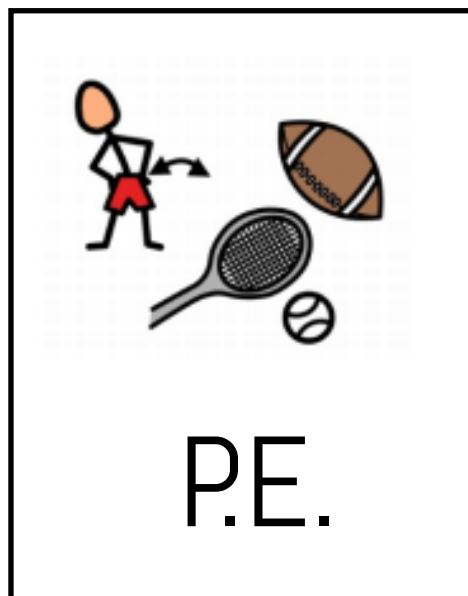


P.E. Curriculum Overview



ST Mary Queen of Martyrs VC Academy

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1. P.E. Intent, Implementation and Impact Statement



In PE we are committed to ensuring **every pupil** gets the best start in life by establishing the blueprint for a life-long love for play and physical activity. We aim to **achieve** this with a fun, engaging and inclusive curriculum that will initially focus on the fundamentals of skilled movement. Having established a secure foundation of **fundamental movement skills**, pupils will learn how to apply these into a broad range of activity specific skills which will allow them to choose activities that inspire them and that they have **passion** for. We plan to offer a wide range of **physical** activity clubs before, during and after school alongside the opportunity to take part in a wide range of sporting activity and competition across Hull, East Yorkshire and the Humber region. We hope that by the time they **leave** St. Mary Queen of Martyrs that they have **developed** a love of play and physical activity and enjoy developing into healthy, confident and resilient **people**.

2. P.E. on a page



Lesson sequence – what does PE look like at SMQOM?

Lessons 1 – 3: Teaching and learning of skill and then embedded through skill application. Key questions used to help children reflect on learning, knowledge and understanding. UKS2 build upon sports specific skills and practise previously taught skills to develop technique and confidence.

Lessons 4 –6: Teaching and learning of second skill focus and then embedded through skill application. Key questions used to help children reflect on learning, knowledge and understanding. UKS2 apply sport specific skills into game/activity/ situation.

****additional lessons if necessary, minimum of 6 lessons per unit.**

Classroom environment:

Relevant knowledge organiser from Get Set 4 PE in floorbook

Recap on sticky knowledge from previous lesson referring to the knowledge or ganiser or progression of skills.

The children at St Mary Queen of Martyrs VC Academy will study the following areas as a minimum as per cycle A and B:

Half Term	Foundation	KS1	LKS2	UKS2
Autumn 1	Intro to PE unit 1 Intro to PE unit 2	Dance Y1 Dance Y2	Netball basketball	Tag rugby
Autumn 2	Gymnastics unit 1 Gymnastics unit 2	Fundamentals Y1 Fundamentals Y2	Hockey tag rugby	Gymnastics Y5 Gymnastics Y6
Spring 1	Fundamentals unit 1 Fundamentals unit 2	Invasion Y1 Invasion Y2	Gymnastics Y3 Gymnastics Y4	Dance Y5 Dance Y6
Spring 2	Dance unit 1 Dance unit 2	Team building target games	Athletics rounders	Netball basketball
Summer 1	Ball skills unit 1 Ball skills unit 2	Athletics Y1 Athletics Y2	Dance Y3 Dance Y4	Athletics and cricket OAA and rounders
Summer 2	Games unit 1 Games unit 2	Gymnastics Y1 Gymnastics Y2	OAA	Athletics cricket

Cycle A

Cycle B

Assessment:

Ongoing throughout the sessions focussing on the skill application.

Home links

Homework challenge set after

Lesson design

Warm up
Skill practise
Skill application
Cool Down/Reflection

3. Non-negotiables

- PE must be taught, at a minimum, one lesson per week.
- Teaching and learning sequence will follow the whole school long term plan using cycle A and cycle B.
- Planning for lessons and resources to be used from the Get Set 4 PE website as a basis for each lesson
- Each lesson should be differentiated through the progression of skills for the key stage and year being taught (mixed class children).
- All lessons should be composed of a warm up, skills development, application of skills and reflection/ plenary.
- Evidence of learning and progression should be captured through pictures, videos or self assessment documents and stored on media such as SS, Google classroom, PE photos file or teacher tablets.

4. Long term plan

Cycle A

Half Term	Founda-tion	KS1	LKS2	UKS2
Autumn 1	Intro to PE unit 1	Fundamentals	Netball	Tennis
Autumn 2	Gymnas-tics unit 1	Dance	Gymnastics	Gymnastics
Spring 1	Funda-mentals unit 1	Invasion	Dance	Dance
Spring 2	Dance unit 1	Gymnastics	Hockey	Netball
Summer 1	Ball skills unit 1	Team building	OAA	OAA
Summer 2	Games unit 1	Athletics	Athletics	Athletics

Cycle B

Half Term	Founda-tion	KS1	LKS2	UKS2
Autumn 1	Intro to PE unit 1	Fundamentals	basketball	Badminton
Autumn 2	Gymnas-tics unit 1	Dance	Gymnastics	Gymnastics
Spring 1	Funda-mentals unit 1	Invasion	Dance	Dance
Spring 2	Dance unit 1	Gymnastics	tag rugby	basketball
Summer 1	Ball skills unit 1	target games	OAA	rounders
Summer 2	Games unit 1	Athletics	rounders	cricket

5. Progression of skills : Dance

	Foundation Stage			Key Stage 1		Key Stage 2			
Curriculum statement	Pupils follow the Early Years Foundation Stage.			Pupils need to be able to: Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.		Pupils need to be able to: to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.			
	Birth to 3	3 to 4 years0	ELG	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>I am beginning to negotiate space safely.</p> <p>I am building my confidence to try new challenges and perform in front of others.</p> <p>I can explore movement skills.</p> <p>I follow instructions with support.</p>	<p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Are increasingly able to use and remember sequences and patterns of music that are related to music and rhythm.</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Copy, remember and repeat actions.</p> <p>Choose actions for an idea.</p> <p>Use changes of direction, speed and levels with guidance.</p> <p>Show some sense of dynamic and expressive qualities.</p> <p>Begin to use counts.</p>	<p>Copy, remember and repeat a series of actions.</p> <p>Select from a wide range of actions in relation to a stimulus.</p> <p>Use pathways, levels, shapes, directions, speeds and timing with guidance.</p> <p>Use mirroring and unison when completing actions with a partner.</p> <p>Show a character through actions, dynamics and expression.</p> <p>Use counts with help to stay in time with the music.</p>	<p>Copy, remember and perform a dance phrase.</p> <p>Create short dance phrases that communicate an idea.</p> <p>Use canon, unison and formation to represent an idea.</p> <p>Match dynamic and expressive qualities to a range of ideas.</p> <p>Use counts to keep in time with a partner and a group.</p>	<p>Copy, remember and adapt set choreography.</p> <p>Choreograph considering structure individually, with a partner and in a group.</p> <p>Use action and reaction to represent an idea.</p> <p>Change dynamics to express changes in character or narrative.</p> <p>Use counts when choreographing short phrases.</p>	<p>Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing.</p> <p>Choreograph phrases individually and with others considering actions, dynamics, space and relationships in a response to a stimulus.</p> <p>Confidently perform choosing appropriate dynamics to represent an idea.</p> <p>Use counts accurately when choreographing to perform intime with others and the music.</p>	<p>Perform dances confidently and fluently with accuracy and good timing.</p> <p>Work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme.</p> <p>Improvise and combine dynamics demonstrating an awareness of the impact on performance</p> <p>Use counts when choreographing and performing to improve the quality of work.</p>

5. Progression of skills : Gymnastics

Curriculum statement	Foundation Stage			Key Stage 1		Key Stage 2			
	<i>Pupils follow the Early Years Foundation Stage.</i>			Pupils need to be able to: master basic movements as well as developing balance, agility and co-ordination.		Pupils need to be able to: Develop flexibility, strength, technique, control and balance.			
	Birth to 3	3 to 4 years	ELG	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Develop a more fluent style of moving with developing control and grace.</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.</p> <p>Develop overall body strength, balance, coordination and agility.</p> <p>Skip, hop, stand on one leg and hold a pose.</p> <p>Continue to develop their movement and balance.</p>	<p>Create shapes showing a basic level of stillness using different parts of their bodies.</p> <p>Begin to take weight on different body parts.</p> <p>Show shapes and actions that stretch their bodies.</p> <p>Copy and link simple actions together.</p>	<p>Perform balances making their body tense, stretched and curled.</p> <p>Take body weight on hands for short periods of time.</p> <p>Demonstrate poses and movements that challenge their flexibility.</p> <p>Remember, repeat and link simple actions together.</p>	<p>Perform balances on different body parts with some control and balance.</p> <p>Take body weight on different body parts with and without apparatus.</p> <p>Show increased awareness of extension and flexibility in actions.</p> <p>Copy, remember, repeat and plan linking simple actions with some control and technique.</p>	<p>Complete balances with increasing stability, control and technique.</p> <p>Demonstrate some strength and control when taking weight on different body parts for longer periods of time.</p> <p>Demonstrate increased flexibility and extension in their actions.</p> <p>Choose actions that flow well into one another both on and off apparatus.</p>	<p>Use body tension to perform balances both individually and with a partner.</p> <p>Demonstrate increasing strength, control and technique when taking own and other weight.</p> <p>Demonstrate increased flexibility and extension in more challenging actions.</p> <p>Plan and perform sequences showing control and technique with and without a partner.</p>	<p>Show increasing control and balance when moving from one balance to another.</p> <p>Use strength to improve the quality of an action and the range of actions available.</p> <p>Use flexibility to improve the quality of the actions they perform as well as the actions they choose to link them.</p> <p>Create and perform more complex sequences of actions with a good level of quality, control and technique with and without a partner.</p>	<p>Combine and perform more complex balances with control, technique and fluency.</p> <p>Demonstrate more complex actions with a good level of strength of technique.</p> <p>Confidently transitions from one action to another showing appropriate control and extension for the complexity of the action.</p> <p>Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills.</p>	

5. Progression of skills : Athletics

	Foundation Stage			Key Stage 1		Key Stage 2			
Curriculum statement	<i>Pupils follow the Early Years Foundation Stage.</i>			Pupils need to be able to: Master basic movements including running, jumping and throwing as well as developing balance, agility and coordination and begin to apply these in a range of activities		Pupils need to be able to: Use running, jumping and throwing in isolation and in combination.			
	Birth to 3	3 to 4 years	ELG	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Match their developing physical skills to tasks and activities.	Drop and catch with two hands.		Run, stop and change direction with some balance and control.	Run, stop and change direction with balance and control.	Change direction with increased speed in game situations.	Change direction to lose an opponent with some success.	Use a variety of techniques to change direction to lose an opponent.	Confidently change direction to successfully outwit an opponent.
	Show a preference for a dominant hand.	Stop bean bags or large balls sent to them using hands.		Recognise space in relation to others.	Move to a space to help score goals or limit others scoring.	Use space with some success in game situations.	Create and use space with some success in game situations.	Create and use space for self and others with some success.	Effectively create and use space for self and others to outwit an opponent.
	Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions.	Run and stop when instructed.		Begin to use simple tactics with guidance.	Use simple tactics.	Use simple tactics individually and within a team.	Use simple tactics to help their team score or gain possession.	Understand the need for tactics and can identify when to use them in different situations.	Work collaboratively to create tactics within their team and evaluate the effectiveness of these.
	Continue to develop their movement, balancing, riding and ball skills.	Move around showing limited awareness of others.		Attempt to run at different speeds showing awareness of technique.	Change technique to throw for distance.	Show balance, coordination and technique when running at different speeds, stopping.	Demonstrate how and when to speed up and slow down when running.	Run at appropriate speed over longer distances or for longer periods of time.	Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time.
	Climb using alternate feet.	Make simple decisions in response to a situation.		Jump, leap and hop and choosing which allows them to jump the furthest.	Performs actions with increased control when coordinating their body with and without equipment.	Throw a variety of objects, changing action for accuracy and distance.	Jump for distance and height showing balance and control.	Show control at <u>take off</u> and landing in more complex jumping activities.	Perform jumps for height and distance using good technique.
		Explore skipping and travelling action. Change direction at a slow pace.		Throw towards a target.	Show balance and coordination when running at different speeds.		Throw with some accuracy and power towards a target area.	Show accuracy and power when throwing for distance.	Show fluency and control when travelling, landing, stopping and changing direction.
				Use coordination with and without equipment.			Begin to coordinate their body at speed in response to a task.	Can coordinate a range of body parts at increased speed.	Can coordinate a range of body parts with a fluent action at a speed appropriate to the challenge.

6.. Progression of Vocabulary: Sending and Receiving/Invasion Games

Year Group	Understanding (<i>key concepts</i>)	Knowledge (inc. <i>events, people and places</i>)	Progression of Skills (inc. <i>procedures:</i> <i>the application of a series of skills for a desired outcome</i>)	Vocabulary
<u>1</u>	Can predict where to move to stop a ball Show awareness of moving into a space and receiving on the move. Select appropriate throw (underarm/overarm) Select the best way to send Show awareness of purpose when sending an object	Select appropriate throw (underarm/overarm) Select the best way to send	Roll with accuracy Throw with accuracy Can predict where to move to stop a ball Show elements of leadership in a group	> Control > Speed > Accuracy > Coordination > Accuracy > Practice > Concentrate > Power > Feel > Watching > Technique > Teamwork > Stop > Focus
<u>2</u>	Can predict where to move to stop a ball effectively. Show increased awareness of moving into space and receiving on the move. Can adapt throwing and catching technique instinctively Show awareness of purpose when sending an object	Can adapt throwing and catching technique instinctively Demonstrate good technique when striking	Roll with accuracy and control Throw with increased accuracy Can throw to themselves consistently. Show elements of leadership and decision making in a group Demonstrate good technique when striking	> Control > Speed > Accuracy > Timing > Decision > Choice > Concentrate > Follow through > Power > Technique > Coordination > Hand- eye coordination

6.. Progression of Vocabulary: Sending and Receiving/Invasion Games

<u>3</u>	<p>Recognise and move into a space</p> <p>Show understanding of marking</p> <p>Anticipate opportunities to intercept</p> <p>Know the difference between a pass and a shot</p> <p>Apply skills and knowledge effectively in a game situation.</p> <p>Select appropriate technique in a given situation</p>	<p>Execute a variety of passes</p> <p>Show understanding of marking</p> <p>Use evasion strategies</p> <p>Know difference between attack and defence</p> <p>Know the difference between a pass and a shot</p> <p>Select appropriate technique in a given situation</p>	<p>Execute a variety of passes</p> <p>Send and control a ball on the move</p> <p>Recognise and move into a space</p> <p>Apply skills and knowledge effectively in a game situation.</p> <p>Select appropriate technique in a given situation</p>	<ul style="list-style-type: none"> > Control > Accuracy > Power > Technique > Concentration > Focus > Coordination > Watching > Relax > Teamwork
<u>4</u>	<p>Consistently select appropriate skill for different situations</p> <p>Know difference between a shot and a pass</p> <p>Quickly identify space and react accordingly.</p> <p>Understand marking and react to an attack</p> <p>Evaluate own performance</p> <p>Consistency show awareness of game principles</p> <p>Give and act on effective feedback</p> <p>Select appropriate technique in a given situation</p>	<p>Execute a variety of passes</p> <p>Consistently select appropriate skill for different situations</p> <p>Know difference between a shot and a pass</p> <p>Give and act on effective feedback</p>	<p>Quickly identify space and react accordingly.</p> <p>Execute a variety of passes</p> <p>Pass accurately using correct technique</p> <p>Work as part of a team</p>	<ul style="list-style-type: none"> > Coordination > Cooperation > Teamwork > Reaction > Attention > Concentration

6.. Progression of Vocabulary: Sending and Receiving/Invasion Games

5	<p>Move into a space appropriately</p> <p>Develop own attacking / defensive strategies</p> <p>Use tactics in a game situation</p> <p>Demonstrate elements of flair and creativity in game situations</p> <p>Consistently show teamwork and fair play</p>	<p>Execute a variety of passes confidently</p> <p>Use evasive strategies</p> <p>Develop own attacking / defensive strategies</p> <p>Use tactics in a game situation</p>	<p>Send and receive effectively on the move</p> <p>Execute a variety of passes confidently</p> <p>Move into a space appropriately</p> <p>Demonstrate leadership qualities</p> <p>Demonstrate elements of flair and creativity in game situations</p> <p>Show accuracy when shooting</p>	<ul style="list-style-type: none"> > Accuracy > Concentration > Technique > Power > Control > Speed > Coordination > Reactions > Positioning > HOWZAT > Accuracy > Technique > Focus > Aim > Body position > Concentration > Practice > Precision > Focus > Swing > Vertical > Run
6	<p>Have some creative input into the creation of a game</p> <p>Evaluate activity and make appropriate changes</p> <p>Implement attacking and defensive tactics in a game</p> <p>Develop own attacking and defensive tactics</p> <p>Show high levels of awareness of game principles</p> <p>Show leadership qualities to support and encourage</p>	<p>Apply basic skills to game situations</p> <p>Know High 5 netball positions</p> <p>Implement attacking and defensive tactics in a game</p> <p>Develop own attacking and defensive tactics</p> <p>Show high levels of awareness of game principles</p> <p>Execute a variety of passes consistently</p>	<p>Apply basic skills to game situations</p> <p>Have some creative input into the creation of a game</p> <p>Show high levels of control, skill and accuracy</p> <p>Execute a variety of passes consistently</p> <p>Recognise and move into a space quickly</p> <p>Apply flair in game situations</p>	<ul style="list-style-type: none"> > Accuracy > Technique > Power > Effort > Reactions > Teamwork > Communication > Ideas > Sensible > Listening > Concentration > Fair play > Skills

6.. Progression of Vocabulary: Net/wall and object control

Year Group	Understanding (key concepts)	Knowledge (inc. events, people and places)	Skills (inc. procedures: the application of a series of skills for a desired outcome)	Vocabulary
<u>1</u>		Hold racket effectively.	<p>Show basic levels of hand/eye coordination.</p> <p>Demonstrate hand/eye coordination while moving.</p> <p>Hit a rolling ball with control</p> <p>Hit a bouncing ball.</p> <p>Move with an object at speed in a variety of ways.</p> <p>Can control object in a tight space.</p> <p>Control objects in a straight line.</p> <p>Keep control whilst changing direction</p> <p>Keep close control using different body parts.</p> <p>Show control with a change of direction at speed whilst holding/ carrying.</p> <p>Show control using equipment.</p>	<p>> Agility</p> <p>> Balance</p> <p>> Coordination</p> <p>> Concentration</p> <p>> Sending and receiving</p> <p>> Control</p> <p>> Power</p> <p>> Agility</p> <p>> Balance</p>
2		<p>Hold racket effectively.</p> <p>Demonstrate correct hitting position.</p>	<p>Show increased levels of hand/eye coordination.</p> <p>Demonstrate hand/eye coordination while moving in different directions.</p> <p>Hit a rolling ball with increased control.</p> <p>Hit a bouncing ball with control.</p> <p>Control an object at speed in a variety of ways.</p> <p>Can control a variety of objects in a tight space consistently.</p> <p>Control a variety of objects in a straight line.</p> <p>Keep close control using different body parts.</p> <p>Show control with a change of direction at speed, whilst moving in different ways.</p> <p>Consistently use equipment to send and control accurately.</p>	<p>> Concentration</p> <p>> Coordination</p> <p>> Technique</p> <p>> Control</p> <p>> Position</p>

6.. Progression of Vocabulary: Net/wall and object control

3	<p>Return a bouncing ball with some accuracy.</p> <p>Show awareness of hitting into space.</p> <p>Show awareness of space in a game situation.</p> <p>Show basic fielding principles.</p> <p>React quickly to events in a game situation.</p>	<p>Hit a moving ball using correct technique.</p>	<p>Return a bouncing ball with some accuracy.</p> <p>Rally with a partner (10 shots).</p> <p>Hit a bouncing ball consistently with control.</p> <p>Catch consistently.</p> <p>Hit a volley with control.</p> <p>Hit a stationary ball.</p> <p>Choose direction of strike.</p>	<ul style="list-style-type: none"> > Coordination > Focus > Concentration > Movement > Control
4	<p>Show competitive edge.</p> <p>Explain the rules of a game.</p> <p>Demonstrate effective fielding skills consistently.</p>	<p>Know difference between forehand and backhand.</p> <p>Perform forehand using correct technique.</p> <p>React quickly to play the best shot possible.</p> <p>Explain the rules of a game.</p> <p>Demonstrate effective fielding skills consistently.</p>	<p>Perform forehand using correct technique.</p> <p>Use backhand to hit moving ball.</p> <p>Consistently hit a moving ball with control.</p> <p>Hit a volley with precision and control.</p> <p>Throw accurately using 2 techniques.</p> <p>Catch a small ball.</p> <p>Hit a ball in an intended direction with power.</p>	<ul style="list-style-type: none"> > Coordination > Concentration > Technique > Control > Balance

6.. Progression of Vocabulary: Net/wall and object control

5	<p>Hit a moving ball consistently and accurately.</p> <p>Select appropriate shot for a given situation.</p> <p>React well to changing situations within a game.</p> <p>Consistently select and apply correct throw.</p> <p>Show awareness of match situations</p>	<p>Select appropriate shot for a given situation.</p>	<p>Hit a moving ball consistently and accurately.</p> <p>Continue a rally.</p> <p>Consistently show accuracy using a backhand.</p> <p>Consistently hit a volley with precision.</p> <p>Coordinate throwing and hitting.</p> <p>Select appropriate shot for a given situation.</p> <p>Use a wide variety of shots with precision.</p> <p>Throw overarm/underarm effectively and accurately.</p> <p>Use correct technique (cricket bowl)</p> <p>Hit a ball consistently with power and controlled direction.</p>	<ul style="list-style-type: none"> > Control > Precision > Space > Aim > Focus > Coordination > Accuracy > Power > Grip > Technique
6	<p>Consistently select the correct shot in any given situation.</p> <p>Use skills and knowledge to effectively win games.</p> <p>Contribute to group discussions.</p> <p>Lead group and resolve any conflicts</p>	<p>React well to changing situations.</p> <p>Consistently select the correct shot in any given situation.</p> <p>Use skills and knowledge to effectively win games.</p> <p>Use correct technique when striking a ball.</p>	<p>Keep a rally going over a prolonged period of time.</p> <p>Consistently show accuracy using back-hand</p> <p>Consistently show accuracy using fore-hand.</p> <p>Consistently show accuracy using volley.</p> <p>Use correct technique when throwing and stopping a ball.</p> <p>Transfer from stop to throw quickly.</p> <p>Use correct technique when striking a ball.</p> <p>Contribute to group discussions.</p> <p>Lead group and resolve any conflicts</p>	<ul style="list-style-type: none"> > Control > Precision > Space > Aim > Focus > Coordination > Concentration > Control > Accuracy > Power > Grip > Technique

6.. Progression of Vocabulary: Gymnastics

Year Group	Understanding (<i>key concepts</i>)	Knowledge (<i>inc. events, people and places</i>)	Skills (<i>inc. procedures: the application of a series of skills for a desired outcome</i>)	Vocabulary
<u>1</u>	Show tension in some movements and balances. Create an original 5 part sequence. Perform sequence as part of a competition with control, tension and balance. Introduce a linking movement.	Know and describe effective gymnastic movements. Perform sequence as part of a competition with control, tension and balance. Introduce a linking movement.	Demonstrate effective and safe jumping and landing technique. Turn and spin with some control. Move in different ways. Consistently roll with control. Balance consistently using different body parts. Copy a 5 part sequence. Introduce a linking movement.	Posture, Fluid, Control, Speed, Level, Precise, Purpose, Direction, Linking Balance, Steady, Rolling Explore, Freedom, Movement, Log roll Dish and hollow, Egg roll Space, Awareness, Height Direction, Move, Length Power, Tension, Tuck Straddle, Stretch, Turn Speed, Position, Tension Arms, Fluid, Smooth, Accuracy
2	Show tension in a variety of movements and balances. Create an original 5 part sequence using linking movements. Perform sequence as part of a competition with control, tension and balance. Act on feedback	Know, describe and demonstrate effective gymnastic movements. Copy a 5 part sequence using gymnastic principles.	Consistently demonstrate effective and safe jumping and landing technique. Turn and spin consistently with control. Move in different ways with control. Consistently roll with control from different starting positions. Link jump and roll with control. Balance consistently using different body parts. Copy a 5 part sequence using gymnastic principles.	Safety, Height, Technique Speed, Power, Slowly Graceful, Fluid, Smooth Control, Confidence, Balance, Still, Spiky, Posture Rigid, Precision, Poise Posture, Spin, Sequence Levels, Direction, Poise Imagination, Teamwork Communication, Unison Canon

6.. Progression of Vocabulary: Gymnastics

3	<p>Consistently show tension in all balances.</p> <p>Create and perform a sequence with control and fluency.</p> <p>Can adapt sequence using complex movements and balances.</p> <p>Can act on feedback.</p>	<p>Show variety in balances.</p> <p>Perform sequence in unison.</p>	<p>Perform $\frac{1}{2}$ turns and full turns on a floor with control.</p> <p>Balance using apparatus</p> <p>Roll with control in at least 2 different ways.</p> <p>Roll forward into sitting position.</p> <p>Use linking movements with control.</p> <p>Alter shape in the air.</p>	<p>Control, Balance, Posture, Purpose, Professional, Levels, Direction, Speed</p> <p>Confidence, Fluency, Fluid</p> <p>Safety, Softly, Power, Elegance, Height, Posture, Technique, Slowly, Speed</p> <p>Awareness, Technique</p> <p>Unison, Effort, Poise, Canon</p> <p>Mirroring, Precision</p> <p>Cooperation, Sharing</p>
4	<p>Consistently show tension and control.</p> <p>Perform leaps as part of a sequence.</p> <p>Create own sequence.</p> <p>Respond to and give appropriate feedback.</p>	<p>Perform all rolls with control.</p> <p>Perform a variety of, complex sequences with a partner (mirror, canon, support).</p> <p>Connect complex jumps and turns.</p> <p>Create own sequence</p>	<p>Perform 3 mirrored balances within given parameters.</p> <p>Perform a range of supported balances.</p> <p>Change speed, level and direction in a sequence.</p> <p>Roll from different starting positions.</p> <p>Attempt backward roll (with support)</p> <p>Demonstrate safe landing consistently.</p> <p>Demonstrate effective turns with control.</p> <p>Create own sequence</p>	<p>Control, Precision, Poise, Fluency, Fluid, Movement</p> <p>Concentration, Confidence</p> <p>Good points, Improvements</p> <p>Teamwork, Cooperation</p> <p>Combine</p> <p>Elegance, Height, Cushion</p> <p>Power, Technique</p> <p>Extension, Smooth, Flexible</p> <p>Balance, Link, Fluidity</p> <p>Smooth, Energy, Poise</p> <p>Fluidity, Smooth, Direction</p> <p>Level, Tension</p>

6.. Progression of Vocabulary: Gymnastics

5	<p>Show creativity in paired work.</p> <p>Show safe landing position.</p> <p>Give appropriate feedback and work collaboratively</p> <p>Perform leaps as part of an original sequence.</p> <p>Adapt and perform a sequence with control and precision</p>	<p>Perform leaps as part of an original sequence.</p> <p>Adapt and perform a sequence with control and precision</p> <p>Perform up to 4 rolls with control.</p>	<p>Perform mirrored balances within given parameters.</p> <p>Perform balances using support (apparatus and partner).</p> <p>Communicate effectively with partner.</p> <p>Show control and fluidity in sequence.</p> <p>Roll from different starting position.</p> <p>Start and exit roll with control.</p> <p>Perform cartwheel in a straight line.</p> <p>Show safe landing position.</p> <p>Show control when jumping, turning and spinning.</p> <p>Give appropriate feedback and work collaboratively.</p>	<p>Control, Precision, Poise</p> <p>Fluency, Fluid, Movement</p> <p>Concentration, Confidence</p> <p>Good points, Improvements</p> <p>Teamwork, Cooperation</p> <p>Combine</p> <p>Elegance, Height, Cushion</p> <p>Power, Technique, Smooth</p> <p>Flexible, Link, Fluidity, Smooth, Energy, Direction</p> <p>Level, Tension</p>
6	<p>Consistently show body tension.</p> <p>Perform original sequence with enthusiasm, precision, fluidity and balance.</p> <p>Demonstrate sound understanding of gymnastic performance.</p> <p>Evaluate own and others performance.</p> <p>Adapt ideas showing gymnastic awareness.</p> <p>Adapt pace to race situation.</p> <p>Adapt pace to race situation.</p>	<p>Perform given positions accurately.</p> <p>Perform a range of leaps.</p> <p>Perform a wide range of rolls accurately.</p> <p>Create a complex sequence.</p> <p>Create original sequence using apparatus.</p> <p>Adapt pace to race situation.</p>	<p>Turn and spin with control.</p> <p>Work effectively in a group.</p> <p>Show elements of decision making and leadership.</p>	<p>Posture, Control, Balance</p> <p>Fluidity, Technique, Concentration, Flexibility</p> <p>Poise, Observation, Feedback, Organised, Repetition</p> <p>Link, Fluid, Seamless, Effort</p> <p>Precision, Performance</p> <p>Canon (1 after the other)</p> <p>Unison (at same time)</p> <p>Mirror (same time but reflection)</p> <p>Poise</p>

6.. Progression of Vocabulary: Athletics

Year Group	Understanding (<i>key concepts</i>)	Knowledge (inc. <i>events, people and places</i>)	Skills (inc. <i>procedures:</i> <i>the application of a series of skills for a desired outcome</i>)	Vocabulary
1	Use sideways movement for a purpose. Self-select appropriate speed when moving. Select appropriate technique in a given situation.	Use basic sprinting technique. Use different techniques to throw an object. Select appropriate technique in a given situation.	Copy and develop a range of movements. Use basic sprinting technique. Shift weight side to side. Use sideways movement for a purpose. Change direction quickly whilst moving. Demonstrate a variety of jumps. Self-select appropriate speed when moving. Link 2 movements with balance. Use different techniques to throw an object. Throw with power.	> Distance > Height > Power > Arms > Bend > Stretch > Explosion > Effective > Speed > Straight > Balance > Slow > Heart rate. > Pace > Change > Accurate > Power > Control
2	Evaluate and improve sprinting technique. Self-select appropriate speed when moving. Select appropriate technique in a given situation with different objects	Demonstrate good technique when jumping for height and distance. Identify different throws. Use correct techniques to throw an object.	Copy and develop a range of movements. Respond quickly to stimuli. Shift weight side to side. Use sideways movement for a purpose. Change direction quickly whilst moving. Self-select appropriate speed when moving. Link 2 or more movements with balance and agility.	> Explosion > Balance > Safety > Energy > Effort > Explosive > Power > Energy > Control > Balance > Imagination > Explosion > Drive > Reaction > Quick > Slow > Accelerate > Decelerate > Angle > Technique

6.. Progression of Vocabulary: Athletics

<p>Jump and land safely.</p> <p>3 Describe and evaluate jumping action.</p> <p>Use correct technique to achieve maximum power.</p> <p>Recognise and describe what the body feels like after exercise.</p>	<p>Jump and land safely.</p> <p>Describe and evaluate jumping action.</p> <p>Run effectively at different speeds.</p> <p>Use good sprinting technique.</p> <p>Know basic principles of throwing for distance.</p> <p>Demonstrate basic principles of throwing for distance</p> <p>Use a variety of techniques to throw.</p>	<p>Hop with balance and control.</p> <p>Jump with balance and control.</p> <p>Perform athletic sequence with control.</p> <p>Jump and land safely.</p> <p>Run effectively at different speeds.</p> <p>Use good sprinting technique.</p> <p>Show good acceleration from a static start.</p> <p>Know basic principles of throwing for distance.</p> <p>Demonstrate basic principles of throwing for distance.</p> <p>Use a variety of techniques to throw.</p>	<ul style="list-style-type: none"> > Balance > Strength > Control > Wobble > Speed > Concentration > Straight line > Pump > Aggression > Posture > Focus > Consistent > Speed > Relax > Pulse rate > Heart rate > Effect > Throw > Safety > Aware > Power > Distance > Weight > Transfer > Aggression
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6.. Progression of Vocabulary: Athletics

4	<p>Adapt pace to race conditions. Select appropriate speed for a race. Select appropriate throwing technique for an event. Use correct technique to achieve maximum power. Describe effects of exercise. Explain rates of recovery</p>	<p>Perform jumping technique with precision. Select appropriate speed for a race. Adapt pace to race conditions. Use correct technique to achieve maximum power. Select appropriate throwing technique for an event.</p>	<p>Perform jumping technique with precision. Show fluency in running and jumping. Maintain a constant pace. Show acceleration and speed over a distance. Demonstrate quick reactions and evaluate different starting positions. Pass baton without change of pace. Accelerate and maintain pace through a curve.</p>	<ul style="list-style-type: none"> > Distance > Balance > Control > Speed > Fluid > Effort > Power > Competitive > Technique > Performance > Endurance > Pace > Energy > Competitiveness > Will > Drive > Motivation > Constant > Posture > Power > Long strides > Reactions > Positioning > Comfort > Throw > Safety > Aware > Distance > Balance > Transfer > Aggression
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6.. Progression of Vocabulary: Athletics

4	<p>Adapt pace to race conditions. Select appropriate speed for a race. Select appropriate throwing technique for an event. Use correct technique to achieve maximum power. Describe effects of exercise. Explain rates of recovery</p>	<p>Perform jumping technique with precision. Select appropriate speed for a race. Adapt pace to race conditions. Use correct technique to achieve maximum power. Select appropriate throwing technique for an event.</p>	<p>Perform jumping technique with precision. Show fluency in running and jumping. Maintain a constant pace. Show acceleration and speed over a distance. Demonstrate quick reactions and evaluate different starting positions. Pass baton without change of pace. Accelerate and maintain pace through a curve.</p>	<ul style="list-style-type: none"> > Distance > Balance > Control > Speed > Fluid > Effort > Power > Competitive > Technique > Performance > Endurance > Pace > Energy > Competitiveness > Will > Drive > Motivation > Constant > Posture > Power > Long strides > Reactions > Positioning > Comfort > Throw > Safety > Aware > Distance > Balance > Transfer > Aggression
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6.. Progression of Vocabulary: Athletics

5	<p>Isolate parts of the jump in order to improve performance.</p> <p>Combine elements of jump to maximise distance.</p> <p>Adapt pace to race situation.</p> <p>Develop preferred starting position.</p>	<p>Know good technique when jumping.</p> <p>Select preferred take-off foot when jumping.</p> <p>Isolate parts of the jump in order to improve performance.</p> <p>Adapt pace to race situation.</p> <p>Develop and apply baton passing technique.</p>	<p>Combine explosion with control.</p> <p>Run and jump with height.</p> <p>Combine elements of jump to maximise distance.</p> <p>Run with high levels of speed, agility and competitiveness.</p> <p>Sustain acceleration and speed over a distance.</p> <p>Develop and apply baton passing technique.</p> <p>Use good technique with performing a variety of throws</p> <p>Throw with power using a run up</p>	<ul style="list-style-type: none"> > Explosion > Power > Height > Distance > Control > Speed > Fluid > Effort > Power > Competitive > Technique > Performance > Pace > Energy > Competitiveness > Motivation > Constant > Posture > Speed > Power > Long strides > Reactions > Positioning > Comfort > Weight > Balance > Transfer > Aggression > Precision > Concentration > Communication > Hand/eye Coordination > Participation > Enjoyment > Team spirit > Fair play
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6.. Progression of Vocabulary: Athletics

6	<p>Understand fully how a skill is broken down. Evaluate performance of others and suggest improvements. Adapt pace to race situation. Show determination. Demonstrate a strong desire to improve. Maintain a competitive attitude</p>	<p>Know and use parts of the jump in isolation. Show improvement in jumping Adapt pace to race situation.</p>	<p>Know and use parts of the jump in isolation. Perform a variety of jumps fluently. Show improvement in jumping. Perform triple jump with balance and control. Can sustain an appropriate pace for a race. Consistently show power and effective technique when jumping, throwing and sprinting. Show determination. Demonstrate a strong desire to improve. Maintain a competitive attitude</p>	<ul style="list-style-type: none"> > Distance > Balance > Control > Speed > Fluid > Effort > Power > Competitive > Technique > Performance > Pace > Energy > Competitiveness > Motivation > Constant > Throw > Safety > Aware > Drive > Agility > Spring > Bounce > Transfer > Aggression > Determination > Teamwork > Support
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6.. Progression of Vocabulary: Dance

Year Group	Understanding (<i>key concepts</i>)	Knowledge (inc. <i>events, people and places</i>)	Skills (inc. <i>procedures:</i> <i>the application of a series of skills for a desired outcome</i>)	Vocabulary
<u>1</u>	<p>Show originality when moving on different levels.</p> <p>Improve sequences based on Feedback</p> <p>Work collaboratively to adapt a sequence.</p>	<p>Perform sequence in time with others.</p>	<p>Move freely to music.</p> <p>Respond to stimuli.</p> <p>Alter speed appropriately</p> <p>Move with music.</p> <p>Perform a sequence with precision and fluidity.</p> <p>Create an original sequence and perform with timing and control.</p>	<ul style="list-style-type: none"> > Performance > Control > Timing > Sequence > In order > Change > Timing > Elegance > Dance > Awareness > Combination > Link > Expression > Feedback > Performance > Precision > Movement > Fluidity > Adapt > Change > Space > Awareness > Speed > Direction > Move > Feelings > Speed > Response > Alter > Change > Listen > React > High > Low > Change > Levels > Originality > Different

6.. Progression of Vocabulary: Dance

2	<p>Give specific feedback on a performance. Use specific feedback to improve performance.</p>	<p>Perform sequence consistently in time with others. Perform sequence in time with music.</p>	<p>Move appropriately in response to stimuli Move appropriately to music Copy and repeat a simple sequence consistently. Create and perform a dance sequence with expression. Create an original sequence and perform with timing and control. Change level in a sequence.</p>	<ul style="list-style-type: none"> > Space > Awareness > Speed > Technique > Effort > Energy > Speed > Response > Alter > Change > Listen > React > Intensity > Effort > Combination > Link > Expression > Feedback > Performance > Energy > Precision > Movement > Fluidity > Speed > Direction > Move > Feelings > Expression > Response > Alter > Change > Listen > React > High > Low > Change > Levels > Originality > Different > Change > Direction > Space > Awareness
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6.. Progression of Vocabulary: Dance

3	<p>Show control and originality. Work with a partner or group to create sequence. Create original moves. Describe, evaluate and alter sequence accordingly.</p>	<p>Create a sequence using different speeds, levels and directions. Perform moves to a beat with control.</p>	<p>Translate stimuli to dance moves. Move appropriately with expression. Move at different speeds, directions and levels. Copy basic moves with precision. Copy an extended sequence. React to different tempo.</p>	<ul style="list-style-type: none"> > Tempo > Energy > Join in > Confidence > Effort > Heart rate > Team work > Cooperation > Communicate > Feedback > Freely > Movement > Dance > Speed > Level > Direction > Performance > Precision > Originality > Composition > Creativity > Linking > Shadow > Support > Coordination > Repeat > Canon
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6.. Progression of Vocabulary: Dance

4	<p>Perform as a character. Use and perform with distinct and expressive movements. Create original movements to support narrative. Be an active group member. Evaluate a performance and refine accordingly. Adapt own performance to different stimuli.</p>	<p>Perform as a character. Suggest appropriate changes to a group's formation. Adapt own performance to different stimuli.</p>	<p>Perform as a character. Use and perform with distinct and expressive movements. Perform a routine with control, energy and flair. Copy a sequence with control. Work collaboratively to adapt a sequence.</p>	<ul style="list-style-type: none"> > Precision > Tempo > Energy > Effort > Timing > Movement > Imagination > Formation > Precision > Concentration > Levels > Direction > Speed > Originality > Creativity > Interesting > Adapt > Refine > Flair > Performance > In time > Enjoy > Effort > Expression > Movement > Imagination > Over the top
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6.. Progression of Vocabulary: Dance

5	<p>Perform with elements of originality and expression.</p> <p>Work cooperatively with a partner.</p> <p>Convey a message or expression through dance.</p> <p>Adapt and change a performance based on self evaluation.</p> <p>Give appropriate feedback.</p>	<p>Perform narrative with expression.</p> <p>Adapt and change a performance based on self evaluation.</p> <p>Perform with purpose and with high energy levels.</p> <p>Create original movements linked in an original sequence.</p> <p>Give appropriate feedback.</p>	<p>Perform consistently with precision.</p> <p>Replicate sequence quickly.</p> <p>Communicate ideas in a group.</p> <p>Give appropriate feedback.</p>	<ul style="list-style-type: none"> > Tempo > Timing > Energy > Beat > Team work > Patience > Effort > Beat > Team work > Patience > Effort > Confidence > Creativity > Originality > Positive > Fluidity > Continuous > Linking > Emotion
6	<p>Perform movements and routines with originality and expression.</p> <p>Link movements to a story.</p> <p>Adapt and change performance based on self evaluation.</p> <p>Adapt performances to incorporate equipment.</p> <p>Create and perform original routine with elements of performance and flair.</p> <p>Give appropriate feedback</p>	<p>Perform and link dance phrases appropriately and effectively.</p> <p>Can lead groups and perform with high levels of energy.</p> <p>Give appropriate feedback</p>	<p>Move imaginatively and appropriately to a range music.</p> <p>Can work within and contribute to group decisions.</p> <p>Replicate quickly what they have seen.</p> <p>Can lead groups and perform with high levels of energy.</p> <p>Create and perform original routine with elements of performance and flair.</p> <p>Give appropriate feedback</p>	<ul style="list-style-type: none"> > Tempo > Timing > Energy > Beat > Team work > Patience > Effort > Confidence > Fluid > Rhythmic > Expressive > Continuous > Creativity

7. S Plans - Cycle A



<u>Half Term</u>	<u>Foundation</u>	<u>KS1</u>	<u>LKS2</u>	<u>UKS2</u>
Autumn 1	Intro to PE unit 1	Dance Y1	Netball	Tag rugby Y5
Autumn 2	Gymnastics unit 1	Fundamentals Y1	Hockey	Gymnastics Y5
Spring 1	Fundamentals unit 1	Invasion Y1	Gymnastics Y3	Dance Y5
Spring 2	Dance unit 1	Team building	Athletics	Netball
Summer 1	Ball skills unit 1	Athletics Y1	Dance Y3	Athletics and cricket
Summer 2	Games unit 1	Gymnastics Y1	OAA	Athletics

7. S Plans - Cycle B

<u>Half Term</u>	<u>Foundation</u>	<u>KS1</u>	<u>LKS2</u>	<u>UKS2</u>
Autumn 1	Intro to PE unit 2	Dance Y2	basketball	Tag rugby Y6
Autumn 2	Gymnastics unit 2	Fundamentals Y2	tag rugby	Gymnastics Y6
Spring 1	Fundamentals unit 2	Invasion Y2	Gymnastics Y4	Dance Y6
Spring 2	Dance unit 2	target games	rounders	basketball
Summer 1	Ball skills unit 2	Athletics Y2	Dance Y4	OAA and rounders
Summer 2	Games unit 2	Gymnastics Y2	OAA	cricket

8. Key Progress Indicators Year 1

PHYSICAL EDUCATION – Year 1		
Acquiring and developing skills	Evaluating and improving	Athletics
<p>I can communicate simple instructions.</p> <p>I can follow instructions.</p> <p>I can follow path and lead others.</p> <p>I can listen to others' ideas.</p> <p>I can suggest ideas to solve tasks.</p> <p>I can work with a partner and a small group.</p> <p>I understand the rules of the game.</p>	<p>I can select my own actions in response to a task.</p> <p>I can work co-operatively with others to complete tasks.</p> <p>I can recognise changes in my body when I do exercise.</p>	<p>Run, stop and change direction with some balance and control.</p> <p>Recognise space in relation to others.</p> <p>Begin to use simple tactics with guidance.</p> <p>Attempt to run at different speeds showing awareness of technique.</p> <p>Jump, leap and hop and choosing which allows them to jump the furthest.</p> <p>Throw towards a target.</p> <p>Use coordination with and without equipment.</p>
Dance	Games	Gymnastics
<p>Copy, remember and repeat actions.</p> <p>Choose actions for an idea.</p> <p>Use changes of direction, speed and levels with guidance.</p> <p>Show some sense of dynamic and expressive qualities.</p> <p>Begin to use counts.</p>	<p>I am beginning to catch with two hands.</p> <p>I am beginning to dribble a ball with my hands and feet.</p> <p>I am beginning to understand simple tactics.</p> <p>I can roll and throw with some accuracy towards a target.</p> <p>I can say when someone was successful.</p> <p>I can track a ball that is coming towards me.</p>	<p>Perform balances making their body tense, stretched and curled.</p> <p>Take body weight on hands for short periods of time.</p> <p>Demonstrate poses and movements that challenge their flexibility.</p> <p>Remember, repeat and link simple actions together.</p>

8. Key Progress Indicators Year 2

PHYSICAL EDUCATION – Year 2		
Acquiring and developing skills	Evaluating and improving	Athletics
<p>I can follow instructions carefully.</p> <p>I can say when I was successful at solving challenges.</p> <p>I can share my ideas and help to solve tasks.</p> <p>I can work co-operatively with a partner and a small group.</p> <p>I show honesty and can play fairly.</p> <p>I understand how to use, follow, and create a simple diagram/map.</p>	<p>I am beginning to provide feedback using key words.</p> <p>I can describe how my body feels during exercise.</p> <p>I can work co-operatively with a partner and a small group</p>	<p>Run, stop and change direction with balance and control.</p> <p>Move to a space to help score goals or limit others scoring.</p> <p>Use simple tactics.</p> <p>Change technique to throw for distance.</p> <p>Performs actions with increased control when coordinating their body with and without equipment.</p> <p>Show balance and coordination when running at different speeds.</p>
Dance	Games	Gymnastics
<p>Copy, remember and repeat a series of actions.</p> <p>Select from a wide range of actions in relation to a stimulus.</p> <p>Use pathways, levels, shapes, directions, speeds and timing with guidance.</p> <p>Use mirroring and unison when completing actions with a partner.</p> <p>Show a character through actions, dynamics and expression.</p> <p>Use counts with help to stay in time with the music.</p>	<p>I am beginning to provide feedback using key words.</p> <p>I am beginning to understand and use simple tactics.</p> <p>I can dribble a ball with my hands and feet with some control.</p> <p>I can roll and throw a ball to hit a target.</p> <p>I can send and receive a ball using both kicking and throwing and catching skills.</p> <p>I can track a ball and collect it.</p> <p>I can work co-operatively with a partner and a small group.</p>	<p>Perform balances on different body parts with some control and balance.</p> <p>Take body weight on different body parts with and without apparatus.</p> <p>Show increased awareness of extension and flexibility in actions.</p> <p>Copy, remember, repeat and plan linking simple actions with some control and technique.</p>

8. Key Progress Indicators Year 3

PHYSICAL EDUCATION – Year 3			
Acquiring and developing skills	Evaluating and improving	Health and fitness	Dance
<p>I can provide feedback using key words.</p> <p>I can track an opponent to slow them down.</p> <p>I understand my role as an attacker and as a defender.</p> <p>I work co-operatively with my group to self-manage games.</p> <p>I can dribble, pass, receive and shoot the ball with some control.</p> <p>I can find space away from others and near to my goal.</p>	<p>I can collect and record my scores, recognising my strengths.</p> <p>I can complete exercises with control.</p> <p>I can persevere when I find a challenge hard</p> <p>With help, do they recognise how performances could be improved?</p>	<p>I can complete exercises with control.</p> <p>I can persevere when I find a challenge hard.</p> <p>I can provide feedback using key words.</p> <p>I can work safely with others.</p> <p>I show balance when changing direction.</p> <p>I understand that there are different areas of fitness.</p> <p>I understand how the body moves differently at different speeds.</p> <p>I understand why it is important to warm up.</p>	<p>Copy, remember and perform a dance phrase.</p> <p>Create short dance phrases that communicate an idea.</p> <p>Use canon, unison, and formation to represent an idea.</p> <p>Match dynamic and expressive qualities to a range of ideas.</p> <p>Use counts to keep in time with a partner and a group.</p>

8. Key Progress Indicators Year 3

PHYSICAL EDUCATION – Year 3			
Games	Gymnastics	Athletics	Outdoor/Adventurous
<p>I can catch different sized objects with increasing consistency with two hands.</p> <p>I can dribble a ball with control.</p> <p>I can persevere when learning a new skill.</p> <p>I can provide feedback using key words.</p> <p>I can show a variety of throwing techniques.</p> <p>I can throw with accuracy and increasing consistency to a target.</p> <p>I can track the path of a ball that is not sent directly to me.</p>	<p>Complete balances with increasing stability, control and technique.</p> <p>Demonstrate some strength and control when taking weight on different body parts for longer periods of time.</p> <p>Demonstrate increased flexibility and extension in their actions.</p> <p>Choose actions that flow well into one another both on and off apparatus.</p>	<p>Change direction with increased speed in game situations.</p> <p>Use space with some success in game situations.</p> <p>Use simple tactics individually and within a team.</p> <p>Show balance, coordination and technique when running at different speeds, stopping.</p> <p>Throw a variety of objects, changing action for accuracy and distance.</p>	<p>I am developing map reading skills.</p> <p>I can follow and give instructions.</p> <p>I can listen to and am accepting of others' ideas.</p> <p>I can plan and attempt to apply</p> <p>I can reflect on when and why I was successful at solving challenges and am beginning to understand why.</p> <p>I can work collaboratively with a partner and a small group.</p>

8. Key Progress Indicators Year 4

PHYSICAL EDUCATION – Year 4			
Acquiring and developing skills	Evaluating and improving	Health and fitness	Dance
<p>I can provide feedback using key terminology and understand what I need to do to improve.</p> <p>I can use simple tactics to help my team score or gain possession.</p> <p>I share ideas and work with others to manage our game.</p> <p>I understand the rules of the game and I can use them often and honestly.</p> <p>I can dribble, pass, receive and shoot the ball with increasing control.</p> <p>I can move to space to help my team to keep possession and score goals.</p>	<p>I can provide feedback using key terminology and understand what I need to do to improve.</p> <p>I can identify when I was successful and what I need to do to improve.</p>	<p>I show control when completing activities to improve balance.</p> <p>I show determination to continue working over a period of time.</p> <p>I understand there are different areas of fitness, and that each area challenges my body differently.</p> <p>I can explain what happens when I exercise.</p>	<p>Copy, remember and adapt set choreography.</p> <p>Choreograph considering structure individually, with a partner and in a group.</p> <p>Use action and reaction to represent an idea.</p> <p>Change dynamics to express changes in character or narrative.</p> <p>Use counts when choreographing short phrases.</p>

8. Key Progress Indicators Year 4

PHYSICAL EDUCATION – Year 4			
Games	Gymnastics	Athletics	Outdoor/Adventurous
<p>I can accurately use a range of throwing techniques to throw to a target.</p> <p>I can catch different sized objects with increasing consistency with one and two hands.</p> <p>I can consistently track the path of a ball that is not sent directly to me.</p> <p>I can dribble a ball with increasing control and co-ordination.</p> <p>I can persevere when learning a new skill.</p> <p>I can provide feedback using key terminology and understand what I need to do to improve</p>	<p>Use body tension to perform balances both individually and with a partner.</p> <p>Demonstrate increasing strength, control and technique when taking own and other weight.</p> <p>Demonstrate increased flexibility and extension in more challenging actions.</p> <p>Plan and perform sequences showing control and technique with and without a partner.</p>	<p>Change direction to lose an opponent with some success.</p> <p>Create and use space with some success in game situations.</p> <p>Use simple tactics to help their team score or gain possession.</p> <p>Demonstrate how and when to speed up and slow down when running.</p> <p>Jump for distance and height showing balance and control.</p> <p>Throw with some accuracy and power towards a target area.</p> <p>Begin to coordinate their body at speed in response to a task.</p>	<p>I can accurately follow and give instructions.</p> <p>I can confidently communicate ideas and listen to others.</p> <p>I can identify key symbols on a map and use a key to help navigate around a grid.</p> <p>I can plan and apply strategies to solve problems.</p> <p>I can reflect on when and why I was successful at solving challenges.</p> <p>I can work collaboratively and effectively with a partner and a small group.</p>

8. Key Progress Indicators Year 5

PHYSICAL EDUCATION – Year 5			
Acquiring and developing skills	Evaluating and improving	Health and fitness	Dance
<p>I am developing a wider range of skills and I am beginning to use these under some pressure.</p> <p>I can identify when I was successful and what I need to do to improve.</p> <p>I can use feedback provided to improve my work.</p> <p>I can work cooperatively with others to manage our game.</p> <p>I understand the need for tactics and can identify when to use them in different situations.</p> <p>I understand the rules of the game and I can apply them honestly most of the time.</p> <p>I understand there are different skills for different situations, and I am beginning to apply this.</p>	<p>I can identify how different activities can benefit my physical health.</p> <p>I can work with others to manage activities.</p> <p>I can analyse my fitness scores to identify areas for improvement.</p>	<p>I understand the different components of fitness and how to test them.</p> <p>I understand what my maximum effort looks and feels like, and I am determined to achieve it.</p> <p>I can lead a group through short warm-up routines.</p>	<p>Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing.</p> <p>Choreograph phrases individually and with others considering actions, dynamics, space and relationships in a response to a stimulus.</p> <p>Confidently perform choosing appropriate dynamics to represent an idea.</p> <p>Use counts accurately when choreographing to perform intime with others and the music.</p>

8. Key Progress Indicators Year 5

PHYSICAL EDUCATION – Year 5			
Games	Gymnastics	Athletics	Outdoor/Adventurous
<p>I am developing a wider range of fielding skills and I am beginning to use these under some pressure.</p> <p>I can identify when I was successful and what I need to do to improve.</p> <p>I can work co-operatively with others to manage our game.</p> <p>I can communicate with my team and move into space to keep possession and score.</p> <p>I can identify when I was successful and what I need to do to improve.</p> <p>I can pass and receive the ball with some control under pressure.</p>	<p>Show increasing control and balance when moving from one balance to another.</p> <p>Use strength to improve the quality of an action and the range of actions available.</p> <p>Use flexibility to improve the quality of the actions they perform as well as the actions they choose to link them.</p> <p>Create and perform more complex sequences of actions with a good level of quality, control, and technique with and without a partner.</p>	<p>Use a variety of techniques to change direction to lose an opponent.</p> <p>Create and use space for self and others with some success.</p> <p>Understand the need for tactics and can identify when to use them in different situations.</p> <p>Run at appropriate speed over longer distances or for longer periods of time.</p> <p>Show control at take off and landing in more complex jumping activities.</p> <p>Show accuracy and power when throwing for distance.</p> <p>Can coordinate a range of body parts at increased speed.</p>	<p>I am inclusive of others and can share job roles.</p> <p>I can navigate around a course using a map.</p> <p>I can orientate a map confidently.</p> <p>I can reflect on when I was successful at solving challenges and alter my methods in order to improve.</p> <p>I can use critical thinking to approach a task.</p> <p>I can work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy.</p>

8. Key Progress Indicators Year 6

PHYSICAL EDUCATION – Year 6			
Acquiring and developing skills	Evaluating and improving	Health and fitness	Dance
<p>I can select the appropriate action for the situation and make this decision quickly.</p> <p>I can use a wider range of skills with increasing control under pressure.</p> <p>I can use feedback provided to improve the quality of my work.</p> <p>I can use the rules of the game consistently to play honestly and fairly.</p> <p>I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.</p> <p>I can work in collaboration with others so that games run smoothly.</p> <p>I recognise my own and others' strengths and areas for development and can suggest ways to improve.</p>	<p>I can collect, record and analyse scores to identify areas where I have made the most improvement.</p> <p>I can work with others to organise, manage and record information at a station.</p> <p>I encourage and motivate others to work to their best.</p> <p>I understand that there are different areas of fitness and how this helps me in different activities.</p> <p>I understand the different components of fitness and ways to test and develop them.</p>	<p>I can explain how the body reacts to different kinds of exercise?</p> <p>I can lead a group through short warm-up routines.</p> <p>I can explain why we need regular and safe exercise?</p>	<p>Perform dances confidently and fluently with accuracy and good timing.</p> <p>Work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme.</p> <p>Improvise and combine dynamics demonstrating an awareness of the impact on performance</p> <p>Use counts when choreographing and performing to improve the quality of work.</p>

8. Key Progress Indicators Year 6

PHYSICAL EDUCATION – Year 6			
Games	Gymnastics	Athletics	Outdoor/Adventurous
<p>I can create and use space to help my team.</p> <p>I can pass and receive the ball with increasing control under pressure.</p> <p>I can select the appropriate action for the situation and make this decision quickly.</p> <p>I recognise my own and others strengths and areas for development and can suggest ways to improve.</p>	<p>Combine and perform more complex balances with control, technique and fluency.</p> <p>Demonstrate more complex actions with a good level of strength of technique.</p> <p>Confidently transitions from one action to another showing appropriate control and extension for the complexity of the action.</p> <p>Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills.</p>	<p>Confidently change direction to successfully outwit an opponent.</p> <p>Effectively create and use space for self and others to outwit an opponent.</p> <p>Work collaboratively to create tactics within their team and evaluate the effectiveness of these.</p> <p>Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time.</p> <p>Perform jumps for height and distance using good technique.</p> <p>Show fluency and control when travelling, landing, stopping and changing direction.</p> <p>Can coordinate a range of body parts with a fluent action at a speed appropriate to the challenge.</p>	<p>I am inclusive of others, can share job roles and lead when necessary.</p> <p>I can orientate a map efficiently to navigate around a course.</p> <p>I can pool ideas within a group, selecting and applying the best method.</p> <p>I can use critical thinking skills to form ideas and strategies to solve challenges.</p> <p>I can work effectively with a partner and a group to solve challenges.</p> <p>With increasing accuracy, I can reflect on when and how I am successful at solving challenges and alter my methods in order to improve.</p>