

PE Overview

<p>Block 1</p> <p>EYFS - Negotiating Space / Travelling safely / Fundamentals Y1 - Gymnastics and Handball Y2 - Dance and Invasion Team Games Y3 - OAA and Tag Rugby Y4 - OAA and Tag rugby Y5 - OAA and Tag Rugby Y6 - Tag Rugby and Outdoor Adventurous Activity</p>	<p>Block 2</p> <p>EYFS - Dance and Ball skills Y1 - Gymnastics & OAA Y2 - Gymnastics and OAA (plus maths position and direction) Y3 - Gymnastics, Netball Y4 - Gymnastics and netball Y5 - Gymnastics and Netball Y6 - Netball and Gymnastics</p>	<p>Block 3</p> <p>EYFS - Gymnastics and Fundamental Movement Skills Y1 - Dance & Invasion Team games Y2 - Dance and OAA (plus maths position and direction) Y3 - Quicksticks Hockey and Basket ball Y4 - Hockey and Dance Y5 - Quicksticks Hockey and Basketball Y6 - Basketball and Quicksticks Hockey</p>
<p>Block 4</p> <p>EYFS - Dance and OAA Y1 - Dance & OAA Y2 - Gymnastics and Tennis Y3 - Dance and Handball Y4 - Basketball and Handball Y5 - Handball and Dance Y6 - Handball and Dance</p>	<p>Block 5</p> <p>EYFS - Gymnastics and OAA Y1 - Ball Skills (Tennis) & Team Games (Football) Y2 - Striking and fielding activities and team games (cricket) Y3 - Gymnastics and Swimming Y4 - Tennis and Football Y5 - Tennis and Rounders Y6 - Rounders and Football</p>	<p>Block 6</p> <p>EYFS - Ball Skills and Target Games/scoring points Y1 - Athletics & Team Games (Cricket) Y2 - Team games (hand ball) and athletics Y3 - Athletics and Swimming Y4 - Rounders and Athletics Y5 - Swimming and Athletics Y6 - Tennis and Athletics</p>

Physical Development		
Block 1: Marvellous Me	Block 2: Time to Celebrate!	Block 3: Superheroes
<p><u>Gross Motor</u></p> <p>LEAPS</p> <p>I can show control, flexibility and awareness of my own body, for example run and jump confidently landing safely on two feet.</p> <p>I am aware of and can follow safety rules (e.g. not running near the climbing frame)</p> <p>I can negotiate obstacles when running in a large space.</p> <p>I can adjust speed and direction for example, when in chasing games.</p> <p>I can move in a wide range of ways with flexibility and spatial awareness (e.g. skilfully and confidently roll, crawl, jump, hop, skip, climb)</p> <p>I can show some core strength by standing in one place, running in a straight line or by carrying large building blocks with two hands.</p> <p>Vocabulary: run, jump, skip, hop, crawl, climb, roll, land, safe, rules, obstacle, speed, fast slow, direction, forward, backwards, sideways, stand, carry</p> <p><u>Fine Motor</u></p> <p>LEAPS</p> <p>I can show some control when making a variety of marks using available resources.</p> <p>I can control large shapes (e.g. draw large scale lines and circles)</p> <p>I can give meaning to marks I have made.</p> <p>I can show some dexterity using a five finger grasp (e.g. using threading equipment with control)</p> <p>I can use a large paintbrush.</p> <p>Vocabulary: marks, pencil, pen, crayon, chalk, pastel, water, paintbrush, shape, line, circle</p>	<p><u>Gross Motor</u></p> <p>LEAPS</p> <p>I can move in a variety of ways for example skipping, slithering and shuffling.</p> <p>I can copy simple dance moves and gestures (e.g. tip-toeing around the room)</p> <p>I can move body parts in response to music (stamping and clapping)</p> <p>I can start to express feelings using music.</p> <p>I can start to respond and move my body to stimulus (e.g. to faster or slower music)</p> <p>I can replicate and make up simple dances.</p> <p>I can show some hand-eye coordination with larger objects. (e.g. throwing or kicking a large ball)</p> <p>I can walk, jump and hop to sounds.</p> <p>Vocabulary: move, run, jump, hop, crawl, climb, roll, skip, slither, shuffle, tiptoe, dance, feelings, happy, sad, excited, music, fast, slow, copy, throw, kick, ball</p> <p><u>Fine Motor</u></p> <p>LEAPS</p> <p>I can show increasing control and awareness (e.g. beginning to draw people -head with legs)</p> <p>I can show further control when drawing (including squares, rectangles and circles, crosses and letters in my drawings)</p> <p>I can control some letter shapes well (e.g. ladder letters and caterpillar letters and formed correctly)</p> <p>I can show control to hold and play instruments.</p> <p>I can use large scale simple construction to create simple models (e.g. Duplo)</p> <p>I have dexterity and strength to allow me to squeeze, roll and pinch playdough.</p> <p>I can use medium sized paintbrushes.</p>	<p><u>Gross Motor</u></p> <p>LEAPS</p> <p>I can show improved spatial awareness.</p> <p>I can negotiate obstacles when running in a large space.</p> <p>I can adjust speed and direction for example, when in chasing games.</p> <p>I can travel skilfully and safely on and around (e.g. on the climbing frame, over and through)</p> <p>I can move in a wide range of ways with flexibility and spatial awareness (e.g. skilfully and confidently roll, crawl, jump, hop, skip, climb)</p> <p>I can start to develop balance by safely using equipment in the playground. (e.g. a fireman's pole/ balance beam and start to sit cross legged on the carpet)</p> <p>I understand how to pull myself onto something higher (e.g. a climbing frame)</p> <p>I can demonstrate better core strength by balancing on one foot or on a plank and can sit comfortably in a school chair.</p> <p>Vocabulary: space, obstacle, avoid, speed, fast, slow, direction, forward, backward, sideways, safe, on, over, through, under, roll, crawl, skip, hop, jump, land, balance, pull</p> <p><u>Fine Motor</u></p> <p>LEAPS</p> <p>I can show some lower case letters are formed correctly.</p> <p>I can show control when drawing people with details emerging such as fingers, arms and trunk.</p> <p>I can control my limbs (e.g. keep a steady beat when playing an instrument and can tap a rhythm to words)</p> <p>I can show control when filling in a template with coloured pencils or paint.</p> <p>I can show increasing dexterity by holding and using scissors correctly</p>

	<p>I can use the tripod grasp.</p> <p>Vocabulary: draw, square, rectangle, circle, cross, letters, ladder letters, caterpillar letters, instrument, tambourine, triangle, xylophone, maraca, model, construct, make, squeeze, roll, pinch, flatten, tripod</p>	<p>I can show increasing dexterity by using a knife and fork with support/ modelling by an adult.</p> <p>I can use the tripod grasp.</p> <p>I can use smaller-scale threading equipment with control (e.g. beads)</p> <p>I can use smaller construction.</p> <p>I can use a knife and fork to cut softer foods.</p> <p>Vocabulary: lower case, letter, draw, details, instrument, tap, bang, rhythm, scissors, cut, cutlery, tripod, knife, fork, spoon</p>
Block 4: All Creatures Great and Small	Block 5: Home Sweet Home	Block 6: My Wonderful World
<p><u>Gross Motor</u></p> <p>LEAPS</p> <p>I can move body parts in response to music (stamping and clapping)</p> <p>I can start to express feelings using music.</p> <p>I can start to respond and move my body to stimulus (e.g. to faster or slower music)</p> <p>I can replicate and make up simple dances.</p> <p>I can show improved hand-eye coordination (e.g. catch a large ball / throw a soft ball into a bucket)</p> <p>I can show increasing balance (e.g. balancing on one foot and can hop confidently, use a balance bike, scooter etc)</p> <p>Vocabulary: move, music, stamp, clap, feelings, fast, slow, catch, throw, balance</p> <p><u>Fine Motor</u></p> <p>LEAPS</p> <p>I can control tools well to make more complex pictures (e.g. combine shapes to create another, a rectangle and a circle to form a hat)</p> <p>I can cut around circles and other shapes with control.</p> <p>I can use a hole-punch and treasury tags.</p> <p>I can use tripod grip with good control.</p> <p>I am gaining confidence in using my knife and fork to cut up my own food.</p> <p>Vocabulary: tools, shapes, cut, scissors, hole punch, treasury tags, tripod, knife, fork, cut</p>	<p><u>Gross Motor</u></p> <p>LEAPS</p> <p>I can travel skilfully and safely on and around (e.g. on the climbing frame, over and through)</p> <p>I can show increasing control (e.g. hold a small ball on a spoon)</p> <p>I can balance when using climbing equipment (e.g. from one stepping tyre to another)</p> <p>I can self-balance (e.g. when walking across a PE bench)</p> <p>I understand how to pull myself onto something higher (e.g. a climbing frame)</p> <p>I can show further improved core strength and demonstrate better posture whilst sitting at the table or on the carpet.</p> <p>Vocabulary: on, over, through, under, roll, crawl, skip, hop, jump, land, balance, pull</p> <p><u>Fine Motor</u></p> <p>LEAPS</p> <p>I can form the majority of letters recognisably, and the majority formed correctly.</p> <p>I can join materials by using a hole-punch and split pins.</p> <p>Vocabulary: letter, formation, hole punch, split pin , pierce</p>	<p><u>Gross Motor</u></p> <p>LEAPS</p> <p>I can show further hand-eye coordination (e.g. throw a large ball with increased control to a friend)</p> <p>I can show good hand-eye coordination (throw and catch a small ball -tennis ball/ and skilfully throw/kick a large ball. Pop bubbles with one finger / trace a shape or line with one finger)</p> <p>Vocabulary: throw, accurate, catch, pop, trace, kick</p> <p><u>Fine Motor</u></p> <p>LEAPS</p> <p>I can form the majority of letters recognisably, and the majority formed correctly.</p> <p>I can hold a smaller paintbrush correctly.</p> <p>Vocabulary: letter, formation, accurate, correct</p>

P.E - Year 1		
Evaluation	<ul style="list-style-type: none"> I am beginning to describe the effect exercise has on the body. I can begin to explain the importance of exercise and a healthy lifestyle. 	
Healthy Lifestyles	<ul style="list-style-type: none"> I can comment on own and others performance. I can give comments on how to improve performance. I can use appropriate vocabulary when giving feedback 	
Block 1 Subject/Conceptual knowledge/skills: Gymnastics (Rolling/Balancing) & Ball Skills (Handball) LEAPS: Gymnastics <ul style="list-style-type: none"> I can create a sequence linking two to three simple movements. I can copy action and movement sequences with control and co-ordination. I can show three gymnastic positions including a pike, straddle and tuck, showing good control and extension. I can roll in different ways e.g. log roll (controlled), curled side roll and teddy bear roll. I can perform balances with control E.g. standing and kneeling balances. I can perform different body shapes. I can stretch in different ways. 	Block 2 Subject/Conceptual knowledge/skills: Gymnastics (jumping and sequencing) & OAA LEAPS: Gymnastics <ul style="list-style-type: none"> I can create a sequence linking two to three simple movements. I can copy action and movement sequences with control and co-ordination. I can show three gymnastic positions including a pike, straddle and tuck, showing good control and extension. I can roll in different ways e.g. log roll (controlled), curled side roll and teddy bear roll. I can perform balances with control E.g. standing and kneeling balances. I can perform different body shapes. I can stretch in different ways. 	Block 3 Subject/Conceptual knowledge/skills: Dance & Invasion Team games LEAPS: Dance <ul style="list-style-type: none"> I can copy and explore basic movements and body patterns. I can sequence three or more movements in a routine. I can recall simple movements and dance steps. I can link movements to sounds and music. I can move in time to a beat. I can move in time to music. I can express ideas to a range of music genres. I can respond to a range of stimuli. Invasion team games/fundamental <ul style="list-style-type: none"> I can send a ball into space. I can explore ways of stopping the ball.

- I can use equipment safely.

Invasion Team games/Handball

- I can send a ball into space.
- I can explore ways of stopping the ball.
- I can control my body when retrieving a ball.
- I can show correct technique when rolling and sending a ball.
- I can make simple decisions of where to send the ball in a game.
- I can begin to use hand, eye co-ordination skills.
- I can point and look at a target.
- I can begin to perform a range of throws.
- I can receive the ball with basic control.
- I can participate in team games.
- I can demonstrate simple tactics in a game.
- I can discuss and make choices with teammates.
- I can travel in a variety of ways including running and jumping.

Vocabulary:

Pike, straddle, tuck, log roll, teddy bear roll, rolls, balances.

Agility, balance, co-ordination, speed, control, cooperation, running, jumping, throwing, underarm throw, overarm throw, catching, passing, chest pass, bounce pass, kicking.

- I can perform a two footed jump, straight jump, tuck jump, jumping jack and half turn jump.
- I can carry out a range of simple jumps and land safely.
- I can move around, under, over and through different objects and equipment.
- I can perform at different levels.
- I can use equipment safely.

OAA

- I can listen carefully to and try to follow instructions.
- I can begin to understand how to create movements and patterns with the body.
- I can solve simple problems as part of a group involving exploration and discovery.
- I can begin to discuss and work with others in a group.
- I can travel safely to and from orienteering control marker signs

Vocabulary

Orienteering, control, marker, signs, direction instruction, partner, movement

Pike, straddle, tuck, log roll, teddy bear roll, rolls, balances.

- I can control my body when retrieving a ball.
- I can show correct technique when rolling and sending a ball.
- I can begin to use hand, eye co-ordination skills.
- I can point and look at a target.
- I can begin to perform a range of throws.
- I can receive the ball with basic control.
- I can travel in a variety of ways including running and jumping.
- I can participate in a team game

Vocabulary:

Sequence, timing, beat, movement, agility, balance, co-ordination, speed, control.

Agility, balance, co-ordination, speed, control, cooperation, running, jumping, throwing, underarm throw, overarm throw, catching, passing, chest pass, bounce pass, kicking.

<p>Block 4 Subject/Conceptual knowledge/skills: Dance & OAA</p> <p>LEAPS:</p> <p>Dance</p> <ul style="list-style-type: none"> • I can copy and explore basic movements and body patterns. • I can sequence three or more movements in a routine. • I can recall simple movements and dance steps. • I can link movements to sounds and music. • I can move in time to a beat. • I can move in time to music. • I can express ideas to a range of music genres. • I can respond to a range of stimuli. <p>OAA</p> <ul style="list-style-type: none"> • I can listen carefully to and try to follow instructions. • I can begin to understand how to create movements and patterns with the body. • I can solve simple problems as part of a group involving exploration and discovery. • I can begin to discuss and work with others in a group. • I can travel safely to and from orienteering control marker signs 	<p>Block 5 Subject/Conceptual knowledge/skills: Ball skills (tennis) & Team Games (Football)</p> <p>LEAPS:</p> <p>Team Games - Fundamental - Ball Skills - Fundamental</p> <ul style="list-style-type: none"> • I can send a ball into space. • I can explore ways of stopping the ball. • I can control my body when retrieving a ball. • I can show correct technique when rolling and sending a ball. • I can make simple decisions of where to send the ball in a game. • I can begin to use hand, eye co-ordination skills. • I can point and look at a target. • I can begin to perform a range of throws. • I can receive the ball with basic control. • I can participate in simple games. • I can demonstrate simple tactics in a game. • I can discuss and make choices with teammates. • I can travel in a variety of ways including running and jumping. <p>Vocabulary:</p>	<p>Block 6 Subject/Conceptual knowledge/skills: Team Games (cricket) & Athletics</p> <p>LEAPS:</p> <p>Team Games - Fundamental - Ball Skills - Fundamental- Cricket</p> <ul style="list-style-type: none"> • I can send a ball into space. • I can explore ways of stopping the ball. • I can control my body when retrieving a ball. • I can show correct technique when rolling and sending a ball. • I can make simple decisions of where to send the ball in a game. • I can begin to use hand, eye co-ordination skills. • I can point and look at a target. • I can begin to perform a range of throws. • I can receive the ball with basic control. • I can participate in simple games. • I can demonstrate simple tactics in a game. <p>I can discuss and make choices with teammates.</p> <p>I can travel in a variety of ways including running and jumping.</p> <p>Athletics</p> <ul style="list-style-type: none"> • I can run at different speeds. • I can jump from a standing position.
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<p>Vocabulary: Orienteering, control, marker, signs, direction instruction, partner, movement</p>	<p>Agility, balance, co-ordination, speed, control, cooperation, running, jumping, throwing, underarm throw, overarm throw, catching, passing, chest pass, bounce pass, kicking.</p>	<ul style="list-style-type: none"> • I can perform different types of jumps for example two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. • I can jump as high as possible and as far as possible. • I can land safely with control. • I can work with a partner to develop the control of jumps. • I can perform a variety of throws with basic control - underarm and overarm. • I can throw a ball towards a target with increasing accuracy. • I can improve the distance I can throw by using more power. <p>Vocabulary: Control, running, jumping, throwing, underarm throw, overarm throw. Agility, balance, co-ordination, speed, control, cooperation, running, jumping, throwing, underarm throw, overarm throw, catching, passing, chest pass, bounce pass, kicking.</p>
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P.E – Year 2

Healthy Lifestyles

- I am beginning to describe the effect exercise has on the body.
- I can begin to explain the importance of exercise and a healthy lifestyle.

Evaluation

- I can comment on own and others performance.
- I can give comments on how to improve performance.
- I can use appropriate vocabulary when giving feedback.

<p>Block 1 Subject/Conceptual knowledge/skills: Dance and fundamental movement skills</p> <p>LEAPS:</p> <p>Dance:</p> <ul style="list-style-type: none"> • I can copy and explore basic movements with clear control. • I can sequence four or more movements in a routine. • I can show a variation of levels and speed in sequence. • I can show a variation of sizes in body shapes. • I can add change of direction to a sequence. • I can use space well and negotiate space clearly. • I can describe a short dance using appropriate vocabulary. • I can respond imaginatively to stimuli. <p>Invasion Team Games</p> <ul style="list-style-type: none"> • I understand spatial awareness. • I can confidently send a ball to others in a range of ways. • I can aim and send a ball into a space. 	<p>Block 2 Subject/Conceptual knowledge/skills: Gymnastics and OAA</p> <p>LEAPS:</p> <p>Gymnastics:</p> <ul style="list-style-type: none"> • I can explore and create different pathways and patterns. • I can hold a still shape whilst balancing on different points of the body. • (including straddle, straight, tuck, pike) • I can perform a range of rolls showing extension and control. • (including a log roll, tuck roll, circle roll, forward roll and backwards roll) • I can perform a balance on a piece of apparatus showing good control. <p>OAA:</p> <ul style="list-style-type: none"> • I can listen to and follow instructions from an adult or partner. • I understand how to create simple movements and patterns with the body. • I can use resources to solve problems as part of a group involving exploration and discovery. 	<p>Block 3 Subject/Conceptual knowledge/skills: Dance and OAA</p> <p>LEAPS:</p> <p>Dance:</p> <ul style="list-style-type: none"> • I can copy and explore basic movements with clear control. • I can sequence four or more movements in a routine. • I can show a variation of levels and speed in sequence. • I can show a variation of sizes in body shapes. • I can add change of direction to a sequence. • I can use space well and negotiate space clearly. • I can describe a short dance using appropriate vocabulary. • I can respond imaginatively to stimuli. <p>OAA:</p> <ul style="list-style-type: none"> • I can listen to and follow instructions from an adult or partner. • I understand how to create simple movements and patterns with the body.
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<ul style="list-style-type: none"> • I can receive a ball • I can demonstrate agility, balance and coordination • I can travel with the ball • I can participate in a team • I can explore ways of stopping a ball. • I can begin to develop hand-eye co-ordination skills. • <p>Vocabulary: Movement, control, sequence, routine, levels, shapes, space, dance, stimuli</p> <p>Spatial awareness, send, ball, aim, space, hand-eye co-ordination</p>	<ul style="list-style-type: none"> • I can discuss and work with others in a group. • I can travel safely to and from orienteering control marker signs <p>Vocabulary: Pathways, patterns, shape, balance, rolls, extension, control, apparatus</p> <p>Orienteering, control, marker, signs, direction instruction, partner, movement</p>	<ul style="list-style-type: none"> • I can use resources to solve problems as part of a group involving exploration and discovery. • I can discuss and work with others in a group. • I can travel safely to and from orienteering control marker signs • <p>Vocabulary: Movement, control, sequence, routine, levels, shapes, space, dance, stimuli</p> <p>Orienteering, control, marker, signs, direction instruction, partner, movement</p>
<p>Block 4 Subject/Conceptual knowledge/skills: Gymnastics and Tennis</p> <p>LEAPS:</p> <p>Gymnastics:</p> <ul style="list-style-type: none"> • I can climb onto and jump off the equipment safely. • I can jump in a variety of ways and land with increasing control and balance. • (including straight jump, tuck jump, half turn jump, cat spring and cat spring to straddle) 	<p>Block 5 Subject/Conceptual knowledge/skills: Striking and Fielding and Cricket</p> <p>LEAPS:</p> <p>Striking and Fielding activities:</p> <ul style="list-style-type: none"> • I understand the importance of rules in games. • I can begin to develop my own games with peers. • I understand spatial awareness. • I can show control and accuracy when throwing and catching. 	<p>Block 6 Subject/Conceptual knowledge/skills: Team games (hand ball) and athletics</p> <p>LEAPS:</p> <p>Team games (hand ball):</p> <ul style="list-style-type: none"> • I am beginning to develop an understanding of attacking/ defending. • I can develop simple tactics and use them appropriately. • I understand the importance of rules in games. • I understand spatial awareness.

- I can perform a half jump with good control.
- I can perform a 360 with good control.
- I can link a series of movements together including rolls, balances, movements and jumps, to create a sequence.

Tennis - Net/Wall - skills and control:

- I understand spatial awareness.
- I can point and look at my target.
- I can show correct technique sending a ball.
- I can retrieve a ball with accuracy.
- I can control my body when retrieving a ball.
- I can show control and accuracy when throwing and catching.
- I can begin to show control consistently
- I can demonstrate power when throwing.
- I can demonstrate how to hold a tennis racket
- I can demonstrate hand/eye co-ordination when making contact with the tennis ball.

Vocabulary:

Climb, jump, equipment, safety, landing, control, balance, movement, sequence, technique, tennis racket

Spatial awareness, target, roll, send, throw, kick, pass, retrieve, stop, catch, control, power

- I can begin to control power when throwing.
- I can demonstrate hand/eye co-ordination when striking
- I can send and receive a ball showing accuracy and control
- I can demonstrate how to hold and use a bat/raquet

Team games (cricket):

- I am beginning to develop an understanding of attacking/ defending.
- I can develop simple tactics and use them appropriately.
- I understand the importance of rules in games.
- I understand spatial awareness.
- I am beginning to apply and combine a variety of skills in a game situation.
- I can discuss and make choices with team mates.
- I can make simple decisions on where to send a ball in a game.

Vocabulary:

Rules, game, spatial awareness, control, accuracy, throw, catch, power

Attack, defend, tactics, rules, games, spatial awareness, skills, choices, decisions, throw, catch, control, accuracy

- I am beginning to apply and combine a variety of skills in a game situation.
- I can discuss and make choices with team mates.
- I can make simple decisions on where to send a ball in a game.

Athletics:

- I can jump from a standing position with accuracy.
- I can perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.
- I can combine different jumps together with some fluency and control.
- I can jump for distance from a standing position with accuracy and control.
- I can choose the most appropriate jumps to cover different distances.
- I can investigate the best jumps to cover different distances.
- I know that the leg muscles are used when performing a jumping action.
- I can change speed and direction whilst running.
- I can use a variety of different stride lengths.
- I can complete an obstacle course.
- I can perform a variety of throws with control and co-ordination.

		<ul style="list-style-type: none"> • I can throw different types of equipment in different ways, for accuracy and distance. • I can investigate ways to alter their throwing technique to achieve greater distance. • I can use equipment safely. <p>Vocabulary: Attack, defend, tactics, rules, games, spatial awareness, skills, choices, decisions, throw, catch, control, accuracy</p> <p>Jump, stand, accuracy, fluency, control, distance, muscles, speed, direction, run, stride, obstacles, throw, safety, equipment</p>
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P.E. - Year 3

P.E. - Year 3		
Healthy Lifestyles:	<ul style="list-style-type: none"> • I can describe the effect exercise has on the body • I can explain the importance of exercise and a healthy lifestyle, giving examples. • I understand the need to warm up and cool down. • I understand that physical activity contributes to the healthy functioning of the body and mind and is an essential component of a healthy lifestyle 	
Evaluation:	<ul style="list-style-type: none"> • I can watch and describe performances accurately using correct vocabulary (PE). • I can begin to think about how I can improve and adapt my own work. • I can work with a partner or small group to improve skills. • I can make comparisons between my work and others, commenting on similarities and differences. • I can discuss tactics, strategies and compositional ideas to achieve set objectives and improve performance 	
Block 1	Block 2	Block 3

<p>Subject/Conceptual knowledge/skills: OAA (Orienteering), Games, Evaluation</p> <p>LEAPS:</p> <p>OAA:</p> <ul style="list-style-type: none"> • I can listen to and follow instructions from a partner/ adult. • I can interpret a simple map, showing basic awareness of symbols. • I can begin to think about how I will approach activities and problem solve. • I am beginning to understand how spatial awareness on a map transfers to reality • I am beginning to understand the physical skills needed for orienteering: agility, balance, co-ordination whilst holding or looking at the map • I can identify basic orienteering symbols and colours using a map key • I can discuss and work with different partners and groups. • I can demonstrate an understanding of how to stay safe. <p>Tag Rugby:</p> <ul style="list-style-type: none"> • I understand game tactics and can vary how I should respond. • I can vary skills, actions and ideas and link these in ways that suit the games activity. • I can begin to communicate with others and take part in invasion games. • I can use skills with co-ordination and control. 	<p>Subject/Conceptual knowledge/skills: Gymnastics and Netball</p> <p>LEAPS:</p> <p>Gymnastics:</p> <ul style="list-style-type: none"> • I can copy, explore and remembers a variety of movements and use these to create sequences independently and with others. • I can perform a range of jumps e.g star jump, straddle jump, pike jump and straight • I am beginning to use equipment to vault • I can perform a range of rolls e.g crouched forward roll, forward roll from standing and backward roll • I am beginning to show flexibility in movements (performing a range of stretches including splits) • I can link combinations of actions with increasing confidence, including changes of direction, speed or level. • I can plan, perform and repeat a simple sequence of movement showing increasing tension, extension and control. • I am beginning to notice similarities and differences between sequences. • I am beginning to develop good technique when travelling, balancing, using equipment <p>Netball:</p>	<p>Subject/Conceptual knowledge/skills: Games - Quicksticks Hockey and Basketball</p> <p>LEAPS:</p> <p>Quicksticks Hockey:</p> <ul style="list-style-type: none"> • I understand game tactics and can vary how I should respond. • I can vary skills, actions and ideas and link these in ways that suit the games activity. • I can begin to communicate with others and take part in invasion games. • I can use skills with co-ordination and control. • I can develop rules for new games. • I can make imaginative pathways using equipment. • I can identify what works well in a group to develop various games. • I am beginning to understand how to compete with others in a controlled manner. • I can begin to select resources independently to carry out different skills. • I can develop simple tactics and use them appropriately. • I understand and can identify attacking/defending. <p>Basketball:</p> <ul style="list-style-type: none"> • I understand game tactics and can vary how I should respond.
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- I can develop rules for new games.
- I can make imaginative pathways using equipment.
- I can identify what works well in a group to develop various games.
- I am beginning to understand how to compete with others in a controlled manner.
- I can begin to select resources independently to carry out different skills.
- I can develop simple tactics and use them appropriately.
- I understand and can identify attacking/defending.

- I understand game tactics and can vary how I should respond.
- I can vary skills, actions and ideas and link these in ways that suit the games activity.
- I can begin to communicate with others and take part in invasion games.
- I can use skills with co-ordination and control.
- I can develop rules for new games.
- I can identify what works well in a group to develop various games.
- I can begin to select resources independently to carry out different skills.
- I can develop simple tactics and use them appropriately.
- I understand and can identify attacking/defending.

- I can vary skills, actions and ideas and link these in ways that suit the games activity.
- I can begin to communicate with others and take part in invasion games.
- I can use skills with co-ordination and control.
- I can develop rules for new games.
- I can make imaginative pathways using equipment.
- I can identify what works well in a group to develop various games.
- I am beginning to understand how to compete with others in a controlled manner.
- I can begin to select resources independently to carry out different skills.
- I can develop simple tactics and use them appropriately.
- I understand and can identify attacking/defending.

Vocabulary:

Invasion game: Where the aim is to attack an opponent's territory and score a goal or point. Usually consisting of teams of equal players these fast paced games focus on teamwork, keeping possession, scoring and defending.

Fielding: attempt to catch or stop the ball and return it after it has been hit by the batsman or batter, thereby preventing the opposing team from scoring or gaining advantage.

Attacking: the movement of the team in possession of the ball

Defending: Stopping the attack in order to prevent the opposing team from scoring goals and gaining advantage in the game.

Vocabulary:

Gymnastics:

Extension: limbs are stretched out showing control.

Tension: Muscles are tightened to control limbs and body.

Front Support: similar position to a plank. Arms shoulder width apart and stretched out. Legs stretched out and balancing on toes.

Shoulder Stand: lying back on shoulders with legs stretched into the air pointed and together.

Vocabulary:

Defending, Attacking, footwork, dodging, goal, defence, attack, blocking, goal, shooting, chest pass, bounce pass, shoulder pass, intercept, technique, tactic

<p>Tactic - The particular method used or selected to achieve something</p> <p>Technique - A technique is the way of performing a skill.</p> <p>Players select different techniques for performing skills on the basis of:</p> <p>Cooperative physical activities -Cooperation is a behaviour demonstrated by individuals working together toward shared goals</p> <p>Core movement - The competency in motor skills and movement patterns needed to perform a variety of physical activities.</p> <p>OAA: Orienteering, control, marker, symbols, keys, interpret, direction, position, agility, balance, co-ordination</p>	<p>Tuck Jump: jump into air, tuck knees into chest and extend again before landing with knees bent.</p> <p>Star Jump: jump into air, stretch arms and legs out before bring them back towards body for landing with knees bent.</p> <p>Left Split: left leg in front, right leg behind.</p> <p>Right Split: right leg in front and left leg behind.</p> <p>Box Split: body facing forwards with legs out to side.</p> <p>Netball: Defending, Attacking, footwork, dodging, goal, defence, attack, blocking , goal, shooting, chest pass, bounce pass, shoulder pass, intercept, Goal Keeper (GK), Goal Defence (GD)</p> <p>Wing Defence (WD), Centre (C), Wing Attack (WA) Goal Attack (GA), Goal Shooter (GS)</p>	
<p>Block 4</p> <p>Subject/Conceptual knowledge/skills:</p> <p>Dance and Handball (games)</p> <p>LEAPS:</p> <p>Dance:</p> <ul style="list-style-type: none"> I can begin to improvise independently to create a simple dance. 	<p>Block 5</p> <p>Subject/Conceptual knowledge/skills:</p> <p>Gymnastics and OAA</p> <p>LEAPS:</p> <p>Gymnastics:</p> <ul style="list-style-type: none"> I can copy, explore and remember a variety of movements and use these to 	<p>Block 6</p> <p>Subject/Conceptual knowledge/skills:</p> <p>Athletics and Swimming</p> <p>LEAPS:</p> <p>Athletics:</p> <ul style="list-style-type: none"> I can begin to run at speeds appropriate for the distance. <i>e.g. sprinting and cross country</i>

- I can change level and speed within a routine.
- I can begin to improvise with a partner to create a simple dance.
- I can translate ideas from stimuli into movement with support.
- I can begin to compare and adapt movements and motifs to create a larger sequence.
- I can use simple dance vocabulary to compare and improve work

create sequences independently and with others.

- I can perform a range of jumps e.g straight jump, tuck jump, jumping jack, star jump, straddle jump, pike jump and straight
- I can use a range of jumps in sequences.
- I am beginning to use equipment to vault
- I can perform a range of rolls e.g crouched forward roll, forward roll from standing and backward roll
- I am beginning to show flexibility in movements (performing a range of stretches including splits)
- I can link combinations of actions with increasing confidence, including changes of direction, speed or level.
- I can practise and refine movements showing strong body control, extension and tension.
- I can plan, perform and repeat a simple sequence of movement showing increasing tension, extension and control.
- I can create interesting body shapes while holding balances with control and confidence (handstand, lunge into handstand, perform cartwheel)
- I am beginning to notice similarities and differences between sequences.
- I am beginning to develop good technique when travelling, balancing, using equipment etc

- I can perform a running jump with some accuracy
- I can use one and two feet to take off and to land with.
- I can develop an effective take-off for the standing long jump.
- I can develop an effective flight phase for the standing long jump.
- I can land safely and with control
- I can perform a variety of throws using a selection of equipment.
- I can throw with greater control and accuracy.
- I can show increasing control in their overarm throw.
- I can perform a push throw.
- I can continue to develop techniques to throw for increased distance
- I can use equipment safely and with good control.
- I am beginning to understand how to prepare for shot put and javelin

Handball:

- I understand game tactics and can vary how I should respond.
- I can vary skills, actions and ideas and link these in ways that suit the games activity.
- I can begin to communicate with others and take part in invasion games.
- I can use skills with co-ordination and control.
- I can develop rules for new games.
- I can identify what works well in a group to develop various games.
- I am beginning to understand how to compete with others in a controlled manner.
- I can begin to select resources independently to carry out different skills.

Swimming

- I know how to keep myself safe in and around water.
- I can perform a safe, self-rescue in different water based situations.
- I can confidently swim at least 25 metres (must show confidence over the whole distance).

- I can develop simple tactics and use them appropriately.
- I understand and can identify attacking/defending.

Vocabulary:

Dance:
cannon, pitch, symmetry, synchronise, stimuli

Handball:

Agility - The ability to make the body change direction in an efficient and effective manner.

Co-ordination -The ability to control the movement of the body in co-operation with the body's sensory functions,

Speed: To move limbs fast to travel at speed.

Control - To exercise restraint or direction

Movement: should start to show extension and tension of the limbs.

Extension: stretching the limbs as long as possible. For example pointing the feet and stretching fingers out to a point.

- I can move with coordination, control and care. Use turns whilst travelling in a variety of ways.

OAA:

- I can listen to and follow instructions from a partner/ adult.
- I can interpret a simple map, showing basic awareness of symbols.
- I can begin to think about how I will approach activities and problem solve.
- I am beginning to understand how spatial awareness on a map transfers to reality
- I am beginning to understand the physical skills needed for orienteering: agility, balance, co-ordination whilst holding or looking at the map
- I can identify basic orienteering symbols and colours using a map key
- I can discuss and work with different partners and groups.
- I can demonstrate an understanding of how to stay safe.

Vocabulary

Gymnastics

straight jump, tuck jump, jumping jack, star jump, straddle jump, pike jump and straight , stretch, control, tension, balance

OAA:

- I can use a range of stroke effectively showing good timing and co-ordination. (front crawl, backstroke and breaststroke)

Vocabulary:

Sprint: encourage children to go as fast as they can and use their arms to propel their body forward. Talk about how to build momentum.

Hurdles: encourage children to use a leading leg to help develop technique of the hurdles.

Shot up: starting position: holding the back of the ball with one hand. Place in cavity between neck and ear.

The leg on the same side as holding the ball should in front of the other leg but shoulder width apart. Encourage children to push ball forward rather than throw it.

Overarm throw: Ball is propelled into the air by the arm going over the shoulder. It is used to get height.

Standing Long Jump: both feet starting behind the starting line, shoulder with apart. Bend knees and draw arms behind. When jumping, use arms to launch body forward. Encourage children to land with both feet together and bend knees to ensure safe landing.

Swimming:

front crawl, backstroke and breaststroke

	Orienteering, control, marker, symbols, keys, interpret, direction, position, agility, balance, co-ordination	
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PE - Year 4

Healthy Lifestyles:

- I can describe the effect exercise has on the body
- I can explain the importance of exercise and a healthy lifestyle, giving examples.
- I understand the need to warm up and cool down.
- I understand that physical activity contributes to the healthy functioning of the body and mind and is an essential component of a healthy lifestyle

Evaluation:

- I can watch and describe performances accurately using correct vocabulary (PE).
- I can begin to think about how I can improve and adapt my own work.
- I can work with a partner or small group to improve skills.
- I can make comparisons between my work and others, commenting on similarities and differences.
- I can discuss tactics, strategies and compositional ideas to achieve set objectives and improve performance

Block 1

Subject/Conceptual knowledge/skills:

Tag Rugby and OAA

Block 2

Subject/Conceptual knowledge/skills:

Gymnastics and Netball

Block 3

Subject/Conceptual knowledge/skills:

Dance and Quicksticks Hockey

<p>LEAPS: Tag Rugby</p> <ul style="list-style-type: none"> • I can begin to communicate with others and take part in invasion games. • I can use skills with co-ordination and control. • I can develop rules for new games. • I can discuss, work and reflect with different partners and groups. I can demonstrate an understanding of how to stay safe • I can apply basic skills for attacking and defending • I can take part in competitive games with a strong understanding of tactics and composition (see games overview doc. • I can apply my knowledge and skills to adapt and take part in a game. • I understand and can identify attacking/defending. <p>OAA:</p> <ul style="list-style-type: none"> • I can listen to and follow instructions from a partner/ adult and within a group. • I can think about how I will approach activities and problem solve. • Choose and apply strategies to solve problems with support. • I can discuss, work and reflect with different partners and groups. • I can demonstrate an understanding of how to stay safe. 	<p>LEAPS:</p> <ul style="list-style-type: none"> • I can plan, perform and repeat a simple sequence of movement showing good tension, extension and control. • I can perform a range of jumps e.g straight jump, tuck jump, star jump, straddle jump, pike jump, cat leap and half-turn. • I can use equipment to vault in a variety of ways. • I can begin to perform a cartwheel showing some control. • I can practise and perform a set sequence using a range of movements, balances, supports and rolls showing extension, tension and body control. (forward roll from standing, straddle forward roll, tucked backward roll and backward roll to straddle. I can move with clarity, fluency and expression. • I can show changes of direction, speed and level during a performance. • I can link skills with control, technique, co-ordination and fluency. • I understand composition by performing more complex sequences. • I am beginning to use gymnastic vocabulary to describe how to improve and refine performances. • I am developing strength, technique and flexibility throughout performances. I can create sequences using various body shapes and equipment. 	<p>LEAPS:</p> <ul style="list-style-type: none"> • I can choreograph a routine showing simple structure independently, with a partner or as part of a group. • I can synchronise my movements independently, with a partner or within a group. • I can perform a routine to a small audience showing simple structure independently, with a partner or as part of a group. • I can demonstrate precision and some control in response to stimuli. • I can begin to vary dynamics and develop actions and motifs. • I can demonstrate rhythm and spatial awareness. • I can modify parts of a sequence as a result of self-evaluation. • I can use simple dance vocabulary to compare and improve work <p>Vocabulary: Dance: cannon, pitch, symmetry, synchronise, stimuli</p> <p>Quicksticks Hockey: Defending, Attacking, footwork, dodging, goal, defence, attack, blocking , goal, shooting, chest pass, bounce pass, shoulder pass, intercept, technique, tactic</p>
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- I can understand the physical skills needed for orienteering: agility, balance, co-ordination whilst holding or looking at the map
- I can identify explain the key on a map
- I know the key is the most important part of the map
- I can apply basic map reading skills to navigate in pairs to and from orienteering controls (orienteering signs)

Vocabulary:

Tag Rugby, Tactic, Technique ,Cooperative physical activity ,Core movement Strategy, Invasion game, Striking, Control, Fielding, Attacking, Defending

OAA:

Orienteering, control, marker, symbols, keys, interpret, direction, position, agility, balance, co-ordination

- I can combine equipment with movement to create sequences.
- I can travel in different ways, including using flight. Improve the placement and alignment of body parts in balances.
- I can apply my knowledge and skills to adapt and take part in a game.
- I can discuss what works well in a group to develop various games.
- I can compare and comment on skills to support creation of new games.
- I can make suggestions as to what resources can be used to differentiate a game.
- I can apply basic skills for attacking and defending.
- I can run, jump, throw and catch in isolation and combination.

Vocabulary:

Gymnastics:
straight jump, tuck jump, jumping jack, star jump, straddle jump, pike jump and straight , stretch, control, tension, balance

Netball:

Defending, Attacking, footwork, dodging, goal, defence, attack, blocking, Goal Keeper (GK), Goal Defence (GD)

Wing Defence (WD), Centre (C), Wing Attack (WA)

	Goal Attack (GA), Goal Shooter (GS)	
<p>Block 4 - Subject/Conceptual knowledge/skills: Basketball and Handball</p> <p>LEAPS:</p> <ul style="list-style-type: none"> • I can vary skills, actions and ideas and link these in ways that suit the games activity. • I can demonstrate a range of ball skills and can link these together e.g. dribbling, bouncing, kicking etc. • I can use skills with co-ordination, control and fluency. • I can take part in competitive games with a strong understanding of tactics and composition (see games overview doc.) • I can apply my knowledge and skills to adapt and take part in a game. • I can discuss what works well in a group to develop various games. • I can compare and comment on skills to support creation of new games. • I can make suggestions as to what resources can be used to differentiate a game. • I can apply basic skills for attacking and defending. • I can run, jump, throw and catch in isolation and combination. 	<p>Block 5 - Subject/Conceptual knowledge/skills: Tennis and Football</p> <p>LEAPS:</p> <p>Tennis:</p> <ul style="list-style-type: none"> • I can take part in competitive games with a strong understanding of tactics and composition (see games overview doc.) • I can apply my knowledge and skills to adapt and take part in a game. • I can discuss what works well in a group to develop various games. • I can compare and comment on skills to support creation of new games. • I can make suggestions as to what resources can be used to differentiate a game. • I can apply basic skills for attacking and defending. • I can run, jump, throw and catch in isolation and combination • I can vary skills, actions and ideas and link these in ways that suit the games activity. <p>Football:</p> <ul style="list-style-type: none"> • I can vary skills, actions and ideas and link these in ways that suit a range of games. 	<p>Block 6 - Subject/Conceptual knowledge/skills: Rounders and Athletics</p> <p>LEAPS: Rounders</p> <p>Athletics</p> <ul style="list-style-type: none"> • I can begin to build a variety of running techniques and use with confidence. • I can perform a running jump with more than one component e.g. hop, skip, jump (triple jump) and land safely with control • I can begin to measure the distance jumped. I can demonstrates accuracy in throwing and catching activities. • I can perform a pull throw (javelin). • I can measure the distance of throws. • I can continue to develop techniques to throw for increased distance. • I can describe good athletic performance using correct vocabulary. • I can use equipment safely and with good control. • I understand how to prepare for shot put and javelin. <p>Vocabulary:</p>

<p>Vocabulary: Agility - The ability to make the body change direction in an efficient and effective manner. Co-ordination -The ability to control the movement of the body in co-operation with the body's sensory functions, Speed: To move limbs fast to travel at speed. Control - To exercise restraint or direction Movement: should start to show extension and tension of the limbs. Extension: stretching the limbs as long as possible. For example pointing the feet and stretching fingers out to a point.</p> <p>Dribbling, bouncing, kicking, shoot, aim, travelling</p>	<ul style="list-style-type: none"> • I can confidently demonstrate a range of ball skills and can link these together <i>e.g. dribbling, bouncing, kicking etc.</i> • I can apply and demonstrate co-ordination, control and fluency skills. • I can take part in a range of invasion/competitive games with a strong understanding of tactics and composition (<i>see games overview doc.</i>) • I can confidently create my own games using knowledge and skills. • I can make suggestions as to what resources can be used to differentiate a game. • I can accurately apply basic skills for attacking and defending. • I can run, jump, throw and catch in isolation and combination. • I can refine and adapt skills into technique. <p>Vocabulary: Football, Tactic, Technique, Cooperative physical activity, Core movement, Strategy, Invasion game, Striking, Control, Fielding, Attacking, Defending</p>	<p>Sprint: encourage children to go as fast as they can and use their arms to propel their body forward. Talk about how to build momentum. Hurdles: encourage children to use a leading leg to help develop technique of the hurdles. Shot up: starting position: holding the back of the ball with one hand. Place in cavity between neck and ear. The leg on the same side as holding the ball should in front of the other leg but shoulder width apart. Encourage children to push ball forward rather than throw it. Overarm throw: Ball is propelled into the air by the arm going over the shoulder. It is used to get height. Standing Long Jump: both feet starting behind the starting line, shoulder with apart. Bend knees and draw arms behind. When jumping, use arms to launch body forward. Encourage children to land with both feet together and bend knees to ensure safe landing.</p>
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PE - Year 5

Healthy Lifestyles:	<ul style="list-style-type: none"> • I can describe the effect exercise has on the body in depth, using research to evidence my views. • I can explain the importance of exercise and a healthy lifestyle. • I can demonstrate warming up and cooling down strategies. • I understand and can explain how/why physical activity contributes to the healthy functioning of the body and mind and is an essential component of a healthy lifestyle.
Evaluation:	<ul style="list-style-type: none"> • I can draw on my knowledge of strategies, tactics and composition when performing and evaluating. • I can analyse and comment on skills and techniques and how these are applied in my own and others' work. • I know and understand what needs to be achieved, critically evaluating how well it has been achieved and finding ways to improve. • I can comment on strategies, tactics and technique to help improve performances.

<p>Block 1 Subject/Conceptual knowledge/skills: Outdoor Adventurous Activity and Tag Rugby</p> <p>LEAPS:</p> <ul style="list-style-type: none"> • I can listen to and follow instructions from a partner/ adult and within a group. • I can use and interprets maps. • I can explain the physical skills needed for orienteering: agility, balance, co-ordination whilst holding or looking at the map • I can identify orienteering symbols and colours using a map key • I can explain why the key is the most important part of the map 	<p>Block 2 Subject/Conceptual knowledge/skills: Gymnastics and Netball</p> <p>LEAPS: Gymnastics:</p> <ul style="list-style-type: none"> • I can plan, perform and repeat a sequence of movement showing good control, technique, co-ordination and fluency. • I can perform jumps, shapes and balances fluently and with control (Jumps: straight jump, tuck jump, jumping jack, star jump, straddle jump, pike jump, stag jump, straight jump, half-turn, straight jump, full-turn and cat leap) 	<p>Block 3 Subject/Conceptual knowledge/skills: Quicksticks Hockey and Basketball</p> <p>LEAPS: Quiksticks Hockey</p> <ul style="list-style-type: none"> • I can confidently vary skills, actions and ideas and link these in ways that suit a range of games. • I can confidently demonstrate a range of ball skills and can link these together effectively <i>e.g. dribbling, bouncing, kicking etc.</i> • I can keep possession of a ball during games situations.
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- I can think activities through and problem solve using general knowledge.
- I can organise and plan an event using map reading skills
- I understand that the orienteering map is a 'bird's eye view' diagram of the ground
- I can apply map reading skills to navigate in pairs to and from orienteering controls (orienteering signs)
- I can set up an orienteering course using the school orienteering map
- I can work in relay teams, planning and communicating tactics and techniques to win a relay STAR event
- I can demonstrate and provide feedback on how to stay safe in a range of environments.

Tag Rugby

- I can confidently demonstrate a range of ball skills and can link these together *e.g. dribbling, bouncing, kicking etc.*
- I can apply and demonstrate co-ordination, control and fluency skills.
- I can take part in a range of invasion/competitive games with a strong understanding of tactics and composition (*see games overview doc.*)

- I can confidently show a range of balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance.
- I can apply combined skills accurately and appropriately, consistently showing precision, control and fluency.
- I can plan and demonstrate a sequence of movements on a piece of apparatus including balances, movements and turns.
- I can select ideas to compose specific sequences of movements, shapes and balances.
- I can demonstrate and provide feedback on how to stay safe in a range of environments.

Netball:

- I can vary skills, actions and ideas and link these in ways that suit a range of games.
- I can confidently demonstrate a range of ball skills and can link these together *e.g. dribbling, bouncing, kicking etc.*
- I can take part in a range of invasion/competitive games with a strong understanding of tactics and composition (*see games overview doc.*)
- I can accurately apply basic skills for attacking and defending.

- I can consistently apply and demonstrate co-ordination, control and fluency skills.
- I can take part in a range of invasion/competitive games with a strong understanding of tactics and composition (*KS2 games overview doc.*).
- I can confidently apply my knowledge and skills to create my own game.
- I can modify competitive games.
- I can compare and comments on skills to support creation of new games.
- I understand and can demonstrate how different resources can be used to differentiate a game.
- I can apply knowledge of skills for attacking and defending effectively.
- I can run, jump, throw and catch in isolation and combination.
- I can refine and adapt skills into technique.

Basketball:

- I can vary skills, actions and ideas and link these in ways that suit a range of games.
- I can confidently demonstrate a range of ball skills and can link these together *e.g. dribbling, bouncing, kicking etc.*
- I can apply and demonstrate co-ordination, control and fluency skills.
- I can take part in a range of invasion/competitive games with a

- I can accurately apply basic skills for attacking and defending.
- I can run, jump, throw and catch in isolation and combination.

Vocabulary:

Orienteering

Map

Map symbols

Strategy

Problem solving

Environment

Tactic

Technique

Cooperative physical activity

Core movement

Strategy

Invasion game

Striking

Control

Fielding

Attacking

Defending

- I can run, jump, throw and catch in isolation and combination.
- I can refine and adapt skills into technique.
- I can draw on my knowledge of strategies, tactics and composition when performing and evaluating.

Vocabulary:

Gymnastics:

Bridge

Handstand

Cartwheel

Box split

Choreographer

Fluency

Control

Balance

Gravity

Precision

Netball:

Tactic

Technique

Cooperative physical activity

Core movement

Strategy

Invasion game

Striking

Control

Fielding

Attacking

strong understanding of tactics and composition (*see games overview doc.*)

- I can confidently create my own games using knowledge and skills.
- I can make suggestions as to what resources can be used to differentiate a game.
- I can accurately apply basic skills for attacking and defending.
- I can run, jump, throw and catch in isolation and combination.
- I can refine and adapt skills into technique.

Vocabulary:

Hoop

Shoot

Dribble

Opposition

goal keeper

Tactic

Technique

Cooperative physical activity

Core movement

Strategy

Invasion game

Striking

Control

Fielding

Attacking

	Defending Goal Keeper (GK), Goal Defence (GD) Wing Defence (WD), Centre (C), Wing Attack (WA) Goal Attack (GA), Goal Shooter (GS)	Defending
<p>Block 4 Subject/Conceptual knowledge/skills: Dance (Space) and Handball</p> <p>LEAPS: Dance:</p> <ul style="list-style-type: none"> • I can begin to exaggerate dance movements and motifs (using expression when moving) • I can demonstrate strong movements throughout a dance sequence. • I can combine flexibility, techniques and movements to create a fluent sequence. • I can move appropriately and with the required style in relation to the stimulus <i>e.g using various levels, ways of travelling and motifs.</i> • I can begin to show a change of pace and timing in their movements. • I can use the space provided to his maximum potential. • I can improvise with confidence, still demonstrating fluency across their sequence. • I can modify parts of a sequence as a result of self and peer evaluation. 	<p>Block 5 Subject/Conceptual knowledge/skills: Tennis and Rounders</p> <p>LEAPS: Tennis</p> <ul style="list-style-type: none"> • I can confidently vary skills, actions and ideas and link these in ways that suit a range of games. • I can confidently demonstrate a range of ball skills and can link these together effectively <i>e.g. dribbling, bouncing, kicking etc.</i> • I can keep possession of a ball during games situations. • I can consistently apply and demonstrate co-ordination, control and fluency skills. • I can take part in a range of invasion/competitive games with a strong understanding of tactics and composition (<i>KS2 games overview doc.</i>). • I can confidently apply my knowledge and skills to create my own game. • I can modify competitive games. • I can compare and comments on skills to support creation of new games. 	<p>Block 6 Subject/Conceptual knowledge/skills: Football and Athletics</p> <p>LEAPS: Football:</p> <ul style="list-style-type: none"> • I can vary skills, actions and ideas and link these in ways that suit a range of games. • I can confidently demonstrate a range of ball skills and can link these together <i>e.g. dribbling, bouncing, kicking etc.</i> • I can apply and demonstrate co-ordination, control and fluency skills. • I can take part in a range of invasion/competitive games with a strong understanding of tactics and composition (<i>see games overview doc.</i>) • I can confidently create my own games using knowledge and skills. • I can make suggestions as to what resources can be used to differentiate a game. • I can accurately apply basic skills for attacking and defending.

- I can use more complex dance vocabulary to compare and improve work.

Handball:

- I can vary skills, actions and ideas and link these in ways that suit a range of games.
- I can confidently demonstrate a range of ball skills and can link these together *e.g. dribbling, bouncing, kicking etc.*
- I can apply and demonstrate co-ordination, control and fluency skills.
- I can take part in a range of invasion/competitive games with a strong understanding of tactics and composition (*see games overview doc.*)
- I can confidently create my own games using knowledge and skills.
- I can make suggestions as to what resources can be used to differentiate a game.
- I can accurately apply basic skills for attacking and defending.
- I can run, jump, throw and catch in isolation and combination.
- I can refine and adapt skills into technique.

Vocabulary:

Dance:
Levels
Speed

- I understand and can demonstrate how different resources can be used to differentiate a game.
- I can apply knowledge of skills for attacking and defending effectively.
- I can run, jump, throw and catch in isolation and combination.
- I can refine and adapt skills into technique.
- I can modify competitive games.

Rounders:

- I can apply and demonstrate co-ordination, control and fluency skills.
- I can take part in a range of invasion/competitive games with a strong understanding of tactics and composition (*see games overview doc.*)
- I can confidently create my own games using knowledge and skills.
- I can make suggestions as to what resources can be used to differentiate a game.
- I can accurately apply basic skills for attacking and defending.
- I can run, jump, throw and catch in isolation and combination.
- I can refine and adapt skills into technique.
- I can draw on my knowledge of strategies, tactics and composition when performing and evaluating.

- I can run, jump, throw and catch in isolation and combination.
- I can refine and adapt skills into technique.

Athletics:

- I can begin to build a variety of running techniques and use with confidence.
- I can perform a running jump with more than one component *e.g. hop skip jump (triple jump)*
- I can improve techniques for jumping for distance.
- I can perform an effective standing long jump.
- I can perform the standing triple jump with increased confidence.
- I can develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight.
- I can land safely and with control.
- I can measure the distance and height jumped with accuracy.
- I can investigate different jumping techniques.
- I can record peers performances, and evaluate these.
- I can demonstrate accuracy and confidence in throwing and catching activities.
- I can describe good athletic performance using correct vocabulary.
- I can use equipment safely and with good control.

<p>Direction Choreograph Structure Control Precision Stimuli Genre Technique</p> <p>Handball: Tactic Technique Cooperative physical activity Core movement Strategy Invasion game Striking Control Fielding Attacking Defending</p>	<ul style="list-style-type: none"> • I can analyse and comment on skills and techniques and how these are applied in my own and others' work. • I know and understand what needs to be achieved, critically evaluating how well it has been achieved and finding ways to improve • I can comment on strategies, tactics and technique to help improve performances. <p>Vocabulary: Rounders Tactic Technique Cooperative physical activity Core movement Strategy Striking Control Fielding Attacking Defending</p> <p>Tennis Tactic, Technique, Cooperative physical activities, Core movement. Strategy, Umpire, Effectiveness, Invasion game, Striking: Striking with a part of the body Striking with an implement Good control of the ball using feet Fielding, Attacking, Defending</p>	<p>Vocabulary: Football: Tactic Technique Cooperative physical activity Core movement Strategy Invasion game Striking Control Fielding Attacking Defending</p> <p>Athletics: Sprint Hurdles Shot put Over arm Long jump Pace Standing long jump Hop, skip, jump sequence</p>
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PE Year 6

<p>Healthy Lifestyles:</p>	<ul style="list-style-type: none"> • I can describe the effect exercise has on the body in depth, using research to evidence my views. • I can explain the importance of exercise and a healthy lifestyle. • I can demonstrate warming up and cooling down strategies. • I understand and can explain how/why physical activity contributes to the healthy functioning of the body and mind and is an essential component of a healthy lifestyle.
<p>Evaluation:</p>	<ul style="list-style-type: none"> • I can draw on my knowledge of strategies, tactics and composition when performing and evaluating. • I can analyse and comment on skills and techniques and how these are applied in my own and others' work. • I know and understand what needs to be achieved, critically evaluating how well it has been achieved and finding ways to improve. • I can comment on strategies, tactics and technique to help improve performances.

<p>Block 1 Subject/Conceptual knowledge/skills: Tag Rugby Outdoor and Adventurous Activity</p> <p>LEAPS: Tag Rugby</p> <ul style="list-style-type: none"> • I can confidently vary skills, actions and ideas and link these in ways that suit a range of games. • I can confidently demonstrate a range of ball skills and can link these together effectively <i>e.g. dribbling, bouncing, kicking etc.</i> • I can keep possession of a ball during games situations. • I can consistently apply and demonstrate co-ordination, control and fluency skills. 	<p>Block 2 Subject/Conceptual knowledge/skills: Netball Gymnastics</p> <p>LEAPS: Netball</p> <ul style="list-style-type: none"> • I can confidently vary skills, actions and ideas and link these in ways that suit a range of games. • I can confidently demonstrate a range of ball skills and can link these together effectively <i>e.g. sending, receiving, shooting</i> • I can keep possession of a ball during games situations. • I can consistently apply and demonstrate co-ordination, control and fluency skills. • I can take part in a range of invasion/competitive games with a strong understanding of tactics and composition (<i>KS2 games overview doc.</i>). 	<p>Block 3 Subject/Conceptual knowledge/skills: Basketball Quicksticks</p> <p>LEAPS: Basketball</p> <ul style="list-style-type: none"> • I can confidently vary skills, actions and ideas and link these in ways that suit a range of games. • I can confidently demonstrate a range of ball skills and can link these together effectively <i>e.g. dribbling, bouncing, kicking etc.</i> • I can keep possession of a ball during games situations. • I can consistently apply and demonstrate co-ordination, control and fluency skills. • I can take part in a range of invasion/competitive games with a
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- I can take part in a range of invasion/competitive games with a strong understanding of tactics and composition (*KS2 games overview doc.*).
- I can confidently apply my knowledge and skills to create my own game.
- I can modify competitive games.
- I can compare and comments on skills to support creation of new games.
- I understand and can demonstrate how different resources can be used to differentiate a game.
- I can apply knowledge of skills for attacking and defending effectively.
- I can run, jump, throw and catch in isolation and combination.
- I can refine and adapt skills into technique.
- I can modify competitive games.
- I can compare and comments on skills to support creation of new games.
- I understand and can demonstrate how different resources can be used to differentiate a game.
- I can apply knowledge of skills for attacking and defending effectively.
- I can run, jump, throw and catch in isolation and combination.
- I can refine and adapt skills into technique.

- I can confidently apply my knowledge and skills to create my own game.
- I can modify competitive games.
- I can compare and comments on skills to support creation of new games.
- I understand and can demonstrate how different resources can be used to differentiate a game.
- I can apply knowledge of skills for attacking and defending effectively.
- I can run, jump, throw and catch in isolation and combination.
- I can refine and adapt skills into technique.

- I can modify competitive games.
- I can compare and comments on skills to support creation of new games.
- I understand and can demonstrate how different resources can be used to differentiate a game.
- I can apply knowledge of skills for attacking and defending effectively.
- I can run, jump, throw and catch in isolation and combination.
- I can refine and adapt skills into technique.

Gymnastics

- I can plan and perform with precision, control and fluency, a movement sequence showing a wide range of

strong understanding of tactics and composition (*KS2 games overview doc.*).

- I can confidently apply my knowledge and skills to create my own game.
- I can modify competitive games.
- I can compare and comments on skills to support creation of new games.
- I understand and can demonstrate how different resources can be used to differentiate a game.
- I can apply knowledge of skills for attacking and defending effectively.
- I can run, jump, throw and catch in isolation and combination.
- I can refine and adapt skills into technique.

- I can modify competitive games.
- I can compare and comments on skills to support creation of new games.
- I understand and can demonstrate how different resources can be used to differentiate a game.
- I can apply knowledge of skills for attacking and defending effectively.
- I can run, jump, throw and catch in isolation and combination.
- I can refine and adapt skills into technique.

Quiksticks Hockey

Outdoor Adventurous Activity

- I can confidently think a range of activities through and problem solve using general knowledge.
- I can apply the physical skills needed for orienteering: agility, balance, co-ordination whilst holding or looking at the map
- I can confidently identify a range of orienteering symbols and colours using a map key
- I can explain why the key is the most important part of the map
- I can accurately organise and plan an event using map reading skills
- I can recognise, orientate and follow the school orienteering map.
- I can confidently apply basic map reading skills to navigate in pairs to and from orienteering controls (orienteering signs)
- I can use the key to recognise the relevant symbols and features on the school orienteering map
- I can set up an orienteering course using the school orienteering map
- I can work in relay teams, planning and communicating tactics and techniques to win a relay STAR event
- I can tactically plan a strategy to travel around the orienteering course as quickly as possible
- I can confidently use reflection and understanding to provide feedback and

actions including variations in speed, levels and directions.

- I can vault onto a piece of apparatus and dismount safely showing good body control, extension and tension.
- I can create complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.
- I can confidently use equipment to vault and incorporate this into sequences.
- I can create complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.
- I can gradually increase the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.
- I can use more complex gymnastics vocabulary to describe how to improve and refine performances.
- I can develop strength, technique and flexibility throughout performances
-

Vocabulary:

- I can confidently vary skills, actions and ideas and link these in ways that suit a range of games.
- I can confidently demonstrate a range of ball skills and can link these together effectively *e.g. dribbling, bouncing, kicking etc.*
- I can keep possession of a ball during games situations.
- I can consistently apply and demonstrate co-ordination, control and fluency skills.
- I can take part in a range of invasion/competitive games with a strong understanding of tactics and composition (*KS2 games overview doc.*).
- I can confidently apply my knowledge and skills to create my own game.
- I can modify competitive games.
- I can compare and comment on skills to support creation of new games.
- I understand and can demonstrate how different resources can be used to differentiate a game.
- I can apply knowledge of skills for attacking and defending effectively.
- I can run, jump, throw and catch in isolation and combination.
- I can refine and adapt skills into technique.

- I can modify competitive games.

opinions when discussing and working with different partners and groups.

- I can confidently demonstrate and provide feedback on how to stay safe in a range of environments.

Vocabulary:

Tag Ruby

- Tactic
- Technique
- Cooperative physical activities
- Core movement
- Strategy:
- Effectiveness
- Invasion game
- Striking:
- Striking with a part of the body
- Striking with an implement
- Good control of the ball using feet
- Fielding
- Attacking
- Defending

Outdoor Adventurous Activity

- Orienteering
- Control
- Marker
- Symbols
- Agility
- Balance
- Co-ordination
- Translate
- Directional language - compass points

Netball

- Tactic
- Technique
- Strategy
- Effectiveness
- Invasion game
- Fielding
- Attacking
- Defending

7 - positions: Goal Keeper (GK), Goal Defence (GD), Wing Defence (WD), Centre (C), Wing Attack (WA), Goal Attack (GA), Goal

Gymnastics

- Vault
- Dismount
- Choreograph
- Sequence
- Levels
- technique

- I can compare and comments on skills to support creation of new games.
- I understand and can demonstrate how different resources can be used to differentiate a game.
- I can apply knowledge of skills for attacking and defending effectively.
- I can run, jump, throw and catch in isolation and combination.
- I can refine and adapt skills into technique.

Vocabulary:

Basketball

- Tactic
- Technique
- Cooperative physical activities
- Core movement
- Strategy:
- Effectiveness
- Invasion game
- Striking:
- Striking with a part of the body
- Striking with an implement
- Good control of the ball using feet
- Fielding
- Attacking
- Defending

Quiksticks Hockey

- Tactic

<ul style="list-style-type: none"> • Navigate • Location 		<ul style="list-style-type: none"> • Technique • Cooperative physical activities • Core movement • Strategy: • Effectiveness • Invasion game • Striking: • Striking with a part of the body • Striking with an implement • Good control of the ball using feet • Fielding • Attacking • Defending
<p>Block 4 Subject/Conceptual knowledge/skills: Handball Dance</p> <p>LEAPS: Handball</p> <ul style="list-style-type: none"> • I can confidently vary skills, actions and ideas and link these in ways that suit a range of games. • I can confidently demonstrate a range of ball skills and can link these together effectively <i>e.g. dribbling, bouncing, kicking etc.</i> • I can keep possession of a ball during games situations. 	<p>Block 5 Subject/Conceptual knowledge/skills: Football Rounders</p> <p>LEAPS: Football</p> <ul style="list-style-type: none"> • I can confidently vary skills, actions and ideas and link these in ways that suit a range of games. • I can confidently demonstrate a range of ball skills and can link these together effectively <i>e.g. dribbling, bouncing, kicking etc.</i> • I can keep possession of a ball during games situations. 	<p>Block 6 Subject/Conceptual knowledge/skills: Tennis Athletics</p> <p>LEAPS: Tennis</p> <ul style="list-style-type: none"> • I can confidently vary skills, actions and ideas and link these in ways that suit a range of games. • I can confidently demonstrate a range of ball skills and can link these together effectively <i>e.g. dribbling, bouncing, kicking etc.</i> • I can keep possession of a ball during games situations.

- I can consistently apply and demonstrate co-ordination, control and fluency skills.
- I can take part in a range of invasion/competitive games with a strong understanding of tactics and composition (*KS2 games overview doc.*).
- I can confidently apply my knowledge and skills to create my own game.
- I can modify competitive games.
- I can compare and comments on skills to support creation of new games.
- I understand and can demonstrate how different resources can be used to differentiate a game.
- I can apply knowledge of skills for attacking and defending effectively.
- I can run, jump, throw and catch in isolation and combination.
- I can refine and adapt skills into technique.

- I can modify competitive games.
- I can compare and comments on skills to support creation of new games.
- I understand and can demonstrate how different resources can be used to differentiate a game.
- I can apply knowledge of skills for attacking and defending effectively.
- I can run, jump, throw and catch in isolation and combination.

- I can consistently apply and demonstrate co-ordination, control and fluency skills.
- I can take part in a range of invasion/competitive games with a strong understanding of tactics and composition (*KS2 games overview doc.*).
- I can confidently apply my knowledge and skills to create my own game.
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- I understand and can demonstrate how different resources can be used to differentiate a game.
- I can apply knowledge of skills for attacking and defending effectively.
- I can run, jump, throw and catch in isolation and combination.
- I can refine and adapt skills into technique.

- I can modify competitive games.
- I can compare and comments on skills to support creation of new games.
- I understand and can demonstrate how different resources can be used to differentiate a game.
- I can apply knowledge of skills for attacking and defending effectively.
- I can run, jump, throw and catch in isolation and combination.

- I can consistently apply and demonstrate co-ordination, control and fluency skills.
- I can take part in a range of invasion/competitive games with a strong understanding of tactics and composition (*KS2 games overview doc.*).
- I can confidently apply my knowledge and skills to create my own game.
- I can modify competitive games.
- I can compare and comments on skills to support creation of new games.
- I understand and can demonstrate how different resources can be used to differentiate a game.
- I can apply knowledge of skills for attacking and defending effectively.
- I can run, jump, throw and catch in isolation and combination.
- I can refine and adapt skills into technique.
- I can modify competitive games.

Athletics

- I can begin to build a variety of running techniques and use with confidence.
- I can develop the technique for the standing vertical jump.
- I can maintain control at each of the different stages of the triple jump.
- I can land safely and with control.
- I can develop and improve techniques for jumping for height and distance and

- I can refine and adapt skills into technique.

Dance

- I can exaggerate dance movements and motifs (using expression when moving)
- I can perform with confidence, using a range of movement patterns.
- I can demonstrate strong movements throughout a dance sequence.
- I can combine flexibility, techniques and movements to create a fluent sequence.
- I can move appropriately and with the required style in relation to the stimulus.
- *e.g using various levels, ways of travelling and motifs.*
- I can begin to show a change of pace and timing in their movements.
- I can move to a beat accurately in dance sequence.
- I can dance with fluency, linking all movements and ensuring they flow.
- I can modify parts of a sequence as a result of self and peer evaluation.
- I can use more complex dance vocabulary to compare and improve work

- I can refine and adapt skills into technique.

Rounders

- I can confidently vary skills, actions and ideas and link these in ways that suit a range of games.
- I can confidently demonstrate a range of ball skills and can link these together effectively *e.g. dribbling, bouncing, kicking etc.*
- I can keep possession of a ball during games situations.
- I can consistently apply and demonstrate co-ordination, control and fluency skills.
- I can take part in a range of invasion/competitive games with a strong understanding of tactics and composition (*KS2 games overview doc.*).
- I can confidently apply my knowledge and skills to create my own game.
- I can modify competitive games.
- I can compare and comments on skills to support creation of new games.
- I understand and can demonstrate how different resources can be used to differentiate a game.
- I can apply knowledge of skills for attacking and defending effectively.
- I can run, jump, throw and catch in isolation and combination.

support others in improving their performance.

- I can perform and apply different types of jumps in other contexts.
- I can set up and lead jumping activities including measuring the jumps with confidence and accuracy.
- I can begin to record peers performances, and evaluate these.
- I can demonstrate accuracy and confidence in throwing and catching in a range of athletic activities.
- I can describe good athletic performance using correct vocabulary.
- I can use equipment safely and with good control.

Vocabulary:

Tennis

- Tactic
- Technique
- Cooperative physical activities
- Core movement
- Strategy:
- Effectiveness
- Invasion game
- Striking:
- Striking with a part of the body
- Striking with an implement
- Good control of the ball using feet
- Fielding
- Attacking

Vocabulary:

Handball

- Tactic
- Technique
- Cooperative physical activities
- Core movement
- Strategy:
- Effectiveness
- Invasion game
- Striking:
- Striking with a part of the body
- Striking with an implement
- Good control of the ball using feet
- Fielding
- Attacking
- Defending

Dance

- Collaboration
- Expression
- Choreograph
- Timing
- extension
- Tension
- synchronisation

- I can refine and adapt skills into technique.
- I can modify competitive games.
- I can compare and comments on skills to support creation of new games.
- I understand and can demonstrate how different resources can be used to differentiate a game.
- I can apply knowledge of skills for attacking and defending effectively.
- I can run, jump, throw and catch in isolation and combination.
- I can refine and adapt skills into technique.

Vocabulary:

Football

- Tactic
- Technique
- Cooperative physical activities
- Core movement
- Strategy:
- Effectiveness
- Invasion game
- Striking:
- Striking with a part of the body
- Striking with an implement
- Good control of the ball using feet
- Fielding
- Attacking
- Defending

- Defending

Athletics

- Sprint
- Hurdles
- Shot put
- Overarm throw
- Javelin throw
- Standing long jump
- Hop, skip, jump, skip

Rounders

- Backstop
- Bases
- Batter
- Bowler
- Bowling stance
- Deep fielder
- Fielder
- Game plan
- No ball
- Overarm throw
- Pitch
- Sportsman ship
- Strategy
- Tactics
- Technique
- Umpire
- Underarm throw