

PE

At Riverside Primary School, PE is taught as a stand alone subject, however cross curricular links are encouraged, for example through dance which can be linked to aspects of Geography, History or Literacy. Pupils will receive two hours of PE lessons every week. In addition, extra curricular activities are provided by staff and outside agencies in order to encourage pupils to participate in more physical activity every week.

Early Years Foundation Stage

We encourage and expect as much physical development in the Foundation Stage. We relate the children's physical development to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. The PE aspect of the curriculum is followed through the area 'Physical Development'. The children's learning includes moving confidently and imaginatively with control and coordination, recognising the changes that happen to their bodies when they are active and using a range of small and large equipment.

Key Stage 1

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 cooperative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Key Stage 2

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, and apply basic principles suitable for attacking and defending

- develop flexibility, strength, technique, control and balance
- 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.

Swimming

Pupils in Key Stage 2 participate in weekly swimming lessons for a term. Pupils in Year 6 who have not achieved the expected standard, will accompany the Year 5 class in their swimming lessons for a term. In swimming, Key Stage 2 pupils will learn to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively
- perform safe self-rescue in different water-based situations.

NURSERY

In Nursery children will complete the following in relation to their 'Physical Development':

- * move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping
- * develop confidence using the outdoor space, mounting stairs, steps or climbing equipment using alternate feet
- * create simple obstacle courses
- * run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles
- * stand momentarily on one foot when shown
- * increase their spatial awareness
- * develop simple ball skills
- * join in with a variety of dancing activities in response to music
- * use movement to express feelings
- * observe the effects of exercise on their bodies

RECEPTION

In Reception, children will complete the following in relation to their 'Physical Development':

- * Experiment with different ways of moving
- * Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles

- * Show increasing control over an object in pushing, patting, throwing, catching or kicking it
- * Show good control and co-ordination in large and small movements
- * Move confidently in a range of ways, safely negotiating space
- * Jump off an object and land appropriately
- * Travel with confidence and skill around, under, over and through balancing and climbing equipment
- * Begin to build a repertoire of songs and dances.
- * Sing songs, make music and dances, and experiment with ways of changing them
- * Represent their own ideas, thoughts and feelings through dance
- * Hop confidently and skip in time to music

YEAR 1

Children will learn and develop the following skills in PE:

Dance

Copy and repeat actions.

Put a sequence of actions together to create a motif.

Vary the speed of their actions.

Use simple choreographic devices such as unison, canon and mirroring.

Begin to improvise independently to create a simple dance.

Compete and perform

Perform using a range of actions and body parts with some coordination.

Begin to perform learnt skills with some control.

Evaluate

Watch and describe performances.

Begin to say how they could improve.

Gymnastics

Create and perform a movement sequence.

Copy actions and movement sequences with a beginning, middle and end.

Link two actions to make a sequence.

Recognise and copy contrasting actions (small/tall, narrow/wide).

Travel in different ways, changing direction and speed.

Hold still shapes and simple balances.

Carry out simple stretches.

Carry out a range of simple jumps, landing safely.

Move around, under, over, and through different objects and equipment.

Begin to move with control and care.

Rolls

Log roll (controlled)

Curled side roll (egg roll) (controlled)

Teddy bear roll (controlled)

Jumps

Straight jump

Tuck jump

Jumping jack

Half turn jump

Cat spring

Vault

Straight jump off springboard

Cartwheels, handstands and round-offs

Bunny hop

Front support wheelbarrow with partner

Travelling and linking actions

Tiptoe, step, jump and hop

Hopscotch

Skipping

Galloping

Shapes and balances

Standing balances

Kneeling balances

Pike, tuck, star, straight, straddle shapes

Compete and perform

Perform using a range of actions and body parts with some coordination.

Begin to perform learnt skills with some control.

Games

Striking and hitting a ball

Use hitting skills in a game.

Practise basic striking, sending and receiving.

Throwing and catching a ball

Throw underarm and overarm.

Catch and bounce a ball.

Use rolling skills in a game.

Practise accurate throwing and consistent catching.

Travelling with a ball

Travel with a ball in different ways.

Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency.

Passing a ball

Pass the ball to another player in a game.

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.

Attacking and Defending

Begin to use the terms attacking and defending.

Use simple defensive skills such as marking a player or defending a space.

Use simple attacking skills such as dodging to get past a defender.

Tactics and Rules

Follow simple rules to play games, including team games.

Use simple attacking skills such as dodging to get past a defender.

Use simple defensive skills such as marking a player or defending a space.

Compete and perform

Perform using a range of actions and body parts with some coordination.

Begin to perform learnt skills with some control.

Engage in competitive activities and team games.

Evaluate

Watch and describe performances.

Begin to say how they could improve.

Athletics

Running

Vary their pace and speed when running.

Run with a basic technique over different distances.

Show good posture and balance.

Jog in a straight line.

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 foot to same foot or one foot to opposite foot.

Perform a short jumping sequence.

Jump as high as possible.

Jump as far as possible.

Land safely and with control.

Work with a partner to develop the control of their jumps.

Throwing

Throw underarm and overarm.

Throw a ball towards a target with increasing accuracy.

Improve the distance they can throw by using more power.

Compete and perform

Begin to perform learnt skills with some control.

Engage in competitive activities and team games.

Evaluate

Watch and describe performances.

Begin to say how they could improve.

YEAR 2

Children will learn and develop the following skills in PE:

Dance

Copy, remember and repeat actions.

Create a short motif inspired by a stimulus.

Change the speed and level of their actions.

Use simple choreographic devices such as unison, canon and mirroring.

Use different transitions within a dance motif.

Move in time to music.

Improve the timing of their actions.

Compete and perform

Perform sequences of their own composition with coordination.

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.

Gymnastics

Copy, explore and remember actions and movements to create their own sequence.

Link actions to make a sequence.

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.

Move with increasing control and care.

Rolls

Log roll (controlled)

Curled side roll (egg roll) (controlled)

Teddy bear roll (controlled)

Rocking for forward roll

Crouched forward roll

Jumps

Straight jump

Tuck jump

Jumping jack

Half turn jump

Cat spring

Cat spring to straddle

Vault – with springboard and vault or other suitable raised platform, e.g. gymnastics table

Hurdle step onto springboard

Straight jump off springboard

Tuck jump off springboard.

Handstands, Cartwheels and Round-offs

Bunny hop

Front support wheelbarrow with partner

T-lever

Scissor kick

Travelling & Linking Actions

Tiptoe, step, jump and hop

Hopscotch

Skiping

Galloping

Straight jump half-turn

Shapes and Balances

Standing balances

Kneeling balances

Large body part balances

Balances on apparatus

Balances with a partner

Pike, tuck, star, straight, straddle shapes

Front and back support

Compete and perform

Perform sequences of their own composition with coordination.

Perform learnt skills with increasing control.

Games

Striking and Hitting a Ball

Strike or hit a ball with increasing control.

Learn skills for playing striking and fielding games.

Position the body to strike a ball.

Throwing and Catching a Ball

Throw different types of equipment in different ways, for accuracy and distance.

Throw, catch and bounce a ball with a partner.

Use throwing and catching skills in a game.

Throw a ball for distance.

Use hand-eye coordination to control a ball.

Vary types of throw used.

Travelling with a ball

Bounce and kick a ball whilst moving.

Use kicking skills in a game.

Use dribbling skills in a game.

Passing a ball

Know how to pass the ball in different ways.

Using Space

Use different ways of travelling at different speeds and following different pathways, directions or courses.

Change speed and direction whilst running.

Begin to choose and use the best space in a game.

Attacking and Defending

Begin to use and understand the terms attacking and defending.

Use at least one technique to attack or defend to play a game successfully.

Tactics and Rules

Understand the importance of rules in games.

Use at least one technique to attack or defend to play a game successfully.

Compete and perform

Perform sequences of their own composition with coordination.

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.

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 and 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.

Pupils will develop skills in: Multiskills Gymnastics Dance Games OAA Athletics

YEAR 3

Children will learn and develop the following skills in PE:

Dance

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 and 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.

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

Crouched forward roll

Forward roll from standing

Tucked backward roll

Jumps

Straight jump

Tuck jump

Jumping jack

Star jump

Straddle jump

Pike jump

Straight jump half-turn

Cat leap

Vault – with springboard and vault or other suitable raised platform, e.g. gymnastics table

Hurdle step onto springboard

Squat on vault

Star jump off

Tuck jump off

Straddle jump off

Pike jump off

Handstands, Cartwheels and Round-offs

Handstand

Lunge into handstand

Cartwheel

Travelling and Linking Actions

Tiptoe, step, jump and hop

Hopscotch

Skipping

Chassis steps

Straight jump half turn

Cat leap

Shapes and 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 and 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.

Games

Striking and Hitting a Ball

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.

Throwing and Catching a Ball

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.

Travelling with a Ball

Move with the ball in a variety of ways with some control.

Use two different ways of moving with a ball in a game.

Passing a Ball

Pass the ball in two different ways in a game situation with some success.

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.

Attacking and Defending

Use simple attacking and defending skills in a game.

Use fielding skills to stop a ball from travelling past them.

Tactics and Rules

Apply and follow rules fairly.

Understand and begin to apply the basic principles of invasion games.

Know how to play a striking and fielding game fairly.

Compete and 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.

Athletics

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.

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.

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.

Compete and 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.

OAA

Trails

Orientate themselves with increasing confidence and accuracy around a short trail.

Problem Solving

Identify and use effective communication to begin to work as a team.

Identify symbols used in a key.

Preparation and organisation

Begin to choose equipment that is appropriate for an activity.

Communication

Communicate with others

Compete and perform

Begin to complete activities in a set period of time.

Begin to offer an evaluation of personal performance and activities.

Evaluate

Watch, describe and evaluate the effectiveness of a performance.

Describe how their performance has improved over time.

YEAR 4

Children will learn and develop the following skills in PE:

Dance

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 and 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.

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

Forward roll from standing

Straddle forward roll

Tucked backward roll

Backward roll to straddle

Jumps

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

Vault – with springboard and vault or other suitable raised platform

Hurdle step onto springboard
Squat on vault
Straddle on vault
Star jump off
Tuck jump off
Straddle jump off
Pike jump off

Handstands, Cartwheels and Round-offs

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 and 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

Compete and perform

Perform and create sequences with fluency and expression.

Perform and apply skills and techniques with control and accuracy.

Games

Striking and Hitting a Ball

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.

Throwing and Catching a Ball

Develop different ways of throwing and catching.

Travelling with a Ball

Move with the ball using a range of techniques showing control and fluency.

Passing a Ball

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.

Attacking and Defending

Use a range of attacking and defending skills and techniques in a game.

Use fielding skills as an individual to prevent a player from scoring.

Tactics and Rules

Vary the tactics they use in a game.

Adapt rules to alter games.

Compete and 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.

Athletics

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.

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.

Throwing

Perform a pull throw.

Measure the distance of their throws.

Continue to develop techniques to throw for increased distance.

Compete and 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.

OAA

Trails

Orientate themselves with accuracy around a short trail.

Create a short trail for others with a physical challenge.

Start to recognise features of an orienteering course.

Problem-solving

Communicate clearly with other people in a team, and with other teams.

Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each.

Associate the meaning of a key in the context of the environment.

Preparation and Organisation

Try a range of equipment for creating and completing an activity.

Make an informed decision on the best equipment to use for an activity.

Plan and organise a trail that others can follow.

Communication

Communicate clearly with others.

Work as part of a team.

Begin to use a map to complete an orienteering course.

Compete and perform

Complete an orienteering course more than once and begin to identify ways of improving completion time.

Offer an evaluation of both personal performances and activities.

Start to improve trails to increase the challenge of the course.

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.

YEAR 5

Children will learn and develop the following skills in PE:

Dance

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 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 and 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.

Gymnastics

Select ideas to compose specific sequences of movements, shapes and balances.

Adapt their sequences to fit new criteria or suggestions.

Perform jumps, shapes and balances fluently and with control.

Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance.

Confidently use equipment to vault in a variety of ways.

Apply skills and techniques consistently.

Develop strength, technique and flexibility throughout performances.

Combine equipment with movement to create sequences.

Rolls

Forward roll from standing

Straddle forward roll

Pike forward roll

Tucked backward roll

Backward roll to straddle

Jumps

Straight jump

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

Vault

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

Handstands / Cartwheels

Lunge into handstand
Lunge into cartwheel
Lunge into round-off

Travelling and 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 and perform

Perform own longer, more complex sequences in time to music.

Consistently perform and apply skills and techniques with accuracy and control.

Games

Striking and Hitting a Ball

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.

Throwing and Catching a Ball

Consolidate different ways of throwing and catching, and know when each is appropriate in a game.

Travelling with a Ball

Use a variety of ways to dribble in a game with success.

Use ball skills in various ways, and begin to link together.

Passing a Ball

Pass a ball with speed and accuracy 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.

Attacking and Defending

Choose the best tactics for attacking and defending.

Shoot in a game.

Use fielding skills as a team to prevent the opposition from scoring.

Tactics and Rules

Know when to pass and when to dribble in a game.

Devise and adapt rules to create their own game.

Compete and perform

Consistently perform and apply skills and techniques with accuracy and control.

Take part in competitive games with a strong understanding of tactics and composition.

Evaluate

Choose and use criteria to evaluate own and others' performance.

Explain why they have used particular skills or techniques, and the effect they have had on their performance.

Athletics

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.

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 fling throw.

Throw a variety of implements using a range of throwing techniques.

Measure and record the distance of their throws.

Continue to develop techniques to throw for increased distance.

Compete and perform

Consistently perform and apply skills and techniques with accuracy and control.

Take part in competitive games with a strong understanding of tactics and composition.

Evaluate

Choose and use criteria to evaluate own and others' performance.

Explain why they have used particular skills or techniques, and the effect they have had on their performance.

OAA

Trails

Start to orientate themselves with increasing confidence and accuracy around an orienteering course.

Design an orienteering course that can be followed and offers some challenge to others.

Begin to use navigation equipment to orientate around a trail.

Problem solving

Use clear communication to effectively compete a particular role in a team.

Compete orienteering activities both as part of a team and independently.

Identify a key on a map and begin to use the information in activities.

Preparation and Organisation

Choose the best equipment for an outdoor activity.

Create an outdoor activity that challenges others.

Create a simple plan of an activity for others to follow.

Identify the quickest route to accurately navigate an orienteering course.

Communication

Communicate clearly and effectively with others.

Work effectively as part of a team.

Successfully use a map to complete an orienteering course.

Begin to use a compass for navigation.

Compete and perform

Complete an orienteering course on multiple occasions, in a quicker time due to improved technique.

Offer a detailed and effective evaluation of both personal performances and activities.

Improve a trail to increase the challenge of the course.

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 performances.

YEAR 6

Children will learn and develop the following skills in PE:

Dance

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.

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.

Compete and 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.

Evaluate

Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.

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

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

Jumps

Straight jump

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

Cat leap full-turn

Split leap

Stag leap

Vault

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

Straddle over vault

Handstands, cartwheels and round-offs

Lunge into cartwheel

Lunge into round-off

Hurdle step

Hurdle step into cartwheel

Hurdle step into round-off

Travelling and 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

Shapes and 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

Compete and perform

Link actions to create a complex sequence using a full range of movement that showcases different agilities, 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.

Games

Striking and Hitting a ball

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.

Throwing and Catching a ball

Throw and catch accurately and successfully under pressure in a game.

Travelling with a ball

Show confidence in using ball skills in various ways in a game situation, and link these together effectively.

Passing a ball

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.

Attacking and Defending

Think ahead and create a plan of attack or defence.

Apply knowledge of skills for attacking and defending.

Work as a team to develop fielding strategies to prevent the opposition from scoring.

Tactics and rules

Follow and create complicated rules to play a game successfully.

Communicate plans to others during a game.

Lead others during a game.

Compete and perform

Perform and apply a variety of skills and techniques confidently, consistently and with precision.

Take part in competitive games with a strong understanding of tactics and composition.

Evaluate

Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.

Athletics

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 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.

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 and perform

Perform and apply a variety of skills and techniques confidently, consistently and with precision.

Take part in competitive games with a strong understanding of tactics and composition.

Evaluate

Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.

OAA

Trails

Orientate themselves with confidence and accuracy around an orienteering course when under pressure.

Design an orienteering course that is clear to follow and offers challenge to others.

Use navigation equipment (maps, compasses) to improve the trail.

Problem-solving

Use clear communication to effectively complete a particular role in a team.

Compete in orienteering activities both as part of a team and independently.

Use a range of map styles and make an informed decision on the most effective.

Preparation and organisation

Choose the best equipment for an outdoor activity.

Prepare an orienteering course for others to follow.

Identify the quickest route to accurately navigate an orienteering course.

Manage an orienteering event for others to compete in.

Communication

Communicate clearly and effectively with others when under pressure.

Work effectively as part of a team, demonstrating leadership skills where necessary.

Successfully use a map to complete an orienteering course.

Use a compass for navigation.

Organise an event for others.

Compete and perform

Complete an orienteering course on multiple occasions, in a quicker time due to improved technique.

Offer a detailed and effective evaluation of both personal performances and activities with an aim of increasing challenge and improving performance.

Listen to feedback and improve an orienteering course from it.

Evaluate

Thoroughly evaluate their own and others work, suggesting thoughtful and appropriate improvements.

Meeting the needs of pupils with SEN

The PE curriculum is differentiated to meet the needs of all pupils. When planning for differentiation the following is considered:

- Curriculum content and resources including visual resources and use of equipment • Use of ICT to reduce barriers to learning where possible
- Resources to support pupils with sensory issues eg ear defenders, enlarged print, appropriate seating arrangements, areas of low distraction
- Additional adult support is used to ensure pupils are able to participate in all aspects of the lesson including discussions, group work, games, gymnastics and dance. Pupils are supported in expressing their views as well as their feelings and emotions