>To know how to throw and catch the ball with good accuracy.</p> <p>To know how to overarm and underarm throw.</p>	<p>To know how to throw and catch the ball with accuracy in combination.</p> <p>To know how and when to use overarm and underarm throwing.</p>	<p>To know how to throw and catch the ball with accuracy and power in combination.</p> <p>To know how, when and why to use overarm and underarm throwing.</p>

	<p>To know how to strike the ball with a rounders bat with some accuracy.</p> <p>To know fielding techniques to stop the ball.</p> <p>To know some rules of a rounders game.</p>	<p>To know how to strike the ball with a rounders bat with good accuracy.</p> <p>To know fielding techniques to stop the ball with accuracy.</p> <p>To know a range of rules within a rounders game.</p>	<p>To know how to strike the ball with a rounders bat with power.</p> <p>To know fielding techniques to stop the ball with accuracy and control.</p> <p>To know a range of rules within a game and tactical knowledge.</p>	<p>To know how to strike the ball with a rounders bat with power and accuracy.</p> <p>To know fielding techniques to stop the ball with accuracy and control using tactical knowledge.</p> <p>To know a range of rules and tactical knowledge within a rounders game from various roles.</p>
<u>Athletics</u>				
Skills	<p>Children can run at different speeds and in different directions.</p> <p>Children to jump for distance.</p> <p>Children to throw different objects in a variety of ways.</p>	<p>Children can run at different speeds and in different directions with good technique.</p> <p>Children to jump for distance using good footwork.</p> <p>Children to throw different objects in a variety of ways with accuracy.</p>	<p>Children can run at different speeds and in different directions with good technique in competitive situations.</p> <p>Children to jump for distance with good footwork and coordination.</p> <p>Children to throw different objects in a variety of ways with accuracy and power.</p>	<p>Children can run at different speeds and in different directions with good technique in competitive situations showing tactical knowledge.</p> <p>Children to jump for distance with good footwork, coordination and power.</p> <p>Children to throw different objects in a variety of ways with accuracy and power showing an understanding of how to improve distance.</p>
Knowledge	<p>To know how to run at different speeds and different directions.</p> <p>To know how to jump for distance.</p> <p>To know how to throw different objects in a variety of ways.</p>	<p>To know how to run at different speeds and different directions with good technique.</p> <p>To know how to jump for distance using good footwork.</p> <p>To know how to throw different objects in a variety of ways with accuracy.</p>	<p>To know how to run at different speeds and in different directions with good technique in competitive situations.</p> <p>To know how to jump for distance with good footwork and coordination.</p> <p>To know how to throw different objects in a variety of ways with accuracy and power.</p>	<p>To know how to run at different speeds and in different directions with good technique in competitive situations showing tactical knowledge.</p> <p>To know how to jump for distance with good footwork, coordination and power.</p> <p>To know how to throw different objects in a variety of ways with accuracy and power showing an understanding of how to improve distance.</p>

Subject: PE				
Topic/areas to be covered	Skills to be taught	Learning objectives	Possible links with other areas	Other
Year 3 Gymnastics Dance- stone age Hockey Basketball Tennis Athletics Rounders Swimming	<ul style="list-style-type: none"> Range of dance and gymnastics. Swim competently, confidently and proficiently over a distance of at least 25m. Use a range of strokes effectively. Run, jump, throw, catch in isolation – begin to combine. Evaluate and compare performances and personal best. 	<ul style="list-style-type: none"> Use a range of strokes effectively – front/back/breast strokes. Play competitive games; apply basic principles suitable for attacking and defending. Use running, jumping, throwing and catching in isolation – begin to combine. Consider flexibility, strength, technique, control, balance. Aim. Competitive games – begin to compare. 	PSHCE – Healthy eating. Science – keeping healthy/human body. Geography – rainforest dance. Literacy – following instructions. Music Maths – length and distances. ICT – record performances.	Drama – Christmas Nativity
Year 4 Gymnastics Basketball Hockey Dance- magnets Athletics Rounders Swimming	<ul style="list-style-type: none"> Range of dance and gymnastics. Play competitive games. In isolation and in combination use running, jumping, throwing and catching. Evaluate and compare performances and personal best. 	<ul style="list-style-type: none"> Aim. Begin to develop sequences. Develop flexibility, strength, technique, control and balance. Use running, jumping, throwing and catching in isolation – begin to combine. Link movements in dance. Compare performances and improve. 	PSHCE Literacy – following instructions. Science – keeping healthy/human body. ICT – record performances. Geography – rainforest dance. Music Maths – length.	Drama - Play
Year 5 Gymnastics Dance Hockey Rugby Basketball Athletics Rounders OAA Swimming	<ul style="list-style-type: none"> Take part in outdoor and adventurous activity – challenges both individually and in a team. Range of dance and gymnastics. Play competitive games. In isolation run, jump, catch and throw and progress to combination. Evaluate and compare performances and personal best. 	<ul style="list-style-type: none"> Aim. Develop a range of linking movements for sequences. Use running, jumping, throwing and catching in game situations. Compare performances and demonstrate improvement to achieve their personal best. 	PSHCE - Healthy eating. Literacy – following instructions. Science – keeping healthy/human body. Maths – length. Music ICT – record performances. History – dance.	Drama - Play
Year 6 WW2 1940s dance Hockey Basketball Cricket OAA Gymnastics	<ul style="list-style-type: none"> Perform safe self-rescue in different water-based situations. Swim competently, confidently and proficiently over a distance of at least 25m. Use a range of strokes effectively. 	<ul style="list-style-type: none"> Aim. Develop a range of linking movements for sequences. Dance with range of movement pattern. Competitive games. 	History – WW2 Literacy – write match reports. Science – keeping healthy/human body. PSHCE - Healthy eating. Music ICT – record performances.	Drama - Play

Athletics Rounders Swimming	<ul style="list-style-type: none"> • Take part in outdoor and adventurous activity – challenges both individually and in a team. • Range of dance and gymnastics. • Evaluate and compare performances and personal best. • Play competitive games. • In isolation run, jump, catch and throw and in combination and game situations. 	<ul style="list-style-type: none"> • Take part in outdoor and adventurous activity – challenges both individually and in a team. • Perform safe self-rescue in different water-based situations. • Swim confidently over at least 25m. 	Geography (PGL) – maps, water safety in different situations (lake). Maths – shapes on courts and pitch and length.	
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Skills Ladders

Vocabulary

Physical education vocabulary ladder			
Year 3	Year 4	Year 5	Year 6
Rhythm Improvisation Sequence Combination Coordination Jump Land Stretch Turns rolls Travel Formation Power Balance Strength Pace space Control Striking Fielding Throw	Expression Contrasting Sequence Combination Movement Jump Travel Turns Rolls Formation Spacing Power Balance Strength Intercept Possession Teamwork Striking fielding throw catch	Formation Aesthetic Flexibility Force Sustain Sequence Combination Movement Jump Travel Turns Rolls Formation Spacing Power Balance Strength Intercept Regain Accuracy Possession	Formation Flexibility Gesture dynamics Force Symmetry Sequence Combination Movement Jump Travel Turns Rolls Formation Spacing Power Balance Strength Intercept Counter attack Accuracy

Catch		Teamwork Striking fielding throw catch	Possession Teamwork Striking fielding throw catch
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Resources we use

Resources	Learning outside the classroom
Netball Basketballs Rugby balls Hockey balls and sticks Tennis balls Gymnastic mats Gymnastic apparatus Benches Cones Rounders bats and balls Hoops Skipping ropes Batons Hurdles Tennis racquets	Family festivals Extra curricular fixtures in netball and football Stay active sessions Residential trips Daily mile Sports day Sports week activities P.E awards

Endpoints

Year 3

Below expected	At expected	Above expected
<p><u>Gymnastics:</u> Beginning to create sequences of movements using more than one movement. Use turns and jumps in their sequences with limited control. Beginning to hold balances with limited control. Able to use apparatus to show movements.</p> <p><u>Dance:</u> Perform movements in time with music.</p> <p><u>Games:</u> Able to throw and catch with limited control and accuracy. Able to throw and catch within a competitive game situation with some success. Begin to develop a safe overarm throw. Able to move with the ball in a with some control. Able to pass the ball in a game situation with limited some success. Aware of simple attacking and defending skills in a game.</p>	<p><u>Gymnastics:</u> Able to create a sequence of movements combining movements showing changes in direction and level. Use turns and jumps in their sequences. Able to hold balances and starting to show flexibility in a variety of movements. Use apparatus to aid sequences of movement.</p> <p><u>Dance:</u> Perform with some awareness of rhythm and expression.</p> <p><u>Games:</u> Able to throw and catch with control and accuracy. Able to throw and catch within a competitive game situation. Begin to develop a safe and effective overarm throw. Able to move and pass the ball in a variety of ways with some control. Know how to keep and win back possession of the ball in a competitive game.</p>	<p><u>Gymnastics:</u> Creatively able to create a sequence of movement combining movements showing changes in direction and level with increasing confidence. Use a variety of turns and jumps in their sequences with accuracy and control. Able to hold balances for an extended amount of time and able to demonstrate flexibility and power in a variety of movements. Creatively use apparatus within sequences of movements.</p> <p><u>Dance:</u> Perform their own movements demonstrating rhythm and expression.</p> <p><u>Games:</u> Able to throw and catch with greater control and accuracy. Able to throw and catch effectively within a competitive game situation. Able to demonstrate a safe and effective overarm throw.</p>

<p>Is aware of rules within games and starting to follow them fairly.</p> <p><u>Athletics:</u> Able to combine arm and leg action to develop their sprinting technique. Able to combine running with jumping over hurdles with limited coordination. Able to use both one and two feet to take off and to land with limited power. Able to land safely and with limited control. Developing the ability to throw and developing techniques for throwing for distance. Developing increasing control in their overarm throw. Developing the technique of a push throw.</p> <p><u>Outdoor adventurous activities:</u> Developing skills to communicate with others. Developing skills to Identify symbols on a key. Able to orientate themselves with limited accuracy in a short trail.</p> <p>Developing the ability to describe and evaluate the effectiveness of a performance and describe how their performance can improve.</p>	<p>Able to use of simple attacking and defending skills in a game. Apply and follow rules fairly.</p> <p><u>Athletics:</u> Aware of their arm and leg action to improve their sprinting technique. Able to combine running with jumping over hurdles. Able to use both one and two feet to take off and to land with. Able to land safely and with control. Able to throw with control, accuracy and developing techniques for throwing for distance. Show increasing control in their overarm throw. Able to perform a push throw.</p> <p><u>Outdoor adventurous activities:</u> Able to communicate with others. Identify symbols on a key. Able to orientate themselves with accuracy in a short trail.</p> <p>Able to describe and evaluate the effectiveness of a performance and describe how their performance can improve.</p>	<p>Able to move with the ball in a variety of ways with control accuracy. Able to pass the ball in a game situation with success and precision. Able to keep and win back possession of the ball in a competitive game. Confidently able to make use of simple attacking and defending skills in a game. Can apply and follow rules fairly and with confidence.</p> <p><u>Athletics:</u> Can change their arm and leg action to improve their sprinting technique. Able to successfully combine running with jumping over hurdles. Able to use both one and two feet to take off and to land with power and success. Able to land safely and with greater control. Throw with control and accuracy and developing techniques for throwing for distance. Able to demonstrate greater control in their overarm throw. Accurately able to perform a push throw.</p> <p><u>Outdoor adventurous activities:</u> Able to communicate with others. Identify symbols on a key. Able to orientate themselves with accuracy and confidence in a short trail.</p> <p>Able to describe and evaluate the effectiveness of a performance and describe with key vocabulary how their performance can improve.</p>
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Below expected	At expected	Above expected
<p><u>Gymnastics:</u> Developing the skills to create a sequence of actions and movements that fit a theme using some balances, jumps and rolls. Make use of equipment to aid performance of sequences with some success. Able to use actions demonstrating changes in direction, levels and speed. Developing the use of travel movements including flight to link movements. Developing strength, good technique, flexibility and balance within a range of different movements and actions. Starting to improve balances with an awareness of the centre of gravity.</p> <p><u>Dance:</u> Developing the use and repetition of movements and actions of a given style of dance. Beginning to demonstrate precision and limited control in response to stimuli. Developing the skills to improvise movements with a partner or on their own. Beginning to show variation in dynamics when performing actions in response to stimuli. Starting to develop rhythm and spatial awareness.</p> <p><u>Games:</u> Developing hand-eye coordination to strike a ball. Developing different ways of throwing and catching with limited precision. Able to move with the ball using techniques showing some control and fluency.</p>	<p><u>Gymnastics:</u> Able to create a sequence of actions and movements that fit a theme using a range of balances, jumps and rolls. Make use of equipment to aid performance of sequences. Able to use an increasing range of actions demonstrating changes in direction, levels and speed. Demonstrate the use of travel movements to link movements together. Demonstrate strength, good technique, flexibility and balance within a range of different movements and actions. Begin to improve the placement of body parts and perform balances with an awareness of the centre of gravity.</p> <p><u>Dance:</u> Able to use and repeat movements and actions of a given style of dance. Able to demonstrate precision and some control in response to stimuli. Able to improvise movements with a partner or on their own. Demonstrate variation in dynamics when performing actions in response to stimuli. Demonstrate rhythm and spatial awareness.</p> <p><u>Games:</u> Demonstrate hand-eye coordination to strike a ball. Develop different ways of throwing and catching. Able to move with the ball using a range of techniques showing control and fluency.</p>	<p><u>Gymnastics:</u> Able to create an interesting sequence of actions and movements that fit a theme using a wide range of balances, jumps and rolls. Make use of equipment to aid performance of sequences confidently and successfully. Able to use an increasing range of actions demonstrating changes in direction, levels and speed with control and power. Demonstrate a wide range of travel movements including flight to link movements together. Demonstrate strength, good technique, flexibility and balance within a wide range of different movements and actions. Able to improve the placement of body parts and perform balances with an awareness of the centre of gravity demonstrating control and precision.</p> <p><u>Dance:</u> Able to use and repeat movements and actions of a given style of dance with control and fluency. Able to demonstrate precision and greater control in response to stimuli. Able to confidently improvise movements with a partner or on their own. Demonstrate variation in dynamics when performing actions in response to stimuli to improve the quality of the dance. Demonstrate good rhythm and spatial awareness.</p> <p><u>Games:</u> Demonstrate hand-eye coordination to strike a ball with confidence and accuracy.</p>

Year 4

<p>Able to pass the ball with limited speed, accuracy and success in a competitive situation. Developing the ability to make the best use of space to pass and receive the ball whilst moving. Demonstrate some attacking and defending skills and techniques in a competitive situation. Developing the use of fielding skills as an individual to prevent a player from scoring. Developing the use of tactics in a game.</p> <p><u>Athletics:</u> Developing an improved technique for sprinting. Developing the ability to speed up and slow down smoothly. Able to land safely and with limited control. Developing the ability to perform a pull throw. Begin to develop techniques to throw for increased distance.</p> <p><u>Outdoor adventurous activities:</u> Developing the ability to orientate themselves around a short trail and starting to create their own trail. Start to recognise the features of an orienteering course. Developing communication skills with others in a team. Beginning to Link a key to the surrounding environment.</p> <p><u>Evaluation:</u> Developing the skills to evaluate the effectiveness of their own and others performances. Starting to change their use of skills or techniques to achieve a better result</p>	<p>Able to pass the ball with increasing speed, accuracy and success in a competitive situation. Able to make the best use of space to pass and receive the ball whilst moving. Demonstrate a range of attacking and defending skills and techniques in a competitive situation. Use fielding skills as an individual to prevent a player from scoring. Able to vary the tactics they use in a game.</p> <p><u>Athletics:</u> Demonstrate an improved technique for sprinting. Demonstrating speeding up and slowing down smoothly. Able to land safely and with control. Able to perform a pull throw. Continue to develop techniques to throw for increased distance.</p> <p><u>Outdoor adventurous activities:</u> Orientate themselves around a short trail and able to create their own trail. Start to recognise the features of an orienteering course. Able to communicate with others in a team. Link a key to the surrounding environment.</p> <p><u>Evaluation:</u> Able to watch, describe and evaluate the effectiveness of their own and others performances, giving ideas for improvements. Able to change their use of skills or techniques to achieve a better result</p>	<p>Develop different ways of throwing and catching with power and accuracy. Able to move with the ball using a range of techniques showing greater control and fluency. Able to pass the ball with increasing speed, accuracy and increasing success in a competitive situation. Able to make the best use of space to pass and receive the ball whilst moving at speed. Demonstrate confidently and effectively a range of attacking and defending skills and techniques in a competitive situation. Use fielding skills effectively as an individual to prevent a player from scoring. Able to vary the tactics they use in a game based on the situation.</p> <p><u>Athletics:</u> Demonstrate an improved technique for sprinting using power and strength. Demonstrating speeding up and slowing down smoothly effectively. Able to land safely and with control and precision. Able to perform a pull throw with accuracy. Continue to develop techniques to throw for increased distance using power and precision.</p> <p><u>Outdoor adventurous activities:</u> Orientate themselves confidently around a short trail and able to create their own trail. Able to recognise the features of an orienteering course. Able to communicate with others in a team effectively. Link a key to the surrounding environment with accuracy.</p> <p><u>Evaluation:</u></p>
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Year 5

<u>Below expected</u>	<u>At expected</u>	<u>Above expected</u>
<p><u>Gymnastics:</u></p> <p>Creates their own sequence of movement using some balances, travel and jumps. Alter their sequences to fit criteria with support. Beginning to developing the placement of body parts in balances to improve control. Able to use equipment within sequences in a variety of ways with some control. Developing strength, technique and flexibility throughout performances.</p> <p><u>Dance:</u></p> <p>Identify and repeat the movement patterns and actions of a chosen dance style. Able to demonstrate some change of dynamics such as pace, levels and formations. Choose basic movements based upon a stimulus. Beginning to link movements together using travel movements to show fluency. Make use of musical accompaniments when performing movements with some success. Starting to alter parts of a sequence as a result of self and peer evaluation. Use limited dance vocabulary to talk about dance performances.</p>	<p><u>Gymnastics:</u></p> <p>Creates their own sequence of movement using balances, travel and jumps. Alter their sequences to fit criteria. Developing the placement of body parts in balances to improve control. Able to use equipment within sequences in a variety of ways. Demonstrate strength, technique and flexibility throughout performances.</p> <p><u>Dance:</u></p> <p>Identify, repeat and create the movement patterns and actions of a chosen dance style. Able to demonstrate a change of dynamics such as pace, levels and formations. Choose movements based upon a stimulus. Able to link movements together using travel movements to show fluency. Make use of musical accompaniments when performing movements. Able to alter parts of a sequence as a result of self and peer evaluation. Use dance vocabulary to talk about dance performances.</p>	<p><u>Gymnastics:</u></p> <p>Creates their own complex sequence of movement using balances, travel and jumps with power and control. Alter their sequences to fit criteria with creativity. Developing the placement of body parts in balances to improve control and appearance. Able to use equipment effectively within sequences in a variety of ways. Demonstrate strength, technique and flexibility throughout performances consistently.</p> <p><u>Dance:</u></p> <p>Identify, repeat and create the movement patterns and actions of a chosen dance style effectively. Able to demonstrate a change of dynamics such as pace, levels and formations confidently. Choose a wide range of movements based upon a stimulus. Able to link movements together using travel movements to show fluency with confidence. Make use of musical accompaniments to demonstrate a strong sense of rhythm when performing movements.</p>

<p><u>Games:</u></p> <p>Able to demonstrate some different techniques for hitting a ball Able to demonstrate some different ways of throwing and catching. Demonstrating some ball skills used in various ways, and begin to link together other skills. Able to pass a ball with limited speed and accuracy using appropriate techniques in a competitive situation. Developing the ability to keep and win back possession of the ball effectively in a team game. Beginning to demonstrate an increasing awareness of space in team games. Has some understanding when to pass and when to dribble in a game.</p> <p><u>Athletics:</u></p> <p>Continue to practise their technique for sprinting involving a sprint start. Able to use some pace when running distance based on their own fitness level to sustain the run. Beginning to understand what stamina is and how to improve it when running. Beginning to develop an effective technique for a range of jumps including take-off, flight and landing safely with control. Able to throw a variety of implements using a range of throwing techniques with limited accuracy.</p> <p><u>Outdoor adventurous activities:</u></p>	<p><u>Games:</u></p> <p>Able to demonstrate different techniques for hitting a ball Able to demonstrate different ways of throwing and catching, and know when each is appropriate in a game. Demonstrating ball skills used in various ways, and begin to link together other skills. Able to pass a ball with speed and accuracy using appropriate techniques in a competitive situation. Able to keep and win back possession of the ball effectively in a team game. Demonstrate an increasing awareness of space in team games. Able to choose the best tactics for attacking and defending. Have an understanding when to pass and when to dribble in a game.</p> <p><u>Athletics:</u></p> <p>Continue to practise and refine their technique for sprinting, focusing on an effective sprint start. Able to use pace when running distance based on their own fitness level to sustain the run. Understand what stamina is and how to improve it when running. Develop an effective technique for a range of jumps including take-off, flight and landing safely with control. Able to throw a variety of implements using a range of throwing techniques.</p> <p><u>Outdoor adventurous activities:</u></p>	<p>Able to alter parts of a sequence as a result of self and peer evaluation. Use a range dance vocabulary to talk about dance performances.</p> <p><u>Games:</u></p> <p>Able to demonstrate different techniques for hitting a ball with power and accuracy. Able to demonstrate different ways of throwing and catching with accuracy, and know when each is appropriate in a game. Demonstrating ball skills accurately used in various ways, and link together other skills effectively. Able to pass a ball with speed and consistent accuracy using appropriate techniques in a competitive situation. Able to keep and win back possession of the ball effectively and confidently in a team game. Demonstrate an increasing awareness of space in team games. Able to choose the best tactics for attacking and defending. Have a good understanding when to pass and when to dribble in a game.</p> <p><u>Athletics:</u></p> <p>Confidently practise and refine their technique for sprinting, focusing on an effective sprint start. Able to use pace effectively when running distance based on their own fitness level to sustain the run. Understand what stamina is and use it to improve running performances.</p>
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<p>Begin to orientate themselves with limited confidence around an orienteering course. Design a simple orienteering course that can be followed.</p> <p>Begin to use navigation equipment on a course with limited accuracy.</p> <p>Starting to identify a key on a map and begin to use this on a course.</p> <p>When provided with a criteria to help them can evaluate and assess their own and others performances using limited specific vocabulary.</p>	<p>Begin to orientate themselves with some confidence around an orienteering course. Design an orienteering course that can be followed.</p> <p>Begin to use navigation equipment on a course. Identify a key on a map and begin to use this on a course.</p> <p>Choose and use a criteria to help them evaluate and assess their own and others performances using some specific vocabulary.</p>	<p>Demonstrate an effective technique for a range of jumps including take-off, flight and landing safely with control.</p> <p>Able to throw accurately and with power a variety of implements using a range of throwing techniques.</p> <p><u>Outdoor adventurous activities:</u></p> <p>Able to orientate themselves with confidence around an orienteering course. Design an orienteering course that can be followed.</p> <p>Begin to use navigation equipment on a course effectively.</p> <p>Identify a key on a map and begin to use this on a course accurately.</p> <p>Choose and use an appropriate criteria to help them evaluate and assess their own and others performances using a range specific vocabulary.</p>
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<u>Below expected</u>	<u>At expected</u>	<u>Above expected</u>
<p><u>Gymnastics:</u> Create their own sequences involving the full range of movements: travelling, balancing and jumping with some accuracy. Able to demonstrate some controlled placement of body parts in their actions and balances. Developing the use equipment in sequences. Beginning to apply skills and techniques showing precision and control. Beginning to develop strength, technique and flexibility throughout performances.</p> <p><u>Dance:</u> Create and repeat basic movement patterns of a chosen dance style. Able to use limited expression and control in dance movements. Developing flexibility, rhythm and techniques to create a sequence. Beginning to adapt movements related to a stimulus e.g. levels, travel, pace etc. Developing the ability to improvise demonstrating some fluency across their movements. Developing the ability to move with fluency and control, linking all movements and ensuring that transitions flow.</p> <p><u>Games:</u> Able to hit a ball over longer distances with some success. Able to demonstrate some good hand-eye coordination to be able to direct a ball when striking or hitting with limited success.</p>	<p><u>Gymnastics:</u> Create their own sequences involving the full range of movements: travelling, balancing and jumping. Able to demonstrate controlled placement of body parts in their actions and balances. Able to use equipment in sequences. Able to apply skills and techniques showing precision and control. Demonstrate a development of strength, technique and flexibility throughout performances.</p> <p><u>Dance:</u> Create and repeat movement patterns of a chosen dance style. Able to use expression and control in dance movements and perform with confidence. Able to demonstrate flexibility, rhythm and techniques to create a fluent sequence. Able to adapt movements related to a stimulus e.g. levels, travel, pace etc. Improvise demonstrating some fluency across their movements. Able to move with fluency and control, linking all movements and ensuring that transitions flow.</p> <p><u>Games:</u> Able to hit a ball over longer distances. Able to demonstrate good hand-eye coordination to be able to direct a ball when striking or hitting. Able to throw and catch successfully in competitive situations. Able to show confidence in using ball skills in various ways.</p>	<p><u>Gymnastics:</u> Create their own complex sequences involving the full range of movements: travelling, balancing and jumping using power and control. Able to consistently demonstrate controlled placement of body parts in their actions and balances. Able to use equipment confidently in sequences. Able to consistently and effectively apply skills and techniques showing precision and control. Demonstrate strength, technique and flexibility throughout performances.</p> <p><u>Dance:</u> Create and repeat movement patterns of a chosen dance style with style and creativity. Able to use expression and control in dance movements and perform with confidence consistently. Able to demonstrate flexibility, rhythm and techniques consistently to create a fluent sequence. Able to adapt movements related to a stimulus creatively e.g. levels, travel, pace etc. Improvise confidently demonstrating fluency across their movements. Able to move with fluency and control, linking all movements and ensuring that transitions flow whilst maintaining power.</p> <p><u>Games:</u> Able to hit a ball over longer distances with accuracy and precision. Able to demonstrate good hand-eye coordination to be able to direct a ball when striking or hitting consistently.</p>

<p>Developing the ability to throw and catch in competitive situations.</p> <p>Developing confidence in using ball skills in various ways.</p> <p>Beginning to link a range of skills together with fluency, e.g. passing and receiving the ball on the move.</p> <p>Developing an awareness of space.</p> <p>Beginning to apply knowledge of skills for attacking and defending.</p> <p>Limited teamwork skills demonstrated to prevent the opposition from scoring.</p> <p>Able to follow basic rules to play a game successfully.</p> <p><u>Athletics:</u></p> <p>Able to practise an effective sprinting technique demonstrating some elements of reaction time and sprint finishes.</p> <p>Developing the skills needed to work as a team to competitively perform a relay.</p> <p>Demonstrates limited endurance and stamina over longer distances.</p> <p>Perform techniques with limited power and consistency for jumping for height and distance whilst landing safely.</p> <p>Continue to develop techniques to throw for increased accuracy.</p> <p><u>Outdoor adventurous activities:</u></p> <p>Orientate themselves with limited accuracy around an orientating course.</p> <p>Use navigation equipment with some success.</p> <p>Beginning to develop the skills to allow them to create their own orientating course for others to follow.</p>	<p>Able to link a range of skills together with fluency, e.g. passing and receiving the ball on the move.</p> <p>Capable of keeping and winning back possession of the ball and in a competitive game.</p> <p>Demonstrate a good awareness of space.</p> <p>Able to apply knowledge of skills for attacking and defending.</p> <p>Demonstrates good teamwork skills to prevent the opposition from scoring.</p> <p>Able to follow and create complicated rules to play a game successfully.</p> <p><u>Athletics:</u></p> <p>Able to recap, practise and refine an effective sprinting technique demonstrating reaction time and sprint finishes.</p> <p>Work as a team to competitively perform a relay.</p> <p>Demonstrate endurance and stamina over longer distances.</p> <p>Perform, develop and improve their techniques for jumping for height and distance whilst landing safely.</p> <p>Continue to develop techniques to throw for increased distance and accuracy.</p> <p><u>Outdoor adventurous activities:</u></p> <p>Orientate themselves with some accuracy around an orientating course.</p> <p>Use navigation equipment.</p> <p>Create their own orientating course for others to follow.</p> <p>Evaluate their own and others performances using correct vocabulary.</p>	<p>Able to throw and catch successfully with power and precision in competitive situations.</p> <p>Able to show consistently confidence in using ball skills in various ways.</p> <p>Able to link a range of skills together with fluency, e.g. passing and receiving the ball on the move.</p> <p>Capable of confidently and successfully keeping and winning back possession of the ball and in a competitive game.</p> <p>Demonstrate a good awareness of space consistently.</p> <p>Able to apply knowledge of skills for attacking and defending effectively.</p> <p>Demonstrates consistently good teamwork skills to prevent the opposition from scoring.</p> <p>Able to follow and create confidently complex rules to play a game successfully</p> <p><u>Athletics:</u></p> <p>Able to confidently recap, practise and refine an effective sprinting technique demonstrating reaction time and sprint finishes.</p> <p>Work as a team to effectively competitively perform a relay.</p> <p>Select the most appropriate pace for different distances.</p> <p>Demonstrate high levels of endurance and stamina over longer distances.</p> <p>Perform and improve their techniques for jumping for height and distance effectively whilst landing safely.</p> <p>Continue to develop techniques to throw for increased distance and accuracy show power and consistency.</p> <p><u>Outdoor adventurous activities:</u></p>
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Beginning to evaluate their own and others performances using correct vocabulary.		<p>Orientate themselves with greater accuracy around an orientating course. Use navigation equipment with confidence. Create their own orientating course for others to follow effectively.</p> <p>Thoroughly evaluate their own and others performances using a range of correct vocabulary.</p>
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