



PE Curriculum

At Highampton Church of England Primary School, we recognise the importance of PE and the role it has to play in promoting long term, healthy lifestyles. The intent of our PE curriculum is to provide all children with high quality PE and sport provision. It is our vision for every pupil to succeed and achieve their potential as well as to lead physically active lifestyles. We strive to inspire our pupils through fun and engaging PE lessons that are enjoyable, challenging and accessible to all. We want our pupils to appreciate the benefits of a healthy and physically active lifestyle. Through our teaching of PE, we will provide opportunities for pupils to develop values and transferrable life skills such as fairness and respect as well as providing them with opportunities to take part in competitive sport.

We use the 'Real PE' scheme of work to support and improve our planning and lessons.

PE programme of study

Athletics			
Subject	Knowledge	Skills	Vocabulary
<p>Please refer to rolling programme</p>	<p>Year 1 and 2</p> <ul style="list-style-type: none"> - Describe different ways of running - Describe different ways of jumping - Explain what is successful and how to improve - Describe different ways of throwing - Knowledge of KS1 vocabulary (see key vocab) - Knowledge of health benefits and well-being - Knowledge of what a good example looks like (running, jumping, throwing etc....) <p>Year 3 and 4</p> <ul style="list-style-type: none"> - Watch and describe specific aspects of throwing, catching, jumping and running - Knowledge of health benefits and well-being 	<p>Year 1</p> <ul style="list-style-type: none"> - explore gymnastics actions and still shapes move confidently and safely in their own and general space, using change of speed and direction - copy or create and link movement phrases with beginnings, middles and ends perform movement phrases using a range of body actions and body parts - know how to carry and place equipment recognise how their body feels when still and when exercising - watch, copy and describe what they and others have done <p>Year 2</p> <ul style="list-style-type: none"> - remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision - choose, use and vary simple compositional ideas in the sequences they create and perform - recognise and describe what their bodies feel like during different types of activity lift, move and place equipment safely - improve their work using information they have gained by watching, listening and investigating 	<p>Athlete, athletics, baton, bell lap, decathlon, discuss, discus, false start, field, foul, hammer, heptathlon, high jump, hurdles, javelin, lane, lap, exercise, long jump, marathon, middle-distance, pole-vault, relay, record, sprint, shot-put, starting blocks, track and field, target, underarm, overarm, pulling, pushing,</p>

	<ul style="list-style-type: none"> - Knowledge of what a good example looks like (running, jumping, throwing etc....) - Knowledge of the transportation of waste product and oxygen throughout the body. - Knowledge of Olympics and the impact of London 2012. <p>Year 5 and 6</p> <ul style="list-style-type: none"> - Explain how warming up effect's performance - Explain why athletics can help stamina and strength - Knowledge of health benefits and well-being - Knowledge of what a good example looks like (running, jumping, throwing etc....) - Knowledge of how athletics can be an employment opportunity. - Specific muscular and cross-curricular vocabulary. - Knowledge of the cardiovascular system and the circulatory system. <p>Knowledge of Olympics and London 2012.</p>	<p>Year 3</p> <ul style="list-style-type: none"> - consolidate and improve the quality of their actions, body shapes and balances, and their ability to link movements - improve their ability to select appropriate actions and use simple compositional ideas - recognise and describe the short-term effects of exercise on the body during different activities know the importance of suppleness and strength - describe and evaluate the effectiveness and quality of a performance recognise how their own performance has improved <p>Year 4</p> <ul style="list-style-type: none"> - develop the range of actions, body shapes and balances they include in a performance perform skills and actions more accurately and consistently - create gymnastic sequences that meet a theme or set of conditions use compositional devices when creating their sequences, such as changes in speed, level and direction - describe how the body reacts during different types of activity and how this affects the way they perform - describe their own and others' work, making simple judgments about the quality of performances and suggesting ways they could be improved <p>Year 5</p> <ul style="list-style-type: none"> - perform actions, shapes and balances consistently and fluently in specific activities 	<p>slinging, implement, distance, accuracy, control, efficiency, throwing, retrieving, travel, speed, technique, pace, sustain, stretching, warm-up, recognise, record, challenges, realistic target, perform, stamina, strength, control, describe, combination, height, power, landing,</p>
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		<ul style="list-style-type: none">- choose and apply basic compositional ideas to the sequences they create, and adapt them to new situations- know and understand the basic principles of warming up and why it is important for good quality performance understand why physical activity is good for their health- choose and use information and basic criteria to evaluate their own and others' work <p>Year 6</p> <ul style="list-style-type: none">- combine and perform gymnastic actions, shape and balances more fluently and effectively across the activity areas- develop their own gymnastic sequences by understanding, choosing and applying a range of compositional principles- understand why warming up and cooling down are important understand why exercise is good for health, fitness and wellbeing and how to become healthier themselves carry out warm ups safely and effectively- evaluate their own and others' work suggest ways of making improvements	
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Dance			
Subject	Knowledge	Skills	Vocabulary
Please refer to rolling programme	<p>Compose</p> <p>Year 1/2</p> <ul style="list-style-type: none"> - To understand the language of direction and levels - To understand key dance vocabulary - To understand how to link movements together to form a sequence <p>Year 3/4</p> <ul style="list-style-type: none"> - To understand key dance vocabulary - To understand how to use the body to express emotions - To understand which movements form a good sequence - To understand beat, tempo and rhythm - To understand how speed affects the quality of movement <p>Year 5/6</p> <ul style="list-style-type: none"> - To understand key dance vocabulary - To understand how to use the body to create sequences of movements to express emotions - To understand which movements form an accurately, expressive sequence 	<p>Compose</p> <p>Year 1/2</p> <ul style="list-style-type: none"> - Copy some moves - Develop control of movement using: <ul style="list-style-type: none"> - Actions (WHAT) – travel, stretch, twist, turn, jump - Space (WHERE) – forwards, backwards, sideways, high, low, safely showing an awareness of others - Relationships (WHO) – on own and with a partner by teaching each other 2 movements to create a dance with 4 actions - Dynamics (HOW) – slowly, quickly, with appropriate expression - Use own ideas to sequence dance - Sequence and remember a short dance <p>Year 3/4</p> <ul style="list-style-type: none"> - Create dance phrases/dances to communicate an idea - Develop movement using; <ul style="list-style-type: none"> - Actions (WHAT); travel, turn, gesture, jump, stillness - Space (WHERE); formation, direction and levels - Relationships (WHO); whole group/duo/solo, unison/ canon - Dynamics (HOW); explore speed, energy - Choreographic devices; motif, motif development and repetition - Structure a dance phrase, connecting different ideas, showing a clear beginning, middle and end <p>- Link phrases to music</p>	<p>travel, stretch, twist, turn, jump forwards, backwards, sideways, high, low, expression, movements, sequence, communicate travel, turn, gesture, jump, stillness, formation, direction, levels, whole group/duo/solo, unison/ canon Dynamics, explore speed, energy, motif, motif development, formation, direction, level,</p>

	<ul style="list-style-type: none"> - To understand beat, tempo and rhythm and how it affects movement - To understand how speed affects the quality of movement and how to move with control and finesse <p>Perform</p> <p>Year 1/2</p> <ul style="list-style-type: none"> - To understand key dance vocabulary - To have an understanding of coordination and control - To understand the meaning of rhythm - To understand how to work collaboratively - To have an understanding of what a polished dance may look like. <p>Year 3/4</p> <ul style="list-style-type: none"> - To understand different dance actions and how to link them effectively - To understand dynamic qualities - To understand how to use the space around them effectively - To understand the concept of mirroring - To understand the difference between complimentary and contrasting - To understand key dance vocabulary. 	<p>Year 5/6</p> <ul style="list-style-type: none"> - Create longer, challenging dance phrases/dances - Select appropriate movement material to express ideas/thoughts/feelings - Develop movement using; Actions (WHAT); travel, turn, gesture, jump, stillness - Space (WHERE); formation, direction, level, pathways Relationships (WHO); solo/duo/trio, unison/canon/ contrast Dynamics (HOW) explore speed, energy (e.g. heavy/light, flowing/sudden) - Choreographic devices; motif, motif development, repetition, retrograde (performing motifs in reverse) - Link phrases to music <p>Perform</p> <p>Year 1/2</p> <ul style="list-style-type: none"> - Move spontaneously showing some control and co-ordination - Move with confidence when walking, hopping, jumping, landing - Move with rhythm in the above actions - Demonstrate good balance - Move in time with music - Co-ordinate arm and leg actions (e.g. march and clap) - Interact with a partner (e.g. holding hands, swapping places, meeting and parting) <p>Year 3/4</p> <ul style="list-style-type: none"> - Perform dance to an audience showing confidence - Show co-ordination, control and strength (Technical Skills) - Show focus, projection and musicality (Expressive Skills) 	<p>pathways, retrograde, repetition, heavy, light, flowing, sudden</p> <p>Control, co-ordination, projection, musicality, dynamic qualities, mirroring, complementary, contrasting, alignment, continuity, rhythm, pathways</p> <p>Respond, explore, feelings, preference, changes, healthy, styles, traditions, strengths, improvements, historical, aspects, social,</p>
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	<p>Year 5/6</p> <ul style="list-style-type: none"> - To understand key dance vocabulary - To understand the importance of projection and how it affects the quality of a performance - To understand a wide range of dance actions and choose the most appropriate - To understand how to move in unison with another child or group <p>Appreciate</p> <p>Year 1/2</p> <ul style="list-style-type: none"> - To understand key dance vocabulary - To understand how to express opinions and give constructive feedback - To understand how to act on feedback - To understand what happens to the body when we exercise - To understand how exercise can help keep you healthy. <p>Year 3/4</p> <ul style="list-style-type: none"> - To understand different dance traditions - Understand and use simple dance vocabulary 	<ul style="list-style-type: none"> - Demonstrate different dance actions – travel, turn, gesture, jump and stillness Demonstrate dynamic qualities – speed, energy and continuity - Demonstrate use of space – levels, directions, pathways and body shape Demonstrate different relationships – mirroring, unison, canon, complementary & contrasting <p>Year 5/6</p> <ul style="list-style-type: none"> - Perform dance to an audience showing confidence and clarity of actions - Show co-ordination, control, alignment, flow of energy and strength (Technical Skills) - Show focus, projection, sense of style and musicality (Expressive Skills) Demonstrate a wide range of dance actions – travel, turn, gesture, jump and stillness - Demonstrate dynamic qualities – speed, energy, continuity, rhythm Demonstrate use of space – levels, directions, pathways, size and body shape Demonstrate different relationships – mirroring, unison, canon, complementary and contrasting, body part to body part and physical contact <p>Appreciate</p> <p>Year 1/2</p> <ul style="list-style-type: none"> - Respond to own work and that of others when exploring ideas, feelings and preferences - Recognise the changes in the body when dancing and how this can contribute to keeping healthy <p>Year 3/4</p> <ul style="list-style-type: none"> - Show an awareness of different dance styles and traditions - Compare and comment on their own and other’s work - strengths and areas for improvement 	<p>context, evaluate, compare, constructive feedback</p>
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	<ul style="list-style-type: none"> - Understand why safety is important in the studio <p>Year 5/6</p> <ul style="list-style-type: none"> - To understand different dance styles, traditions and aspects and where they appear in history. - Understand and use dance vocabulary - Understand why safety is important in the studio - To understand how to compare their work to their peers of modelled versions - To understand the importance of evaluation 	<p>Year 5/6</p> <ul style="list-style-type: none"> - Show an awareness of different dance styles, traditions and aspects of their historical/social context - Compare and evaluate their own and others' work 	
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Games			
Subject	Knowledge	Skills	Vocabulary
Please refer to rolling programme	<p>Years 1 – 6</p> <ul style="list-style-type: none"> - Knowledge of vocabulary specific to sport / age - Knowing what basic movements patterns are - Understand key principles of individual sport and team games - Knowledge and understanding of rules (implementation of rules also) - Knowing what an effective team looks like (poor and good examples) - Knowing and understanding wider health benefits of sport and team games - Knowing how social sport can improve mental well-being. - Knowledge of how diet and exercise can benefit the body. - Understanding sport is inclusive and diverse - Knowing famous sporting heroes / stars - Career opportunities linked to sporting games - Understanding the different roles and responsibilities of team mates, more specifically your role and responsibility within the team. - Understand your own physical capabilities and how you can set targets and improve physical / mental / diet performance. 	<p>Years 1 – 2</p> <ul style="list-style-type: none"> - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities - participate in team games, developing simple tactics for attacking and defending - perform dances, using simple movement patterns - Practice different skills associated with simple games (e.g. coordinating throwing and catching) - Work co-operatively in teams <p>Years 3 – 4</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 	Movement, running, jumping, throwing, catching, balance, agility, coordination, team, attacking, defending, competitive, perform, isolation, combination, flexibility, strength, technique, control, balance, athletics, gymnastics, pattern, outdoor, adventure, performance, improvement, achieve,

	<ul style="list-style-type: none"> - Knowledge of tactics and how superior tactics can out-weigh skill and ability - Knowledge of skill and ability (the difference between the two). 	<ul style="list-style-type: none"> - take part in outdoor and adventurous activity challenges both individually and within a team - compare their performance with previous ones and demonstrate improvement to achieve their personal best - Practice skills in isolation and combination (e.g. throwing and catching with greater accuracy) - Work well as a team in competitive games - Apply basic principles of attacking and defending <p>Develop an understanding of fair play (respect team -mates and opponents)</p> <p>Years 5 – 6</p> <ul style="list-style-type: none"> - Develop techniques of a variety of skills to maximise team effectiveness - Use the skills e.g. of throwing and catching to gain points in competitive games (fielding) - Use tactics when attacking or defending Apply rules of fair play to competitive games 	<p>personal best, demonstrate, skills, cooperative, accuracy, principles, fair play, respect, team mates, opponents, techniques, points, fielding, rules.</p>
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Gymnastics			
Subject	Knowledge	Skills	Vocabulary
Please refer to rolling programme	Year 1 - 6 <ul style="list-style-type: none"> - Knowledge of good examples and poor examples of balance, running, jumping - Knowledge of different movement patterns - Knowledge of ways to control jumps and landings - Knowledge of safety concerns in gymnastics - Knowledge of body parts - Knowledge of fine motor movements and gross motor movements - Knowledge of employment opportunities - Knowledge of wider sporting clubs that can be accessed outside of school - Knowledge of symmetrical and asymmetrical balance - Understanding the impact of sporting stars and Olympics. - Know how to apply their knowledge of gymnastics into a sequence 	Year 1 and 2 <ul style="list-style-type: none"> - Perform gymnastic sequence with a balance, a travelling action, a jump and a roll Teach sequence to a partner and perform together - Stand and sit “like a gymnast” Explore the 5 basic shapes: straight/tucked/star/ straddle/pike Balance in these shapes on large body parts: back, front, side, bottom - Explore balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively) - Develop balance by showing good tension in the core and tension and extension in the arms and legs, hands and feet - Develop balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively) - Challenge balance and use of core strength by exploring and developing use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite) NB: ensure hands are always flat on floor and fingers point the same way as toes - Begin to travel on hands and feet (hands flat on floor and fully extend arms) Monkey walk (bent legs and extended arms) Caterpillar walk (hips raised so legs as well as arms can be fully extended). - Keep hands still while walking feet towards hands, keep feet still while walking hands away from feet until in front support position) Bunny hop (transfer weight to hands) 	Acrobatic, apparatus, balance, bounce, dismount, gymnastics, handstand, landing, somersault, springboard, trampoline, tumble, twist, vault, exercise, tuck jump, pike jump, standing, jumping, throwing, running, health, diet, teddy bear roll, forward roll, counter tension, counter balance, balance, perform, action,

	<ul style="list-style-type: none"> - Knowledge of vocabulary specific to year group - Muscle and skeletal system – scientific terminology for each bone and muscle - Knowledge of what a sequence is. 	<ul style="list-style-type: none"> - Continue to develop control in different rolls Pencil roll – from back to front keeping body and limbs in straight shape Egg roll – lie on side in tucked shape, holding knees tucked into chest roll onto back and onto other side. Repeat to build up core strength Dish roll – with extended arms and legs off the floor, roll from dish to arch shape slowly and with control Begin forward roll (crouch in tucked shape, feet on floor, hands flat on floor in front. Keep hands and feet still, raise hips in the air to inverted ‘V’ position <p>Year 3 and 4</p> <ul style="list-style-type: none"> - Perform a gymnastic sequence with clear changes of speed, 3 different balances with 3 different ways of travelling - Work with a partner to create a sequence. From starting shape move together by e.g. travelling on hands and feet, rolling, jumping. Then move apart to finish - Explore and develop use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite) NB: ensure hands are always flat on floor and fingers point the same way as toes - Explore balancing on combinations of 1/2/3/4 “points” e.g. 2 hands and 1 foot, head and 2 hands in a tucked head stand Balance on floor and apparatus exploring which body parts are the safest to use Explore balancing with a partner: facing, besides, behind and on different levels Move in and out of balance fluently - Use a variety of rolling actions to travel on the floor and along apparatus Travel with a partner; move away from and together on the floor and on apparatus - Travel at different speeds e.g. move slowly into a balance, travel quickly before jumping 	<p>sequence, partner, speed, travelling, rolling, jumping, asymmetrical, symmetrical, mirroring, shapes, balance, twisting, turning, gymnast, straight tucked, star, straddle, pike, arch, dish, tension, core, extension, contraction, upper body strength, weight, points, apparatus, acrobatic</p>
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		<ul style="list-style-type: none"> - Travel in different pathways on the floor and using apparatus, explore different entry and exit points other than travelling in a straight line on apparatus - Explore leaping forward in stag jump, taking off from one foot and landing on the other (on floor and along bench controlling take-off and landing) Add a quarter or half turn into a jump before landing Make a twisted shape in the air and control landing by keeping body upright throughout the twisting action - Continue to develop control in rolling actions on the floor, off and along apparatus or in time with a partner. - Combine the phases of earlier rolling actions to perform the full forward roll Begin the backward roll <p>Year 5 and 6</p> <ul style="list-style-type: none"> - Create a sequence of up to 8 elements: (e.g. a combination of asymmetrical shapes and balances and symmetrical rolling and jumping actions; changes of direction and level and show mirroring; and matching shapes and balances - Create a longer more complex sequence of up to 10 elements e.g. a combination of counter balance/ counter tension, twisting/turning, travelling on hands and feet, as well as jumping and rolling - Perform balances with control, showing good body tension Mirror and match partner's balance i.e. making same shape on a different level or in a different place - Explore symmetrical and asymmetrical balances on own and with a partner - Explore and develop control in taking some/all of a partner's weight using counter balance (pushing against) and counter tension (pulling 	
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		<p>away from) Perform a range of acrobatic balances with a partner on the floor and on different levels on apparatus</p> <ul style="list-style-type: none">- Perform group balances at the beginning, middle or end of a sequence. Consider how to move in and out of these balances with fluency and control- Begin to take more weight on hands when progressing bunny hop into hand stand- Travel sideways in a bunny hop and develop into cartwheeling action keeping knees tucked in and by placing one hand then the other on the floor- Increase the variety of pathways, levels and speeds at which you travel- Travel in time with a partner, move away from and back to a partner- Make symmetrical and asymmetrical shapes in the air Jump along, over and off apparatus of varying height with control in the air and on landing- Explore different starting and finishing positions when rolling e.g. forward roll from a straddle position on feet and end in a straddle position on floor or feet/begin a backward roll from standing in a straight position, ending in a straddle position on feet- Explore symmetry and asymmetry throughout the rolling actions	
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Outdoor adventurous activity			
Subject	Knowledge	Skills	Vocabulary
Please refer to rolling programme	<p>Years 1 – 6</p> <ul style="list-style-type: none"> - Knowing what a map is and what a map looks like - Be aware of dangers in the area - Knowing what the compass points are - Knowing what is a trail / main road / footpath - Knowing what is appropriate clothing and equipment for OAA. - Knowledge of orienteering and what this sport is about - What is a role and what does the term, responsibility mean? - Knowledge of successful teams and how they perform to the optimum standard. - What is a strategy? What does it mean to be strategic? - What is an effective strategy? Identify the most efficient strategy. - Knowledge of shelter and basic survival skills (food, water and shelter) 	<p>Years 1 and 2</p> <ul style="list-style-type: none"> - Identify positions on simple maps and diagrams of familiar environments e.g. in relation to position of desk in plan of classroom Use simple maps and diagrams to follow a trail - Begin to work co-operatively with others Plan and share ideas - Discuss how to follow trails and solve problems Select appropriate equipment for the task <p>Years 3 and 4</p> <ul style="list-style-type: none"> - Orientate simple maps and plans Mark control points in correct position on map or plan Find way back to a base point - Co-operate and share roles within a group Listen to each other’s ideas when planning a task and adapt Take responsibility for a role within the group Recognise that some outdoor adventurous activities can be dangerous Follow rules to keep self and others safe - Select appropriate equipment/route/people to solve a problem successfully Choose effective strategies and change ideas if not working <p>Year 5 and 6</p> <ul style="list-style-type: none"> - Draw maps and plans and set trails for others to follow Use the eight points of the compass to orientate Plan an orienteering challenge 	<p>Maps, diagrams, environments, symbol, trail, orientate, control points, base point, compass, orienteering, cooperation, plan, share, listen, responsibility, role, danger, safe, strengths, strategy, problem, equipment, route, shelter, implement, refine.</p>

		<ul style="list-style-type: none"> - Plan and share roles within the group based on each other's strengths Understand individuals' roles and responsibilities Adapt roles or ideas if they are not working Recognise and talk about the dangers of tasks Recognise how to keep themselves and others safe - Plan strategies to solve problems/plan routes/follow trails/build shelters etc. Implement and refine strategies 	
Swimming			
Subject	Knowledge	Skills	Vocabulary
Please refer to rolling programme	<ul style="list-style-type: none"> - To understand how to be safe in and around the water - To understand a range of strokes - To understand which stroke is the most efficient - To understand how to perform safe self-rescue 	<ul style="list-style-type: none"> - All schools must provide swimming instruction in either KS1 or KS2 - Develop confidence in the water - Swim competently, confidently and proficiently over a distance of at least 25 metres - use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke) - perform safe self-rescue in different water-based situations 	Water, proficiently, strokes, front crawl, backstroke, breaststroke, butterfly, safety, self-rescue, confidence

Physical Education progression

	Year 1/2	Year 3/4	Year 5/6
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PE	Athletics	<p>Run for 1 minute</p> <p>Show differences in running at speed and jogging</p> <p>Use different techniques to meet challenges</p> <p>Describe different ways of running</p> <p>Perform the 5 basic jumps (2-2, 2-1, 1-2, 1-1 same foot, 1 to 1 landing on other foot)</p> <p>Perform combinations of the above</p> <p>Show control at take-off and landing</p> <p>Describe different ways of jumping</p> <p>Throw into targets</p> <p>Perform a range of throwing actions e.g. rolling, underarm, overarm</p> <p>Describe different ways of throwing</p> <p>Explain what is successful or how to improve</p>	<p>Run smoothly at different speeds</p> <p>Choose different styles of running of different distances</p> <p>Pace and sustain their effort over longer distances</p> <p>Watch and describe specific aspects of running (e.g. what arms and legs are doing)</p> <p>Recognise and record how the body works in different types of challenges over different distances</p> <p>Carry out stretching and warm-up safely</p> <p>Set realistic targets of times to achieve over a short and longer distance (with guidance)</p> <p>Perform combinations of jumps e.g. hop, step, jump showing control and consistency</p> <p>Choose different styles of jumping</p> <p>Watch and describe specific aspects of jumping e.g. what arms and legs are doing</p> <p>Set realistic targets when jumping for distance for or height (with guidance)</p> <p>Explore different styles of throwing, e.g. pulling, pushing and slinging (to prepare for javelin, shot and discus)</p> <p>Throw with greater control</p> <p>Consistently hit a target with a range of implements</p> <p>Watch and describe specific aspects of throwing (e.g. what arms and legs are doing)</p>	<p>Sustain pace over longer distance – 2 minutes</p> <p>Perform relay change-overs</p> <p>Identify the main strengths of a performance of self and others</p> <p>Identify parts of the performance that need to be improved</p> <p>Perform a range of warm-up exercises specific to running for short and longer distances</p> <p>Explain how warming up affects performance</p> <p>Explain why athletics can help stamina and strength</p> <p>Set realistic targets for self, of times to achieve over a short and longer distance</p> <p>Demonstrate a range of jumps showing power and control and consistency at both take-off and landing</p> <p>Set realistic targets for self, when jumping for distance or height</p> <p>Throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action with foam javelin, shot and discus</p> <p>Organise small groups to SAFELY take turns when throwing and retrieving implements</p>
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			Set realistic targets when throwing over an increasing distance and understand that some implements will travel further than others (guidance)	Set realistic targets for self, when throwing over an increasing distance and understand that some implements will travel further than others
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PE	Dance	<p>Copy some moves</p> <p>Develop control of movement using:</p> <p>Actions (WHAT) – travel, stretch, twist, turn, jump</p> <p>Space (WHERE) – forwards, backwards, sideways, high, low, safely showing an awareness of others</p> <p>Relationships (WHO) – on own and with a partner by teaching each other 2 movements to create a dance with 4 actions</p> <p>Dynamics (HOW) – slowly, quickly, with appropriate expression</p> <p>Use own ideas to sequence dance</p> <p>Sequence and remember a short dance</p> <p>Move spontaneously showing some control and co-ordination</p> <p>Move with confidence when walking, hopping, jumping, landing</p> <p>Move with rhythm in the above actions</p> <p>Demonstrate good balance</p> <p>Move in time with music</p> <p>Co-ordinate arm and leg actions (e.g. march and clap)</p> <p>Interact with a partner (e.g. holding hands, swapping places, meeting and parting)</p>	<p>Create dance phrases/dances to communicate an idea</p> <p>Develop movement using;</p> <p>Actions (WHAT); travel, turn, gesture, jump, stillness</p> <p>Space (WHERE); formation, direction and levels</p> <p>Relationships (WHO); whole group/duo/solo, unison/ canon</p> <p>Dynamics (HOW); explore speed, energy</p> <p>Choreographic devices; motif, motif development and repetition</p> <p>Structure a dance phrase, connecting different ideas, showing a clear beginning, middle and end</p> <p>Link phrases to music</p> <p>Perform dance to an audience showing confidence</p> <p>Show co-ordination, control and strength (Technical Skills)</p> <p>Show focus, projection and musicality (Expressive Skills)</p> <p>Demonstrate different dance actions – travel, turn, gesture, jump and stillness</p> <p>Demonstrate dynamic qualities – speed, energy and continuity</p>	<p>Create longer, challenging dance phrases/dances</p> <p>Select appropriate movement material to express ideas/thoughts/feelings</p> <p>Develop movement using;</p> <p>Actions (WHAT); travel, turn, gesture, jump, stillness</p> <p>Space (WHERE); formation, direction, level, pathways</p> <p>Relationships (WHO); solo/duo/trio, unison/canon/ contrast</p> <p>Dynamics (HOW) explore speed, energy (e.g. heavy/light, flowing/sudden)</p> <p>Choreographic devices; motif, motif development, repetition, retrograde (performing motifs in reverse)</p> <p>Link phrases to music</p> <p>Perform dance to an audience showing confidence and clarity of actions</p> <p>Show co-ordination, control, alignment, flow of energy and strength (Technical Skills)</p> <p>Show focus, projection, sense of style and musicality (Expressive Skills)</p> <p>Demonstrate a wide range of dance actions – travel, turn, gesture, jump and stillness</p> <p>Demonstrate dynamic qualities – speed, energy, continuity, rhythm</p>
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		<p>Respond to own work and that of others when exploring ideas, feelings and preferences</p> <p>Recognise the changes in the body when dancing and how this can contribute to keeping healthy</p>	<p>Demonstrate use of space – levels, directions, pathways and body shape</p> <p>Demonstrate different relationships – mirroring, unison, canon, complementary & contrasting</p> <p>Show an awareness of different dance styles and traditions</p> <p>Understand and use simple dance vocabulary</p> <p>Understand why safety is important in the studio</p> <p>Show an awareness of different dance styles, traditions and aspects of their historical/social context</p> <p>Understand and use dance vocabulary</p>	<p>Demonstrate use of space – levels, directions, pathways, size and body shape</p> <p>Demonstrate different relationships – mirroring, unison, canon, complementary and contrasting, body part to body part and physical contact</p> <p>Compare and comment on their own and other’s work -strengths and areas for improvement</p> <p>Understand why safety is important in the studio</p> <p>Compare and evaluate their own and others’ work</p>
PE	Games	<p>Practise different skills associated with simple games (e.g. co-ordinating throwing and catching)</p> <p>Work co-operatively in teams</p>	<p>Practise skills in isolation and combination (e.g. throwing and catching with greater accuracy)</p> <p>Work well as a team in competitive games</p> <p>Apply basic principles of attacking and defending</p> <p>Develop an understanding of fair play (respect team -mates and opponents)</p>	<p>Develop techniques of a variety of skills to maximise team effectiveness</p> <p>Use the skills e.g. of throwing and catching to gain points in competitive games (fielding)</p> <p>Use tactics when attacking or defending</p> <p>Apply rules of fair play to competitive games</p>

PE	Gymnastics	<p>Perform gymnastic sequence with a balance, a travelling action, a jump and a roll</p> <p>Teach sequence to a partner and perform together</p> <p>Stand and sit “like a gymnast”</p> <p>Explore the 5 basic shapes: straight/tucked/star/ straddle/pike</p> <p>Balance in these shapes on large body parts: back, front, side, bottom</p> <p>Explore balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively)</p> <p>Develop balance by showing good tension in the core and tension and extension in the arms and legs, hands and feet</p> <p>Develop balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively)</p> <p>Challenge balance and use of core strength by exploring and developing use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite) NB: ensure hands are always flat on floor and fingers point the same way as toes</p>	<p>Perform a gymnastic sequence with clear changes of speed, 3 different balances with 3 different ways of travelling</p> <p>Work with a partner to create a sequence. From starting shape move together by e.g. travelling on hands and feet, rolling, jumping. Then move apart to finish</p> <p>Explore and develop use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite) NB: ensure hands are always flat on floor and fingers point the same way as toes</p> <p>Explore balancing on combinations of 1/2/3/4 “points” e.g. 2 hands and 1 foot, head and 2 hands in a tucked head stand</p> <p>Balance on floor and apparatus exploring which body parts are the safest to use</p> <p>Explore balancing with a partner: facing, beside, behind and on different levels</p> <p>Move in and out of balance fluently</p>	<p>Create a sequence of up to 8 elements: (e.g. a combination of asymmetrical shapes and balances and symmetrical rolling and jumping actions; changes of direction and level and show mirroring; and matching shapes and balances</p> <p>Create a longer more complex sequence of up to 10 elements e.g. a combination of counter balance/ counter tension, twisting/turning, travelling on hands and feet, as well as jumping and rolling</p> <p>Perform balances with control, showing good body tension</p> <p>Mirror and match partner’s balance i.e. making same shape on a different level or in a different place</p> <p>Explore symmetrical and asymmetrical balances on own and with a partner</p> <p>Explore and develop control in taking some/all of a partner’s weight using counter balance (pushing against) and counter tension (pulling away from)</p> <p>Perform a range of acrobatic balances with a partner on the floor and on different levels on apparatus</p> <p>Perform group balances at the beginning, middle or end of a sequence. Consider how to move in and out of these balances with fluency and control</p>
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				Begin to take more weight on hands when progressing bunny hop into hand stand
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PE	Gymnastics Cont.	<p>Begin to travel on hands and feet (hands flat on floor and fully extend arms)</p> <p>Monkey walk (bent legs and extended arms)</p> <p>Caterpillar walk (hips raised so legs as well as arms can be fully extended. Keep hands still while walking feet towards hands, keep feet still while walking hands away from feet until in front support position)</p> <p>Bunny hop (transfer weight to hands)</p> <p>Explore shape in the air when jumping and landing with control (e.g. star shape)</p> <p>Continue to develop control in different rolls</p> <p>Pencil roll – from back to front keeping body and limbs in straight shape</p> <p>Egg roll – lie on side in tucked shape, holding knees tucked into chest roll onto back and onto other side. Repeat to build up core strength</p> <p>Dish roll – with extended arms and legs off the floor, roll from dish to arch shape slowly and with control</p> <p>Begin forward roll (crouch in tucked shape, feet on floor, hands flat on floor in front. Keep hands and feet still, raise hips in the air to inverted 'V' position)</p>	<p>Use a variety of rolling actions to travel on the floor and along apparatus</p> <p>Travel with a partner; move away from and together on the floor and on apparatus</p> <p>Travel at different speeds e.g. move slowly into a balance, travel quickly before jumping</p> <p>Travel in different pathways on the floor and using apparatus, explore different entry and exit points other than travelling in a straight line on apparatus</p> <p>Explore leaping forward in stag jump, taking off from one foot and landing on the other (on floor and along bench controlling take-off and landing)</p> <p>Add a quarter or half turn into a jump before landing</p> <p>Make a twisted shape in the air and control landing by keeping body upright throughout the twisting action</p> <p>Continue to develop control in rolling actions on the floor, off and along apparatus or in time with a partner.</p> <p>Combine the phases of earlier rolling actions to perform the full forward roll</p> <p>Begin the backward roll</p>	<p>Travel sideways in a bunny hop and develop into cartwheeling action keeping knees tucked in and by placing one hand then the other on the floor</p> <p>Increase the variety of pathways, levels and speeds at which you travel</p> <p>Travel in time with a partner, move away from and back to a partner</p> <p>Make symmetrical and asymmetrical shapes in the air</p> <p>Jump along, over and off apparatus of varying height with control in the air and on landing</p> <p>Explore different starting and finishing positions when rolling e.g. forward roll from a straddle position on feet and end in a straddle position on floor or feet/begin a backward roll from standing in a straight position, ending in a straddle position on feet</p> <p>Explore symmetry and asymmetry throughout the rolling actions</p>
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PE	Outdoor and adventurous activity	<p>Identify positions on simple maps and diagrams of familiar environments e.g. in relation to position of desk in plan of classroom</p> <p>Use simple maps and diagrams to follow a trail</p> <p>Begin to work co-operatively with others</p> <p>Plan and share ideas</p> <p>Discuss how to follow trails and solve problems</p> <p>Select appropriate equipment for the task</p>	<p>Orientate simple maps and plans</p> <p>Mark control points in correct position on map or plan</p> <p>Find way back to a base point</p> <p>Co-operate and share roles within a group</p> <p>Listen to each other's ideas when planning a task and adapt</p> <p>Take responsibility for a role within the group</p> <p>Recognise that some outdoor adventurous activities can be dangerous</p> <p>Follow rules to keep self and others safe</p> <p>Select appropriate equipment/route/people to solve a problem successfully</p> <p>Choose effective strategies and change ideas if not working</p>	<p>Draw maps and plans and set trails for others to follow</p> <p>Use the eight points of the compass to orientate</p> <p>Plan an orienteering challenge</p> <p>Plan and share roles within the group based on each other's strengths</p> <p>Understand individuals' roles and responsibilities</p> <p>Adapt roles or ideas if they are not working</p> <p>Recognise and talk about the dangers of tasks</p> <p>Recognise how to keep themselves and others safe</p> <p>Plan strategies to solve problems/plan routes/follow trails/build shelters etc.</p> <p>Implement and refine strategies</p>
	Swimming	<ul style="list-style-type: none"> • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke) • perform safe self-rescue in different water-based situations 		