



# PE at St Mary's:

#### **Intent**

Physical fitness is not only one of the most important keys to a healthy body, it is the basis of a dynamic and creative intellectual activity - JFK

PE develops pupils' physical competence and confidence, and their ability to use these to perform in a range of activities. PE promotes St May's drivers – Community, Whole Child and Community as well as physical skilfulness, physical development and knowledge of the body in action. PE provides opportunities for pupils to be creative, competitive and to face up to different challenges as individuals and in groups and teams. It promotes positive attitudes towards active and healthy life styles. Pupils learn how to think in different ways to suit a wide variety of creative, competitive and challenging activities. They learn how to plan perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Through this process pupils discover their aptitudes, abilities and preferences, and make choices about how to get involved in lifelong love of moving.

### **Implementation**

Physical Education is taught by the class teacher, the PE lead and sports coach as this is a sustainable approach brought about through the Sports Premium funding

Years 1 – 6 receive two hours of PE a week. The subject leader provides details of the programme of activities to be covered during each term. The school follows the New Curriculum 2014 and Chris Quigley milestones. It also considers the schemes of work provided by QCA and in particular seeks to ensure that pupils are able to carry out the activities described in the relevant core tasks. We offer half an hour of swimming per week for 1 term in each year for years 3 4 and 5 swimming at Crown Pools Street. Year 3 will attend in the Summer Term due to PE funding since 2017/2018. There is a balance between indoor and outdoor lessons as indicated below

- Games
- Gymnastics
- Dance
- Athletics
- Swimming
- OAA Year 5 and 6 Residential and non-residential trips







A programme for professional training and development is planned annually, in consultation with the school sports partnership (Northgate/Copleston) and staff needs through Alison Furlong – SGO

There is also a high uptake at Sports Clubs offered before and after school as well as Challenge 5 through the Play Leader scheme at lunchtimes. With obesity becoming an increasing issue in young children and a focus on well-being, the ethos of the joys of moving are promoted at St Mary's.

#### Impact

The impact reflects what we have achieved from our intent and we can see it by the vast array of activities and opportunities below which sees the three drivers 'Community, Whole Child and Communication' in full use.

Pupils have the opportunity to be involved in competition outside of PE lessons with local schools through IPSSA and SGO. St Mary's children have a sense of fun and focus when taking part in physical activity whether it is gym, dance or school sports. Although importance is put on being prepared and skilled to take part in local events, the main focus is on the fun and self-worth that goes with this. We have increased opportunities to participate in competitive sports in Years 1 to 4 with football, handball, dodgeball and tag rugby being offered in clubs, lessons and with other schools. There is high pupil participation in school clubs and at local clubs and therefore improved levels of fitness and skills. The school has achieved a Gold Award for high levels of participation in local events. During break time and lunchtimes children are very active and enjoy organising their own team games or individual challenges and fun. We hope that we inspire a lifelong love of moving.





### PE vocabulary linked to 400-word project

Milestone 1 Year 1 and 2	travel, stillness, direction, space, levels, speed, striking, catching, team, pass, control, shoot,		
	shape, jump, travel, stretch, roll, wide, narrow, forwards, backwards, sideways		
Milestone 2 Year 3 and 4 space, repetition, action and reaction, pattern, possession, goals, score, rules, ta			
	fielding, attacking, defending, spring, copy, balance, hang, strength, reflect, technique		
Milestone 3 Year 5 and 6	style, technique, rhythm, variation, unison, canon, marking, team play, bowler, crease, wicket		
	keeper, back stop, marking, well-being, self-awareness, pride, symmetrical, asymmetrical,		
	performance, evaluation, muscles, joints		

Subject specific vocabulary is taught using the follow strategy:

- Define it
- Capture the essence
- Apply it





### PE Lenses

The objectives which must be covered during each topic are listed on the topic map for each year group.

PE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Recep-	Ball Skills and	Dance and co-	<b>Ball Skills and motor</b>		Games	Games
tion	motor skills	ordination	skills			
	Revise and refine the	Progress towards a		,	Know and talk about	Know and talk about
	fundamental			safety use a range of	the different factors	the different factors
	movement skills they	moving, with	movement skills they	large and small	that support their	that support their
	have already	developing control and	have already acquired:	apparatus indoors	overall health and	overall health and
	acquired:	grace.	Rolling	and outside, alone	wellbeing.	wellbeing.
	Rolling		Crawling	and in a group.		
	Crawling	Combine different	Walking		Develop overall body	
	Walking	movements with ease	Jumping	Develop overall body	strength, balance, co-	body strength,
	Jumping	and fluency.	Running	strength, balance,	ordination and agility.	balance, co-
	Running		11 5	co-ordination and		ordination and
	Hopping			agility.		agility.
	Skipping	the different factors	Climbing		Develop the overall	
	Climbing	that support their			body strength, co-	
				Combine different		Develop the overall
	Develop the overall	_	, ,	movements with		body strength, co-
	body strength, co-		The state of the s	ease and fluency.	0 0	ordination, balance
	ordination, balance		and agility needed to			and agility needed
	and agility needed to			Progress towards a		to engage
	engage successfully			more fluent style of		successfully with
	with future physical	, , ,		moving, with	disciplines including	future physical
	education sessions			developing control	dances, gymnastics,	education sessions
	and other physical			and grace.		and other physical
	disciplines including		dances, gymnastics,			disciplines including
	dances, gymnastics,		sport and swimming.		Further develop and	dances, gymnastics,
	sport and swimming.				refine a range of ball	





	Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.  Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.  Develop overall body strength, balance, coordination and agility.		Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.  Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.  Develop overall body strength, balance, coordination and agility.		skills including: throwing, catching, kicking, passing, batting, and aiming.  Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.  Develop overall body strength, balance, co- ordination and agility.	accuracy when engaging in activities that involve a ball.
	Know and talk about the different factors that support their overall health and wellbeing.		Know and talk about the different factors that support their overall health and wellbeing.			Develop overall body strength, balance, co-ordination and agility.
Year 1	• Use rolling, hitting,	Gym  Copy and remember actions.	<ul> <li>Copy and remember moves and positions.</li> </ul>	Games  • Use the terms 'opponent' and 'team-mate'.  • Use rolling, hitting, running, jumping, catching	Dance • Copy and remember moves and positions.	• Use the terms 'opponent' and 'team-mate'. • Use rolling, hitting, running,





<ul> <li>Develop tactics.</li> <li>Lead others when appropriate.</li> </ul>	control and awareness	<ul> <li>Move with careful control and coordination.</li> </ul>	<ul><li>Develop tactics.</li><li>Lead others when</li></ul>	control	jumping, catching and kicking skills in combination.  • Develop tactics.
	Show contrasts (such as small/tall, straight/curve d and wide/narrow).	Games • Use the terms 'opponent' and 'team-mate'.	Gym • Copy and	•	<ul> <li>Lead others when appropriate.</li> </ul>
	and sideways.  • Hold a position whilst	<ul> <li>Use rolling, hitting, running, jumping, catching and kicking skills in combination.</li> <li>Develop tactics.</li> </ul>	<ul> <li>Move with some control and awareness of space.</li> <li>Link two or more actions to make a sequence.</li> </ul>	Games	
	Climb safely on	• Lead others when appropriate.	Travel by rolling forwards, backwards and sideways.	<ul> <li>Use the terms 'opponent' and 'teammate'.</li> <li>Use rolling, hitting, running, jumping, catching and kicking skills in combination.</li> </ul>	





		Games			Develop tactics.	
		<ul> <li>Use rolling, hitting, running, jumping, catching and kicking skills in combination.</li> </ul>			Lead others when appropriate.	
		Develop tactics.				
		<ul> <li>Lead others when appropriate.</li> </ul>				
Year 2		Gym	Dance	Games	Games	Athletics
	mate'.  • Use rolling, hitting, running, jumping, catching and kicking skills in combination.	<ul><li>actions.</li><li>Move with some control and awareness of space.</li><li>Link two or more</li></ul>	<ul> <li>Link two or more actions to perform a sequence.</li> <li>Choose movements</li> </ul>	<ul> <li>Use the terms 'opponent' and 'team-mate'.</li> <li>Use rolling, hitting, running, jumping, catching and kicking skills in combination.</li> <li>Develop tactics.</li> </ul>	<ul> <li>Use the terms 'opponent' and 'teammate'.</li> <li>Use rolling, hitting, running, jumping, catching and kicking skills in combination.</li> </ul>	<ul> <li>Sprint over a short distance up to 60 metres.</li> <li>Run over a short distance and over hurdles</li> <li>Use a range of throwing techniques (such as under arm,</li> </ul>
	appropriate.		a mood, feeling or	Lead others when appropriate.	• Lead others when	over arm).
		,	Games	Gym		Throw with accuracy to hit a





•	Travel by rolling				target or cover a
		<ul> <li>Use the terms</li> </ul>	<ul> <li>Copy and</li> </ul>	<ul> <li>Copy and</li> </ul>	distance.
á	and sideways.	'opponent' and 'team-	remember actions.	remember moves	
		mate'.		and positions.	<ul> <li>Jump in a number</li> </ul>
•	Hold a position whilst		<ul> <li>Move with some</li> </ul>		of ways, using a run
		<ul> <li>Use rolling, hitting,</li> </ul>	control and	<ul> <li>Move with careful</li> </ul>	up where
					appropriate.
k		jumping, catching and		and coordination.	
			<ul> <li>Link two or more</li> </ul>		<ul> <li>Compete with</li> </ul>
•	,	combination.	actions to make		others and aim to
6	equipment.			•	improve personal
		<ul> <li>Develop tactics.</li> </ul>		a sequence.	best performances.
•	Stretch and curl to		<ul> <li>Show contrasts</li> </ul>		
C	•		(such as	<ul> <li>Choose movements</li> </ul>	
			small/tall, straight/cur		
	Jump in a variety of			a mood, feeling or	
	ways and land		wide/narrow).	idea.	
	with increasing control				
į (	and balance		Travel by rolling		
	0		forwards, backwards		
	Games		and sideways.		
•	Use the terms		<ul> <li>Hold a position</li> </ul>		
<b>'</b>	opponent' and 'team-		whilst balancing on		
r	mate'.		different points of the		
			body.		
•	Use rolling, hitting,				
r	running,		<ul> <li>Climb safely on</li> </ul>		
	umping, catching and		equipment.		
	kicking skills in				
	combination.		<ul> <li>Stretch and curl to</li> </ul>		
			develop flexibility.		





		<ul> <li>Develop tactics.</li> </ul>		<ul> <li>Jump in a variety of</li> </ul>		
				ways and land		
		<ul> <li>Lead others when</li> </ul>		with increasing		
		appropriate.		control and balance		
Year 3	Games	Games	Games	Games	Games	Athletics
	Throw and catch	Throw and catch with			Throw and catch	• Run over a longer
	with control and accuracy.	control and accuracy.	control and accuracy.			distance, conserving
	accuracy.	<ul> <li>Strike a ball and field</li> </ul>	Strike a ball and field		accuracy.	Consciving
	<ul> <li>Strike a ball and field</li> </ul>	with control.	with control.		<ul> <li>Strike a ball and</li> </ul>	energy in order to
	with control.			<ul> <li>Strike a ball and</li> </ul>	field with control.	sustain
		<ul> <li>Choose appropriate</li> </ul>	<ul> <li>Choose appropriate</li> </ul>	field with control.		performance.
	<ul> <li>Choose appropriate</li> </ul>	tactics to	tactics to		<ul> <li>Choose appropriate</li> </ul>	
	tactics to	cause problems for the	cause problems for the			<ul> <li>Use a range of</li> </ul>
	cause problems for	opposition.	opposition.	tactics to	cause problems for	throwing techniques
	the opposition.			-	the opposition.	(such as under arm,
		<ul> <li>Follow the rules of the</li> </ul>	<ul> <li>Follow the rules of</li> </ul>	the opposition.		over arm).
			the game and		<ul> <li>Follow the rules of</li> </ul>	
	the game and		play fairly.			Throw with
	play fairly.	<ul> <li>Maintain possession</li> </ul>				accuracy to hit a
		of a ball (with, e.g. feet,		play fairly.		target or cover a
	<ul> <li>Maintain possession</li> </ul>	1	of a ball (with,		<ul> <li>Maintain possession</li> </ul>	distance.
	of a ball (with,		e.g. feet, a hockey		of a ball (with,	
	e.g. feet, a hockey		,		e.g. feet, a hockey	• Jump in a number
	stick or hands).	<ul> <li>Pass to team mates</li> </ul>				of ways, using a run
		at appropriate times.		hockey stick or		up where
	Pass to team mates		at appropriate times.	hands).	• Pass to team mates	appropriate.
	at appropriate times.	<ul> <li>Lead others and act</li> </ul>			at appropriate times.	0 ( '''
		as a respectful	Load officio dila dot	Pass to team mates		Compete with
	• Lead others and act				• Lead others and act	
	as a respectful		team member.		!	improve personal
	team member.	Dance			team member.	best performances.





		Gym	<ul> <li>Lead others and act</li> </ul>		
		-	as a respectful	Swimming	
•	Plan, perform and		team member.		Swimming
	• •	<ul> <li>Plan, perform and</li> </ul>		<ul> <li>Swim between 25</li> </ul>	_
	-		OAA	and 50 metres	
•	Move in a clear, fluent			unaided.	Swim between 25
	ind	<ul> <li>Move in a clear,</li> </ul>	<ul> <li>Arrive properly</li> </ul>		and 50 metres
e	expressive manner.		equipped for outdoor	<ul> <li>Coordinate leg and</li> </ul>	unaided.
		expressive manner.	and adventurous	arm movements.	
•	Refine movements		activity.		<ul> <li>Use more than</li> </ul>
ir	nto sequences.	<ul> <li>Refine movements</li> </ul>		<ul> <li>Swim at the surface</li> </ul>	one stroke and
		into sequences.	<ul> <li>Understand the</li> </ul>	and below the water.	coordinate breathin
•	Create dances and		need to		g as appropriate for
m	novements that	Crieff Criariges Cr	show accomplishmen		the stroke
c	onvey a definite idea.	direction, speed and	t in managing risks.		being used.
	•	level during a			
•	Change speed and	performance.	<ul> <li>Show an ability to</li> </ul>		<ul> <li>Coordinate leg and</li> </ul>
le	evels within		both lead and form		arm movements.
a	performance.	<ul> <li>Travel in a variety of</li> </ul>	part of a team.		
		ways, including			<ul> <li>Swim at the</li> </ul>
-	Develop physical	flight, by transferring	<ul> <li>Support others and</li> </ul>		surface and below
s		- 9 9	seek support if		the water.
s	suppleness		required when the		
	y practising moves		situation dictates.		
a	and stretching.	<ul> <li>Show a kinesthetic</li> </ul>			
		sense in order	Show resilience		
			when plans do not		
			work and initiative to		
			try new ways of		
		parts (e.g. in balances	working.		
		experiment to find out			
		how to get the centre			
		of gravity successfully			





			over base and organise body parts to			
			create an interesting			
			body shape).			
Year 4	Games		Gym	Games	Games	Games
	<ul> <li>Throw and catch</li> </ul>	Throw and catch with	<ul> <li>Plan, perform and</li> </ul>	<ul> <li>Throw and catch</li> </ul>	Throw and catch	Throw and catch
	with control and	control and accuracy.	repeat sequences.	with control and	with control and	with control and
	accuracy.	•		accuracy.	accuracy.	accuracy.
		<ul> <li>Strike a ball and field</li> </ul>	<ul> <li>Move in a clear,</li> </ul>			
	<ul> <li>Strike a ball and field</li> </ul>	with control.	fluent and	<ul> <li>Strike a ball and</li> </ul>	<ul> <li>Strike a ball and</li> </ul>	<ul> <li>Strike a ball and</li> </ul>
	with control.		expressive manner.	field with control.	field with control.	field with control.
		<ul> <li>Choose appropriate</li> </ul>				
	1 1 1	tactics to	<ul> <li>Refine movements</li> </ul>		<ul> <li>Choose appropriate</li> </ul>	
	tactics to	cause problems for the		tactics to		appropriate tactics
	cause problems for	opposition.		•		to cause problems
	the opposition.		. 3	the opposition.	the opposition.	for the opposition.
	. Calland the mules of	• Follow the rules of the		Calland the mulas of	Calland the amula a af	. Calland that mulas of
	• Follow the rules of		level during a performance.		<ul> <li>Follow the rules of the game and</li> </ul>	<ul> <li>Follow the rules of the game and</li> </ul>
	the game and play fairly.				_	play fairly.
	play fairty.	<ul> <li>Maintain possession of a ball (with, e.g. feet,</li> </ul>		piay iairiy.	play fairty.	piay fairty.
	Maintain possession			Maintain	<ul> <li>Maintain possession</li> </ul>	• Maintain
	of a ball (with,		,,		•	possession of a ball
	e.g. feet, a hockey		weight to generate	(with, e.g. feet, a		(with, e.g. feet, a
	stick or hands).		, ,	hockey stick or		hockey stick or
	·	at appropriate times.		hands).	·	hands).
	<ul> <li>Pass to team mates</li> </ul>		<ul> <li>Show a kinesthetic</li> </ul>		<ul> <li>Pass to team mates</li> </ul>	
	at appropriate times.			<ul> <li>Pass to team mates</li> </ul>		<ul> <li>Pass to team</li> </ul>
			•	at appropriate times.		mates at
			placement and		<ul> <li>Lead others and act</li> </ul>	appropriate times.
	as a respectful		alignment of body		as a respectful	
	team member.	Dance	parts (e.g. in balances		team member.	





		experiment to find out	<ul> <li>Lead others and act</li> </ul>		<ul> <li>Lead others and</li> </ul>
OAA					act as a respectful
		, ,	team member.		team member.
	. opeat oogaenees	over base and		<ul> <li>Sprint over a short</li> </ul>	
equipped for outdoor		organise body parts to	Swimming	alotarioo ap to oo	Athletics
and adventurous	<ul> <li>Move in a clear, fluent</li> </ul>	create an interesting		metres.	
activity.	and	body shape).	<ul> <li>Swim between 25</li> </ul>		
	expressive manner.		and 50 metres	<ul> <li>Run over a longer</li> </ul>	<ul> <li>Sprint over a short</li> </ul>
<ul> <li>Understand the need</li> </ul>		Swimming	unaided.	distance, conserving	distance up to 60
to	<ul> <li>Refine movements</li> </ul>				metres.
show accomplishment	into sequences.	• Swim between 25	• Use more than one		
in managing risks.				sustain performance.	• Run over a longer
	Orcate darioes and		coordinate breathing		distance,
	movements that		as appropriate for the		conserving
	convey a definite idea.	•	stroke being used.	throwing techniques	
part of a team.		stroke and	0	(,	energy in order to
	onango opoca ana	coordinate breathing		0 · 0 · a · · · · / ·	sustain
	10 10 10 11 11 11 1		arm movements.		performance.
	a performance.	stroke being used.		Throw with	
required when the		. Canadinata la mand	Swim at the surface	accuracy to hit a	Use a range of
situation dictates.	<ul> <li>Develop physical</li> </ul>		and below the water.		throwing techniques
	otrongth and	arm movements.			(such as under arm, over arm).
<u> </u>	suppleness	. Curino at the auntage			over ann).
<u> </u>	by practising moves	<ul> <li>Swim at the surface and below the water.</li> </ul>			Throw with
	and stretching.	and below the water.			
try new ways of					accuracy to hit a target or cover a
working.					distance.
. Haa mana					distance.
• Use maps,					
compasses and					
digital devices					





		to orientate					
		themselves.					
		• Remain aware of					
		changing conditions					
		and change plans if necessary.					
Year		,	Games	Dance	Gym	Games	Games
1 oai	O	Junios	Jumos	Bulloc	Cym	James	Cameo
		<ul> <li>Choose and</li> </ul>	Choose and combine	<ul> <li>Compose creative</li> </ul>	<ul> <li>Create complex and</li> </ul>	<ul> <li>Choose and</li> </ul>	Choose and
		combine techniques in		and imaginative		combine techniques	combine techniques
		<u> </u>		dance sequences.	executed sequences		in game situations
		(running, throwing,	(running, throwing,			(running, throwing,	(running, throwing,
				<ul> <li>Perform expressively and hold a precise</li> </ul>		catching, passing, jumping and kicking,	catching, passing, jumping and kicking,
			r	and strong body	_	etc.).	etc.).
		<b></b>	,	posture.	travelling	<b></b>	
		<ul> <li>Work alone, or with</li> </ul>		1		<ul> <li>Work alone, or with</li> </ul>	• Work alone, or
			team mates in order to	<ul> <li>Perform and create</li> </ul>	D GI GI I I G G G	team mates in	with team mates in
		<u> </u>		complex sequences.		order to gain points	order to gain points
		possession.	possession.		• swinging	or possession.	or possession.
		Strike a bowled or	Strike a bowled or	• Express an idea in		<ul> <li>Strike a bowled or</li> </ul>	Strike a bowled or
				original and imaginative ways.	• springing	volleyed ball	volleyed ball
			with accuracy.	inaginative ways.		with accuracy.	with accuracy.
		•	·	Plan to perform with	l	•	
		<ul> <li>Use forehand and</li> </ul>	<ul> <li>Use forehand and</li> </ul>	high energy,	• vaults	<ul> <li>Use forehand and</li> </ul>	<ul> <li>Use forehand and</li> </ul>
				slow grace or other		backhand when	backhand when
		playing racket games.	, , ,	themes and maintain	• inversions	playing racket	playing racket
		• Field, defend and		this throughout a piece.		games.	games.
			attack tactically	piece.	<ul><li>rotations</li></ul>	• Field, defend and	• Field, defend and
		and in tablically				attack tactically	attack tactically





	by anticipating the	Perform complex	_		by anticipating the
direction of play.	a o a ti o p . a. y .	moves that	stretching and	direction of play.	direction of play.
		combine strength and	twisting		
<ul> <li>Choose the most</li> </ul>		stamina gained		<ul> <li>Choose the most</li> </ul>	<ul> <li>Choose the most</li> </ul>
appropriate tactics	appropriate tactics for a	through gymnastics	• gestures	appropriate tactics	appropriate tactics
for a game.	game.			for a game.	for a game.
		Games	<ul> <li>linking skills.</li> </ul>		
	<ul> <li>Uphold the spirit of</li> </ul>				
Swimming	fair play and respect	<ul> <li>Choose and combine</li> </ul>		Athletics	Athletics
		techniques in	Games		
	situations.	game situations		<ul> <li>Combine sprinting</li> </ul>	<ul> <li>Combine sprinting</li> </ul>
<ul> <li>Swim over 100</li> </ul>		(running, throwing,	Choose and	with low hurdles	with low hurdles
metres unaided.		catching, passing,	combine techniques	over 60 metres.	over 60 metres.
	banea apen ana aet ae	jumping and kicking,	in game situations		
<ul> <li>Use breast stroke,</li> </ul>	a good role model	etc.).	(running, throwing,	<ul> <li>Choose the best</li> </ul>	<ul> <li>Choose the best</li> </ul>
front crawl and	within a team.		catching, passing,	place for running over	place for running
back stroke, ensuring		<ul> <li>Work alone, or with</li> </ul>	iumning and kicking	a variety of distances.	over a variety of
that breathing is		team mates in order to	etc.).		distances.
correct so as not to		gain points or		<ul> <li>Throw accurately</li> </ul>	
interrupt the pattern of	Swimming	possession.	<ul> <li>Work alone, or with</li> </ul>	and refine	<ul> <li>Throw accurately</li> </ul>
swimming.			team mates in	performance	and refine
	<ul> <li>Swim between 25 and</li> </ul>	Strike a bowled or		, , ,	performance
,	oo maaaaa	volleyed ball	or possession.		by analysing
controlled strokes.		with accuracy.		· ·	technique and body
	<ul> <li>Use more than one</li> </ul>		<ul> <li>Strike a bowled or</li> </ul>		shape.
<ul> <li>Turn efficiently at the</li> </ul>		Use forehand and	volleyed ball	<ul> <li>Show control in take</li> </ul>	
end of a length.	coordinate breathing as	backhand when	_	off and landings	<ul> <li>Show control in</li> </ul>
	appropriate for the	playing racket games.		, , ,	take off and
	stroke being used.		<ul> <li>Use forehand and</li> </ul>		landings
		<ul> <li>Field, defend and</li> </ul>	backhand when	•	when jumping
	<ul> <li>Coordinate leg and</li> </ul>	attack tactically		others and keep track	
	arm movements.		3	of personal best	<ul> <li>Compete with</li> </ul>
				performances, setting	others and keep
 <del></del>	<del></del>	<del></del>		<del></del>	







		and below the water.  Swim over 100 metres unaided.  Use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming.  Swim fluently with controlled strokes.  Turn efficiently at the end of a length.	direction of play.  Choose the most appropriate tactics for a game.  Uphold the spirit of fair play and respect in all competitive situations.  Lead others when called upon and act as a good role model within a team.	attack tactically by anticipating the direction of play.  • Choose the most appropriate tactics for a game.  • Uphold the spirit of fair play and respect in all competitive situations.  • Lead others when called upon and act as a good role model within a team.	targets for improvement.	track of personal best performances, setting targets for improvement.
Year 6	Games	Games	Gym	Dance	Athletics	Athletics
	combine techniques in game situations (running, throwing, catching, passing, jumping and kicking,	game situations (running, throwing, catching, passing,	well- executed sequences that include a full range of movements including:		Combine sprinting with low hurdles over 60 metres.	<ul> <li>Combine sprinting with low hurdles over 60 metres.</li> <li>Choose the best place for running</li> </ul>





• Work alone, or with	Work alone, or with	travelling	and strong body		over a variety of
	team mates in order to			place for running over	distances.
gain points or	gain points or	<ul> <li>balances</li> </ul>		a variety of distances.	
possession.	possession.		<ul> <li>Perform and create</li> </ul>		<ul> <li>Throw accurately</li> </ul>
		swinging	complex sequences.	<ul> <li>Throw accurately</li> </ul>	and refine
<ul> <li>Strike a bowled or</li> </ul>	<ul> <li>Strike a bowled or</li> </ul>			and refine	performance
volleyed ball	volleyed ball	• springing	<ul> <li>Express an idea in</li> </ul>	performance	by analysing
with accuracy.	with accuracy.				technique and body
		• flight			shape.
<ul> <li>Use forehand and</li> </ul>	<ul> <li>Use forehand and</li> </ul>	3		shape.	
backhand when	backhand when	• vaults	<ul> <li>Plan to perform with</li> </ul>		<ul> <li>Show control in</li> </ul>
playing racket games.	playing racket games.		high energy,	<ul> <li>Show control in take</li> </ul>	
		• inversions	slow grace or other	off and landings	landings
<ul> <li>Field, defend and</li> </ul>	<ul> <li>Field, defend and</li> </ul>	involoione	themes and maintain	when jumping	when jumping.
attack tactically	attack tactically	• rotations	this throughout a		
by anticipating the	by anticipating the	Totationio	piece.		<ul> <li>Compete with</li> </ul>
direction of play.	direction of play.	• hending stretching			others and keep
		<ul> <li>bending, stretching and twisting</li> </ul>	<ul> <li>Perform complex</li> </ul>		track of personal
<ul> <li>Choose the most</li> </ul>	Choose the most	9	moves that		best performances,
appropriate tactics	appropriate tactics for a	• docturos	combine suchgui		setting targets for
for a game.	game.		and stamina gained		improvement.
		• linking skills.	through gymnastics	Choose and	
				combine techniques	
Gym	Gym	•Hold shapes that are	Games	in game situations	
		strong, fluent		(running, throwing,	
Hold shapes that are	Pholo shapes that are	and expressive.		catching, passing, jumping and kicking,	
strong, fluent	strong, nuent	•	Choose and	etc.).	Games
and expressive.	and expressive.			G.().	
		coguence set pieces	in game situations	• Work alone, or with	Uphold the spirit of
• Include in a	include in a sequence		(running, throwing,		fair play and respect
sequence set pieces,	set pieces,	35 55g6	catching, passing,		in all competitive
choosing the	choosing the				situations.





		most appropriate linking elements.		jumping and kicking, etc.).	order to gain points or possession.	<ul> <li>Lead others when called upon and act as a good role</li> </ul>
c	direction, level and body rotation during	<ul> <li>Vary speed, direction, level and body rotation during floor performances.</li> </ul>	direction, level and body rotation during	<ul> <li>Work alone, or with team mates in order to gain points or possession.</li> </ul>	<ul> <li>Strike a bowled or volleyed ball with accuracy.</li> <li>Use forehand and</li> </ul>	model within a team. OAA
g	he gymnastic techniques		gymnastic techniques used in performances (listed above).	<ul> <li>Strike a bowled or volleyed ball with accuracy.</li> <li>Use forehand and backhand when</li> </ul>	backhand when playing racket games.  • Field, defend and attack tactically	Select appropriate equipment for outdoor and adventurous activity.
t k	kinaesthetic awareness (placemen and alignment of body parts is usually good in well-	parts is usually good in well-rehearsed	<ul> <li>Demonstrate good kinesthetics awareness (placement and alignment of body parts is usually good in well-rehearsed actions).</li> </ul>	attack tactically	by anticipating the direction of play.  • Choose the most appropriate tactics for a game.  • Uphold the spirit of fair play and respect	<ul> <li>Identify possible risks and ways to manage them, asking for and listening carefully to expert advice.</li> <li>Embrace both leadership and team</li> </ul>
N S	vault and to swing (remaining upright).	upright). Hold shapes that are strong, fluent and expressive.	<ul> <li>Use equipment to vault and to swing (remaining upright).</li> </ul>	appropriate tactics for a game.  • Uphold the spirit of fair play and respect in all competitive situations.	in all competitive situations.  • Lead others when called upon and act	roles and gain the commitment and respect of a team.  • Empathise with others and offer support without being asked. Seek support from the team and the





Include in a sequence set pieces, choosing the most appropriate linking elements.  Vary speed, direction level and body rotation during floor performances.  Practise and refine the gymnastic techniques used in performances (listed above).  Demonstrate good kinesthetics awareness (placement and alignment of body parts is usually good in well-rehearsed actions).  Use equipment to vault and to swing (remaining upright).	(running, throwing, catching, passing, jumping and kicking, etc.).  • Work alone, or with team mates in order to gain points or possession.  • Strike a bowled or volleyed ball with accuracy.  • Use forehand and backhand when playing racket games.  • Field, defend and attack tactically by anticipating the direction of play.  • Choose the most appropriate tactics for a game.  • Uphold the spirit of fair play and respect	as a good role model within a team.	experts if in any doubt.  Remain positive even in the most challenging circumstances, rallying others if need be.  Use a range of devices in order to orientate themselves.  Quickly assess changing conditions and adapt plans to ensure safety comes first.
swing (remaining			





	Lead others when called upon and act as	
	a good role model	
	within a team.	





## Breadth of Study:

Note: Items marked \* are not statutory.

Key Stage 1	Key Stage 2
<ul> <li>Participate in team games, developing simple tactics</li> </ul>	<ul> <li>Play competitive games, modified where appropriate, such as football,</li> </ul>
for attacking and defending.	netball, rounders, cricket, hockey, basketball, badminton and tennis and apply basic principles suitable for attacking and defending.
Perform dances using simple movement patterns.	
3 1	Take part in gymnastics activities.
Swimming and water safety: take swimming	
instruction either in Key Stage 1 or Key Stage 2.	Take part in athletics activities.
	Perform dances.
	Take part in outdoor and adventurous activity challenges both individually and within a team.
	Swimming and water safety: take swimming instruction either in Key Stage 1 or Key Stage 2.





## Cultural capital in PE:

	Autumn	Spring	Summer
Whole school events			Sport beyond the school building. Olympic and athletic awareness and celebration.
			Commonwealth Games Celebration
			EYFS and Year 1 sports day – led by Year 6 pupils.
			Year 2 to Year 6 sports day at a local high school.
Reception			
Year 1	Sports clubs for pupils to access before and after school from Y1		
Year 2	to Y6.		
Year 3		Team games with other school	
Year 4	Highlighting local clubs and	through competitions and	
Year 5	centres to pupils.	festivals.	Residential trip - OAA
Year 6	Playtime – sports leaders from KS2 supporting games across school.		







## Cross curricular links in PE:

	Autumn	Spring	Summer		
Reception	Communication – listening to and f	PSHE – working with others, taking turns, sharing, listening to others ideas.  Communication – listening to and following instructions, learning new vocabulary.  Number – counting			
Year 1	SSM – measuring distance, time PSHE – team work	Geography – dance around the world.	PSHE – winning and losing		
Year 2	PSHE – team work	Science – plants, growing, life cycle inspired dance.	PSHE – winning and losing		
Year 3	Science – movement in dance.	PSHE – competition, being a good sport person.			
Year 4	Science – movement and forces in dance.	PSHE – competition, being a good sport person.			
Year 5		Maths – scoring and refereeing	Computing – using video for self-assessment.		
Year 6	Geography – creating dances inspired by countries of the world.	Maths – scoring and refereeing	PSHE – helping others. Leadership skills, planning and running the EYFS/Year 1 sports day.		