

Physical Education Curriculum



Subject Leaders: John Randall

Rode Heath Primary School

Intent

Physical Education is a fundamental part of school life here at Rode Heath. As an ActiveMark accredited school, we commit that at least 100% of pupils undertake at least 2 hours of high quality PE and school sport each week. This includes both curriculum and out of hours clubs based at school.

Children in Reception and Key Stage 1 (years 1 and 2) develop the fundamental skills of: aiming and throwing, balance, co-ordination, control, and movement. In Key Stage 2 (years 3 to 6) children are able to use these fundamental skills to develop their knowledge of, and abilities in, invasion games such as: football, basketball, netball and hockey. These skills are also transferrable to striking and fielding games such as cricket and rounders, together with net games such as tennis and volleyball.

Implementation

All pupils have PE timetabled each week to cover the main areas of the National Curriculum which are: dance, gymnastics, games, swimming and athletics. Outdoor and adventurous activities are included in some of the residential where appropriate. Swimming is also offered for children in KS2. To help with the planning of PE, 'AMAVEN PE' is available which gives medium and short term planning. This provides practical lesson plans with clear diagrams to show how activities can be taught. Each term pupils are assessed through AMAVEN for agility, body control, strength, object control and flexibility. Sports coaches are used to teach PE in some sessions. Healthy lifestyle is also promoted through other subjects such as Science and Design & Technology, Hearts and Minds and school lunches. In June 2020 the school's 'Daily Mile' track was built. Pupils are encouraged to run a mile every day. During the Covid Pandemic, this was a valuable asset to promote wellbeing and physical activity especially as it encourages people to be outside. It also promotes the governments 'Active 30' initiative. Staff are encouraged to take part.

Impact

The impact and measure of this is to ensure that pupils at Rode Heath are equipped with physical wellbeing, skills and competitiveness that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world. We want the children to have thoroughly enjoyed learning the key elements to gymnastics, games, dance, athletics and swimming, therefore encouraging them to undertake new life experiences now and in their future.

Any subject specific information:

The Association for Physical Education, in its mission states clearly that ‘PE should be at the heart of school life’. The Primary PE and Sport Premium provides schools with the incentive to do just that. I hope that schools will prioritise, plan, organise and deliver a purposeful, positive and exciting provision that will have impact on all pupils and underpin an understanding of the importance of a healthy and active lifestyle now and for the rest of their lives.”

PE lessons should: Harness pupil’s natural enthusiasm by getting them **on task quickly**. This will help set the tone of the lesson, involve fewer incidents of disruptive behaviour, give more time to achieve outcomes, increased time on activity thereby increasing pupil fitness. Children’s ability to achieve in P.E. is related to not only physical ability but mental and emotional understanding. P.E. can be **differentiated** using the STEP method. Changing the space, task, equipment or people. Pupils should **make progress** e.g. engaging in competition, working well with others and developing a deeper understanding of healthy active lifestyles. Pupils can **link learning** such as discussing an aspect of defending in gameplay in both netball and football. Enough time on activities is essential when learning new skills, developing mindset and honing interpersonal skills.

This curriculum overview shows the core activities however it remains very flexible due to; external providers, indoor availability, weather, competition schedules and progression.

Suggested P.E. Based on The National Curriculum

2023-2024

Long Term Overview of the Physical Education EYFS/KS1/KS2

Year/Term	Autumn session 1	Autumn session 2	Spring session 1	Spring session 2	Summer session 1	Summer session 2	Clubs TBC
Pre-School <i>Early learning goals</i>	Balance bikes Obstacle course Throwing balls Kicking balls	Jumping Carrying & collecting Running	Yoga Dance	Basic Games Balancing sports items	Running Jumping hurdles Throwing & catching	Dance Use rackets	
<i>Gross Motor Skills for Pre-School & Reception: Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</i>							
Reception <i>Early learning goals</i>	Games (Cricket) (Following Instructions, using the space, different ways of moving)	Gymnastics (Exploring simple movements and equipment)	Dance BBC teach dance scheme/Amaven	Games (Passing and receiving, aiming at a target)	Athletics (Prepare for Sports day, running, relays, throwing and catching, (under/over)	Dance (Summer Fayre) Amaven	

Year 1	Dance BBC teach dance scheme/Amaven	Games (Cricket) (activities could include: benchball, dodgeball, football)	Games (activities could include: benchball, dodgeball, football)	Games (activities could include: benchball, dodgeball, football)	Athletics (Sports day type activities)	Gymnastics (CANG) Dance (Summer Fayre)	Aut 1st half scnw
Year 2	Dance Dance BBC teach dance scheme/AMAVEN	Games (SCNW) Football	Gymnastics (CANG)	Games (fielding games, rounders, cricket)	Athletics (Sports day type activities)	Dance/Games (Summer Fayre)	Aut 1st half scnw
Year 3 Outdoor Activities (residential & skill supply)	Games (Crewe A) (invasion: Football , netball or football) After half term Hockey	Swimming	Athletics (Circuit training) (SCNW) (AMAVEN type activities)	Gymnastics (CANG)	Games (net/wall : tennis or badminton) Bat (cricket, rounders) Dance (production & Summer Fayre)	Games/Athletics Netball (Crewe A) Athletics (Crewe A)	Aut 1st half CA football NAR archery

Year/Term	Autumn session 1	Autumn session 2	Spring session 1	Spring session 2	Summer session 1	Summer session 2	
Year 4 Outdoor Activities (residential & Skill Supply)	Gymnastics (CANG)	Dance	Games (Crewe Alex) (invasion: hockey , netball or football) After half term Netball	Swimming	Dance (summer production & Summer Fair) Games	Athletics (SCNW) Games (net/wall : tennis or badminton) Bat (cricket, rounders)	Aut 1st half CA Football NAR archery
Year 5 Outdoor Activities (Skill Supply)	Gymnastics (CANG)	Circuit training (Indoor athletics)	Games (SCNW) (invasion: hockey, netball or football)	Games (invasion: hockey, netball or football)	Athletics (SCNW) (Sports day type activities) After half term Tennis	Gymnastics (CANG) <i>Dance</i> (Will have to practice dance for production & Summer Fayre)	Aut 1st half JR football NAR stateboarding Aut 2nd half Spr 1st half JR football Spr 2nd half JR football

Year 6 Outdoor Activities (residential & Skill Supply)	Games (Crewe A) (invasion: hockey, netball or football)	Circuit training (SCNW) (Indoor athletics) After half term Basketball	Games (Crewe Alex) (invasion: hockey , netball or football) After half term Netball	Gymnastics (CANG)	Athletics (SCNW) (Sports day type activities) Games (striking & fielding: rounders / kwik cricket)	Games Net: Tennis (Will have to practice dance for production & Summer Fayre)	Aut 1st half JR football NAR skateboarding Aut 2nd half JR football Spr 1st half JR football Spr 2nd half JR football
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Log on to the AMAVEN website : <https://rodeheathprimary.myamaven.com>

Notes: 2 sessions per week. Activities can be adapted or changed to suit hall timetable. Outdoor Activities may need to be slotted in through cross curricular themes.

Daily mile 15 minutes (mainly 7 laps = 1 mile) PE activities in KS2 to link with **inter-school competitions** where possible. **Crewe Alex** will be teaching 1 session a week each term as per curriculum provision plan. The Sports Coaching Group to teach 1 session a week each term as per curriculum provision plan. **AMAVEN** P.E assessments are done once a term by The Sports Coaching Group.

Log on to the AMAVEN website : [Choose portal | Amaven \(myamaven.com\)](#)

Hall sessions can be outside to suit need and weather.

List of suggested games	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	throwing, catching, football dodgeball	football, handball, dodgeball	football, handball, dodgeball	Cricket/ Hockey handball Tennis	Hockey handball cricket netball	Basketball Cricket football Tag Rugby	Kwik Cricket Badminton Volleyball football

Progression of Skills Key Stage EYFS & KS1 (*Look at the PE long term plan for timetabling. Log on the AMAVEN lesson plans for detailed sequencing*)

<p>Pre-School</p>	<p>Gross Motor Skills (Autumn)</p> <ul style="list-style-type: none"> • Children will learn to sit and stand in a defined space, with control • They will learn how to get on and off a balance bike • They will develop using alternate feet to climb stairs (to the treehouse or in the playhouse) • They will create their own large muscle movements in response to stimuli. • They will use large tools and gross motor movements with control and demonstrating good core strength. 	<p>Gross Motor Skills (Spring)</p> <ul style="list-style-type: none"> • Children will learn to walk across a balance beam with adult support and jump from the end, with a two-footed landing. • They will learn to follow sequences of actions and movements to music, including standing on one leg and holding a pose for a few seconds. • They will learn to hold and throw large ball or a bean bag. • They will develop skills in choosing and handling large outdoor equipment and resources for a planned purpose. 	<p>Gross Motor Skills (Summer)</p> <ul style="list-style-type: none"> • Children will develop their skills in moving their body with confidence, control and rhythm in large and small movements • They will take part in games that use bats and balls, beginning to learn basic batting, throwing and catching skills • They will learn to skip • They will develop skills in maintaining balance whilst avoiding stationary obstacles and will practise this when moving at greater speed.
<p>Reception</p>	<p>Gross Motor Skills (Autumn)</p> <ul style="list-style-type: none"> • Children will learn to move around and use an available space with confident and controlled movements. • On bikes and scooters, they will develop skills in moving forwards on a slight downwards incline, balancing and stopping. • They will develop their skills in balance to walk the length of wide beam and other equipment independently • They will learn key ball skills to be able to roll a ball, throw and catch a large ball with two hands, bounce and catch a large ball with two hands and kick a ball at a large target. • They will learn to jump downwards and forwards, using a two-footed take-off and landing, showing balance and control. • They will develop hopping skills to be able to hop on a dominant foot 3-5 times in succession. • They will develop confidence in climbing onto apparatus, using both hands and feet. 	<p>Gross Motor Skills (Spring)</p> <ul style="list-style-type: none"> • Children will learn to change direction when moving around a space and negotiate obstacles safely and at speed. • On bikes and scooters they will learn to balance and pedal / propel themselves on a flat surface, stopping safely at a specific point. • They will continue to develop balance skills to be able to walk the length of a narrow beam independently. • They will learn how to throw a tennis ball underarm to hit a target one metre away. They will throw a tennis ball with one hand and bounce/catch it with two hands. They will learn to run to and kick a stationary football and to meet and kick a football that is rolled to them. • They will develop jumping skills, learning to jump with quarter and half turns in the air. • They will also learn to hop up to 10 times on alternate feet. 	<p>Gross Motor Skills (Summer)</p> <ul style="list-style-type: none"> • Children will learn to gauge where a moving obstacle may be and change direction to move their body before reaching it • Children will learn to follow another rider on a bike / scooter at a sensible distance. They will develop skills in moving and balancing around obstacles and following a set path or route. • They will develop their skills in balancing with control on uneven and unstable surfaces such as in the woods, on obstacle courses, the trim trail and other equipment. • They will learn to hit a target with a small ball, using an overarm throw. They will develop greater accuracy in throwing large and small balls and in bouncing / catching small balls with one hand. • Children will learn to skip rhythmically and will begin to develop basic jump rope skills. • They will learn to climb confidently and safely in different environments e.g. the woodland, trim trail, hall equipment and obstacle courses.

		<ul style="list-style-type: none"> Children will develop strength and confidence completing a variety of actions on climbing equipment e.g. swinging, balancing, 	<ul style="list-style-type: none"> They will learn to assess risks and push themselves to develop their skills within the limits of their capabilities.
Year 1	<p style="text-align: center;">Gymnastics</p> <ul style="list-style-type: none"> Pupils should move with some control and awareness of space. Pupils should be able to link two or more actions to make a sequence. Pupils to show contrasts (eg: small / tall, straight / curved, wide / narrow). Pupils climb safely on low level equipment. Pupils try to stretch and curl to develop flexibility. Pupils should be able to jump in a variety of ways and land with some control and balance. 	<p style="text-align: center;">Games/Athletics</p> <p>(use the AMAVEN resources to teach these skills)</p> <ul style="list-style-type: none"> Through multi-skill activities, pupils will develop core skills to prepare them for games. Pupils should show control when rolling a ball (<i>benchball, dodgeball</i>). Pupils should hit a ball with control, using appropriate equipment (<i>tennis</i>). Pupils should run with control (<i>athletics</i>). Pupils should jump with control (<i>athletics</i>). Pupils should catch a ball / moving object (<i>benchball, dodgeball</i>). Pupils should kick with control (<i>football/kicking</i>) 	<p style="text-align: center;">Dance</p> <ul style="list-style-type: none"> Pupils should clap in time to music. Pupils should move/jump in time to music Pupils should refine movements into sequences. Learn simple and complex moves Pupils should change speed and level within a performance. Pupils should develop suppleness through stretching.
	<p style="text-align: center;">Composite Task</p> <p>Follow a set of instructions in relation to travel, jump, balance, shape.</p> <p>In pairs children will choose a piece of apparatus to show each other some of their movements. Can they copy their partner's movements. Can they see what is good about their partners movements?</p>	<p style="text-align: center;">Composite Task</p> <p>Play 3v3 or 4v4 football</p> <p>Split class into teams (ability dependent). One team score in the goal at one end, and the other scores in the other. Keep swapping positions and rotating equipment so all pupils have a turn at attacking/defending</p>	<p style="text-align: center;">Composite Task</p> <p>Perform a simple routine in the form of a dance to music. Include repeated sequence, moving in time, arms and legs. Christmas production opportunity.</p>
Year 2	<p style="text-align: center;">Gymnastics</p> <ul style="list-style-type: none"> Pupils should copy and remember actions. They can travel by rolling forwards, backwards and sideways. Pupils should hold a position whilst balancing on different points of their body. Pupils should climb safely on large equipment. Pupils should try and stretch and curl to develop increasing flexibility. Pupils should be able to jump in a variety of ways and land with increasing control and balance. 	<p style="text-align: center;">Games</p> <ul style="list-style-type: none"> Pupils should understand the terms 'opponent' and 'team mate' (<i>football, benchball, dodgeball</i>). Pupils develop basic tactics for small team games (<i>football, benchball, dodgeball</i>). Pupils should be able to run and jump with control (<i>athletics</i>). Pupils can lead others in small game situations (<i>football, benchball, dodgeball</i>). Pupils can set themselves targets to improve their performance (<i>athletics</i>). 	<p style="text-align: center;">Dance</p> <ul style="list-style-type: none"> Pupils should clap in time to music. Pupils should move/jump in time to music I can plan, perform and repeat sequences. I can move in a clear, fluent and expressive manner. I can create dances and movements that convey a clear idea. I can develop physical strength by practicing moves. Dance with others.

	<p style="text-align: center;">Composite Task</p> <p>Follow a set of instructions in relation to travel, jump, balance, shape.</p> <p>In pairs children will choose a piece of apparatus to show each other some of their movements. Can they copy their partner's movements. Can they see what is good about their partners movements? Apparatus could be higher than that from previous year groups.</p>	<p style="text-align: center;">Composite Task</p> <p>Play 3v3 or 4v4 football</p> <p>Split class into teams (ability dependent). One team score in the goal at one end, and the other scores in the other. Keep swapping positions and rotating equipment so all pupils have a turn at attacking/defending. This will be a progression of previous year groups.</p>	<p style="text-align: center;">Composite Task</p> <p>Perform a simple dance routine to music. Include repeated sequence, moving in time, arms and legs, mowing sideways and forwards. Christmas production opportunity.</p>
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Progression of Skills Key Stage 2 (Look at the PE long term plan for timetabling. Log on the AMAVEN lesson plans for detailed sequencing)

<p style="text-align: center;">Year 3</p>	<p style="text-align: center;">Gymnastics</p> <ul style="list-style-type: none"> • Pupils will travel around in different positions • Pupils will learn different jumps and learn how to land safely • Pupils will balance on different part of their body • Pupils should be able to do a basic roll. • Pupils will refine movements into sequences. • Pupils will show changes of direction, speed and level during a performance • Pupils will learn how to set up appropriate equipment • Pupils will swing and hang from equipment safely using hands. They will begin to transfer floor skills to apparatus 	<p style="text-align: center;">Games</p> <ul style="list-style-type: none"> • Pupils should throw and catch various objects / balls with control and accuracy (<i>netball, basketball, cricket</i>). • Pupils follow rules of games and play fairly (<i>tag rugby, netball, basketball, football, hockey, handball</i>). • Pupils should be able to find space and position in invasion games keep the flow and pace of the game. • Pupils should maintain possession of a ball (e.g. feet, hockey stick, hands). • Pupils pass to teammates when appropriate • Pupils should be able to organise themselves with a small team, communicate, play fairly and accept how to win or lose fairly. 	<p style="text-align: center;">Athletics</p> <ul style="list-style-type: none"> • Sprint over a short distance up to 60m. • Use a range of throwing techniques (underarm / overarm) (<i>cricket, athletics</i>). • Compete with others. • Improve personal best performances. 	<p style="text-align: center;">Dance</p> <ul style="list-style-type: none"> • Pupils should clap in time to music. • Pupils should move/jump in time to music • Plan, perform and repeat sequences. • Refine movements into sequences. Change speed and level within a performance. • Develop suppleness 	<p style="text-align: center;">Swimming</p> <ul style="list-style-type: none"> • Pupils should swim unaided up to 25 metres. • Pupils should use one basic stroke. • I can control leg and arm movements.
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				through stretching.	
	<p align="center">Composite Task</p> <p>To be perform in a group a floor sequence including; travelling, balancing, rolling, shape, and a jump. This could be done to music. The challenge would be to do this using equipment.</p>	<p align="center">Composite Task</p> <p>Play 4v4 or 5v5 football/handball/netball/basketball Split class into teams (ability dependent). One team score in the goal at one end, and the other scores in the other. Keep swapping positions and rotating equipment so all pupils have a turn at attacking/defending. This will be a progression of previous year groups.</p>	<p align="center">Composite Task</p> <p>Complete a mini athletics circuit; Running Javelin/ball Bean bag Obstacle Long Distance Triple Jump</p>	<p align="center">Composite Task</p> <p>Perform a simple dance routine to music. Include repeated sequence, moving in time, arms and legs, mowing sideways and forwards. Summer/fayre production opportunity.</p>	<p align="center">Composite Task</p> <p>Test children on distance unaided. Swim 25 metres.</p>
Year 4	<p align="center">Gymnastics</p> <ul style="list-style-type: none"> • Pupils will travel around in different positions • Pupils will learn different jumps and learn how to land safely (tuck, straddle, pick) • Pupils will balance on different part of their body • Pupils should be able to do a front roll and finish correctly • plan, perform and repeat sequences. • Pupils should move in a clear, fluent and expressive manner. • Pupils should travel in a variety of ways (e.g. flight by transferring weight to generate power in movement). • Pupils should understand centre and gravity and can use this to create interesting body shapes. 	<p align="center">Games</p> <ul style="list-style-type: none"> • Pupils should throw and catch various objects / balls with control and accuracy (<i>netball, basketball, cricket</i>). • Pupils follow rules of games and play fairly (<i>tag rugby, netball, basketball, football, hockey, handball</i>). • Pupils should be able to find space and position in invasion games keep the flow and pace of the game. • Pupils should maintain possession of a ball (e.g. feet, hockey stick, hands). • Pupils should be able to strike a ball and field with control (<i>cricket, rounders</i>). • Pupils should choose appropriate tactics to cause problems for the opposition. • Pupils are an effective team member. 	<p align="center">Athletics</p> <ul style="list-style-type: none"> • Run over a longer distance, conserving energy to sustain performance (100m) • Throw with accuracy to hit a target or cover a distance (<i>rounders, cricket, athletics</i>). • Jump in a number of ways, using a run up if appropriate (<i>triple jump</i>). • Compete with others and aim to improve personal best performances. 	<p align="center">Dance</p> <ul style="list-style-type: none"> • Pupils should clap in time to music. • Pupils should move/jump in time to music • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Create dances and movements that convey a clear idea. • Develop physical strength by practicing moves. 	<p align="center">Swimming</p> <ul style="list-style-type: none"> • Swim between 25 and 50m unaided. • I can use more than one stroke and co-ordinate breathing.
	Composite Task	Composite Task	Composite Task	Composite Task	Composite Task

	<p>To be perform in a group a floor sequence including; travelling, balancing, rolling, shape, and a jump. This could be done to music. The challenge would be to do this using equipment. Movements will be more advanced than previous year groups.</p>	<p>Play 4v4 or 5v5 football/handball/netball/basketball, hockey</p> <p>Split class into teams (ability dependent). One team score in the goal at one end, and the other scores in the other. Keep swapping positions and rotating equipment so all pupils have a turn at attacking/defending. Look for game tactics, positioning and control and accuracy. This will be a progression of previous year groups.</p>	<p>Complete a mini athletics circuit; Running Javelin/ball Bean bag Obstacle Long Distance Triple Jump</p>	<p>Perform a dance routine to music. Include repeated sequences, moving in time, arms and legs, mowing sideways and forwards. Summer/fayre production opportunity.</p>	<p>Test children on distance unaided. Swim 25 metres.</p>
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<p>Year 5</p>	<p style="text-align: center;">Gymnastics</p> <ul style="list-style-type: none"> Pupils will create complex and well executed sequences that include a range of movements: <ul style="list-style-type: none"> - travelling - balances - swinging - bending - stretching - twisting - gestures - linking shapes <p>Low and high level apparatus should be used to show a progression of skills in different situations. Working in pairs and groups should be done to involve teamwork and communication. They should link sequences of movements effectively, practice and refine gymnastic techniques and demonstrate good kinaesthetic awareness.</p>	<p style="text-align: center;">Games</p> <ul style="list-style-type: none"> Pupils should throw and catch various objects / balls with control and accuracy (<i>netball, basketball, cricket</i>). Pupils should choose and combine techniques in games (e.g. running, throwing, catching, passing, jumping and kicking) (<i>tag rugby, football, basketball</i>). Pupils should work alone or with team mates in order to gain points or possession (<i>basketball, football</i>). Pupils should strike a bowled or volleyed ball with some accuracy (<i>tennis, cricket, rounders, football</i>). Pupils should choose appropriate tactics for a game (<i>football, basketball</i>). Pupils should show the spirit of fair play and respect in all competitive situations. 	<p style="text-align: center;">Athletics</p> <ul style="list-style-type: none"> Combine sprinting with low hurdles over 60m. Throw accurately and refine performance by analysing technique and body shape (<i>cricket, rounders, athletics</i>). Compete with others and keep track of personal best performances, setting targets for improvement. 	<p style="text-align: center;">Dance</p> <ul style="list-style-type: none"> Pupils should compose creative and imaginative dance sequences. Pupils should express an idea in original and imaginative ways. 	<p style="text-align: center;">Swimming</p> <p>Pupils should use breaststroke, front crawl and backstroke, ensuring that breathing is correct.</p>
	<p style="text-align: center;">Composite Task</p> <p>To be perform in a group a floor sequence including; travelling, balancing, rolling, shape, and a jump. This could be done to music. The challenge would be to do this using equipment. Quality of this performance will be a progression from previous year group sessions.</p>	<p style="text-align: center;">Composite Task</p> <p>Play 8v8 handball/netball/basketball</p> <p>Split class into teams (ability dependent). One team score in the goal at one end, and the other scores in the other. Keep swapping positions and rotating equipment so all pupils have a turn at attacking/defending. Look for game tactics,</p>	<p style="text-align: center;">Composite Task</p> <p>Complete a mini athletics circuit; Running Javelin/ball Bean bag Obstacle</p>	<p style="text-align: center;">Composite Task</p> <p>Perform a dance routine to music. Include repeated sequences, moving in time, arms and</p>	<p style="text-align: center;">Composite Task</p> <p>Swim 25 to 50 metres. Tread water for 1 minute. Dive in from the</p>

		positioning and control and accuracy. This will be a progression of previous year groups.	Long Distance Triple Jump Hurdles	legs, mowing sideways and forwards. Perform a unique move. Summer/fayre production opportunity.	deep end. Swim 4 widths using breaststroke, backstroke, front crawl.
Year 6	<p align="center">Gymnastics</p> <ul style="list-style-type: none"> Pupils should create complex and well executed sequences that include a range of movements: <ul style="list-style-type: none"> - springing - flight - vaults - inversions (upside down) - rotations - hold shapes that are strong, fluent and expressive. Pupils should vary speed, direction, level and body rotation during floor performances. Practice and refine the gymnastic techniques listed above. <p>Use equipment to vault and to swing, remaining upright.</p>	<p align="center">Games</p> <ul style="list-style-type: none"> Pupils should throw and catch various objects / balls with control and accuracy (<i>netball, basketball, cricket</i>). Pupils should choose and combine techniques in games (e.g. running, throwing, catching, passing, jumping and kicking) (<i>tag rugby, football, basketball</i>). Pupils should strike a bowled or volleyed ball with increasing accuracy (<i>cricket, rounders</i>). Pupils should use forehand and backhand strokes in racket games (<i>tennis, badminton</i>). Pupils should field, defend and attack tactically by anticipating the direction of play. (<i>football, tag rugby</i>). Pupils should lead others when called upon. <i>Pupils should show a good role model to others.</i> 	<p align="center">Athletics</p> <ul style="list-style-type: none"> Run over a variety of distances. I show control in take-off and landing when jumping. Compete with others and keep track of personal best performances, setting challenging targets for improvement. 	<p align="center">Dance</p> <ul style="list-style-type: none"> Perform expressively and hold a precise and strong body posture. Create and perform complex sequences. Perform with high energy, slow grace or other themes and maintain this throughout a performance. Perform complex moves that combine strength and stamina gained through gymnastics, (e.g. cartwheels and handstands). 	<p align="center">Swimming</p> <ul style="list-style-type: none"> By the end of Year 6, pupils should be able to swim 25 metres.
	<p align="center">Composite Task</p> <p>To be perform in a group or individually a floor/apparatus sequence including; travelling, balancing, rolling, shape, and a jump. This could be done to music. Jumps and landings need to be executed well and as many actions included where appropriate. Quality of this performance will be a progression from previous year group sessions.</p>	<p align="center">Composite Task</p> <p>Play 8v8 handball/netball/basketball/hockey Split class into teams (ability dependent). One team score in the goal at one end, and the other scores in the other. Keep swapping positions and rotating equipment so all pupils have a turn at attacking/defending. Look for game tactics,</p>	<p align="center">Composite Task</p> <p>Complete a mini athletics circuit; Running Javelin/ball Bean bag Obstacle Long Distance Triple Jump</p>	<p align="center">Composite Task</p> <p>Perform a dance routine to music. Include repeated sequences, moving in time, arms and legs, mowing sideways and forwards. Perform a</p>	<p align="center">Composite Task</p> <p>Any pupil not able to swim 25 metres should be integrated with the year 5 class.</p>

		positioning and control and accuracy. This will be a progression of previous year groups.	Standing long jump Hurdles Some pupils will compete in inter-school competitions	unique move. Summer/fayre production opportunity.	
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Year Group	End Points
EYFS	<ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others • Demonstrate strength, balance and coordination when playing • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
Year 1	<ul style="list-style-type: none"> • make body curled, tense, stretched and relaxed • control body when travelling and balancing • copy sequences and repeat them • roll, curl, travel and balance in different ways • throw underarm • throw and kick in different ways • perform own dance moves • copy or make up a short dance • move safely in a space
Year 2	<ul style="list-style-type: none"> • plan and perform a sequence of movements in gymnastics • improve sequence based on feedback • think of more than one way to create a sequence which follows some 'rules' • use hitting, kicking and/or rolling in a game • decide the best space to be in during a game • use a tactic in a game • follow rules • change rhythm, speed, level and direction in dance • make a sequence by linking sections together

	<ul style="list-style-type: none"> • use dance to show a mood or feeling
Year 3	<ul style="list-style-type: none"> • run at fast, medium and slow speeds; changing speed and direction • take part in a relay, remembering when to run and what to do • be aware of space and use it to support team-mates and to cause problems for the opposition • know and use rules fairly • adapt sequences to suit different types of apparatus and criteria • explain how strength and suppleness affect performance • improvise freely and translate ideas from a stimulus into movement • share and create phrases with a partner and small group • remember and repeat dance perform phrases • follow a map in a familiar context • use clues to follow a route • follow a route safely • compare and contrast gymnastic sequences • recognise own improvement in ball games
Year 4	<ul style="list-style-type: none"> • sprint over a short distance and show stamina when running over a long distance • jump in different ways • throw in different ways and hit a target, when needed • throw and catch accurately with one hand • hit a ball accurately with control • vary tactics and adapt skills depending on what is happening in a game • move in a controlled way • include change of speed and direction in a sequence • work with a partner to create, repeat and improve a sequence with at least three phases • take the lead when working with a partner or group • use dance to communicate an idea • follow a map in a (more demanding) familiar context • follow a route within a time limit • provide support and advice to others in gymnastics and dance • be prepared to listen to the ideas of others
Year 5	<ul style="list-style-type: none"> • controlled when taking off and landing • throw with increasing accuracy • combine running and jumping • gain possession by working a team and pass in different ways • choose a specific tactic for defending and attacking • use a number of techniques to pass, dribble and shoot • make complex extended sequences

	<ul style="list-style-type: none">• combine action, balance and shape• perform consistently to different audiences• compose own dances in a creative way• perform dance to an accompaniment• dance shows clarity, fluency, accuracy and consistency• follow a map into an unknown location• use clues and a compass to navigate a route• change route to overcome a problem• use new information to change route• pick up on something a partner does well and also on something that can be improved• know why own performance was better or not as good as their last
Year 6	<ul style="list-style-type: none">• demonstrate stamina and increase strength• agree and explain rules to others• work as a team and communicate a plan• lead others in a game situation when the need arises• combine own work with that of others• sequences to specific timings• develop sequences in a specific style• choose own music and style• plan a route and a series of clues for someone else• plan with others, taking account of safety and danger• know which sports they are good at and find out how to improve further