



Whole School P.E. Overview – Cycle A/B

Year Group/ Class	EYFS By end of EYFS	Years 1 & 2 By the end of KS1 Black = Year 2 skills Green = Year 1 skills	Years 3& 4 By the end of LKS2 Red = led by Mr. C. Moorhead Brown = led by class teacher Green = Year 3 skills	Years 5 & 6 By the end of UKS2 Red = led by Mr. C. Moorhead Brown = led by class teacher Green = Year 5 skills
Autumn 1	<p>Space & Movement. Explore different ways of moving. Travel with confidence. Negotiate space. Play 'Ring Games' to go with nursery rhymes. Learn about safety and improve ability to follow basic rules.</p>	<p>Multi-skills. - Moving at speed in straight lines - Moving at speed with directional changes of own choice - Moving at speed with directional changes in response to others - Changing speed with instant control. - Develop individual catching skills exploring throws upwards, bounces downward, two hands, one hand. - Throw underarm with correct technique and increasing accuracy - Fundamental introduction to overarm throwing, experiencing the coordination of the movement - Apply skills in a small modified game situation.</p> <p>Benchball - Overarm throwing of mid-sized objects - Throwing with a high ball flight - Catching whilst moving. Understand what it means to attack and defend; and how to do it – understand how to attack and defend in benchball: to know where to position themselves and where to aim</p> <p>Dodgeball - Move with the ball at increasing speed trying to maintain close control - Send the ball to close targets with success - Shoot with power at targets - Increasingly understand and apply rules of gameplay (modified) – Understand what it means to attack and defend; and how it can be done.</p> <p>Multi-skills - Maintaining balance with varying levels of support and difficulty - Balance effectively whilst moving - Using full body to maintain balance whilst completing other challenging tasks - Combining movements of different body parts effectively - Controlling and manipulating various pieces of equipment whilst moving.</p>	<p>Invasion Games: Football / Touch to Tag Rugby Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down. Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.</p> <p>Move with the ball in a variety of ways with some control. Use two different ways of moving with a ball in a game. Move with the ball using a range of techniques, showing control and fluency. Pass the ball in two different ways in a game situation with some success. Pass the ball with increasing speed, accuracy and success in a game situation. Know how to keep and win back possession of the ball in a team game. Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game. Find a useful space and get into it to support teammates. Make the best use of space to pass and receive the ball. Use simple attacking and defending skills in a game. Use fielding skills to stop a ball from travelling past them. Use a range of attacking and defending skills and techniques in a game. Use fielding skills as an</p>	<p>Invasion Games: Football / Tag Rugby Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise. Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier.</p> <p>Use a variety of ways to dribble in a game with success. Use ball skills in various ways, and begin to link together. Show confidence in using ball skills in various ways in a game situation, and link these together effectively. Pass a ball with speed and accuracy using appropriate techniques in a game situation. Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move. Keep and win back possession of the ball effectively in a team game. Keep and win back possession of the ball effectively and in a variety of ways in a team game. Demonstrate an increasing awareness of space. Demonstrate a good awareness of space. Choose the best tactics for attacking and defending. Shoot in a game. Use fielding skills as a team to prevent the opposition from scoring. Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending. Work as a team to develop fielding strategies to prevent the opposition from scoring. Know when to pass and when to dribble in a game. Devise</p>



			<p>individual to prevent a player from scoring. Apply and follow rules fairly. Understand and begin to apply the basic principles of invasion games. Know how to play a striking and fielding game fairly.</p> <p>Vary the tactics they use in a game. Adapt rules to alter games.</p> <p>Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence.</p> <p>Compete against self and others in a controlled manner.</p> <p>Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities.</p> <p>Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.</p> <p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.</p> <p>-----</p> <p>Swimming (Year 4 only)</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres • Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • Perform safe self-rescue in different water-based situations</p> <p>-----</p> <p>Netball (Year 3 only)</p> <p>See skills from Invasion Games term 1.</p>	<p>and adapt rules to create their own game.</p> <p>Follow and create complicated rules to play a game successfully. Communicate plans to others during a game. Lead others during a game.</p> <p>Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition.</p> <p>Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition.</p> <p>Choose and use criteria to evaluate own and others' performance. Explain why they have used particular skills or techniques, and the effect they have had on their performance. Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p> <p>-----</p> <p>Swimming (Year 5 only)</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres • Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • Perform safe self-rescue in different water-based situations Work towards SEAL awards.</p> <p>-----</p> <p>Leadership (Year 6 only)</p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways; they should enjoy communicating, collaborating and competing with each other; they should learn how to evaluate and recognise their own success.</p> <p>To lead others during the PE lesson, demonstrating different leadership skills including respect, giving clear instructions, confidence, positivity, directing others, adaptability, safety, good communication, emotional intelligence, resilience, motivating others, problem-solving, teamwork, empowering others and listening.</p> <p>To recognise and demonstrate a range of leadership skills during problem-solving activities.</p> <p>To learn about different leadership skills including encouragement, decision making and evaluating.</p> <p>To plan and lead a physical activity for a selected group of children.</p>
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<p>Autumn 2</p>	<p>Dance</p> <p>Describe how the body feels when still and when exercising.</p> <p>Join a range of different movements together.</p> <p>Change the speed of their actions. Change the style of their movements. Create a short movement phrase which demonstrates their own ideas.</p> <p>Control my body when performing a sequence of movements.</p> <p>Talk about what they have done. Talk about what others have done.</p>	<p>Dance. Dance Skills</p> <p>Copy and repeat actions. Put a sequence of actions together to create a motif. Vary the speed of their actions. Use simple choreographic devices such as unison, canon and mirroring. Begin to improvise independently to create a simple dance.</p> <p>Copy, remember and repeat actions. Create a short motif inspired by a stimulus. Change the speed and level of their actions. Use simple choreographic devices such as unison, canon and mirroring.</p> <p>Use different transitions within a dance motif. Move in time to music. Improve the timing of their actions.</p> <p>Compete / Perform</p> <p>Perform using a range of actions and body parts with some coordination.</p> <p>Begin to perform learnt skills with some control.</p> <p>Perform sequences of their own composition with coordination.</p> <p>Perform learnt skills with increasing control.</p> <p>Compete against self and others.</p> <p>Evaluate</p> <p>Watch and describe performances.</p> <p>Begin to say how they could improve.</p> <p>Watch and describe performances, and use what they see to improve their own performance.</p>	<p>Invasion Games: Football / Touch to Tag Rugby</p> <p>See previous Invasion Games skills.</p> <hr/> <p>Swimming (Year 4 only)</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres • Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • Perform safe self-rescue in different water-based situations.</p> <hr/> <p>Circuits (Year 3 only)</p> <p>Most: • follow instructions to travel using a sidestep action; • travel in different ways; • change direction, speed and level while travelling; • show an ability to travel at a different speed and direction in a circuit; • throw a ball underarm with some accuracy; • use their feet to move a ball around cones; • independently hold balances with control; • independently coordinate different body parts; • follow instructions to complete exercises; • actively try to improve their performance over time.</p> <p>Some: • perform a sidestep and a lunge with control; • travel confidently in different ways, maintaining a good speed while doing so; • efficiently change direction, speed and level when travelling; • confidently change between different levels and direction when travelling; • throw a ball underarm, controlling both the accuracy and direction of the throw; • use their feet to control the movement of a ball around a series of cones; • show excellent balance and coordination when moving; • use body parts to coordinate agile movements; • give advice to friends on how to complete exercises; • understand how to alter their movements to improve their performance over time.</p>	<p>Invasion Games: Football / Tag Rugby</p> <p>See previous Invasion Games skills.</p> <hr/> <p>Swimming (Year 5 only)</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres • Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • Perform safe self-rescue in different water-based situations.</p> <p>Work towards SEAL awards.</p> <hr/> <p>Circuits (Year 6 only)</p> <p>Most: Understand what circuit training involves and can follow instructions to complete a range of different 'medium' exercises; • identify two or more ways to exercise safely and follow these examples; • use the talk test to measure exercise intensity; • create a personal target, work towards it and can express how this feels; • identify which muscle groups are targeted in different exercises; • give instructions to complete four exercises, with simple adaptations for ability; • select exercises to suit particular needs.</p> <p>Some: Understand what circuit training involves and can follow instructions to complete a range of different 'spicy' exercises; • confidently explain ways to exercise safely and can follow these examples in their own training; • use pulse rate to measure exercise intensity; • create a personal target and can work towards it, as well as express how this feels and how this can boost a person's confidence; • identify how different exercises make specific muscles stronger and can explain this is important; • give instructions to complete four exercises with thoughtful adaptations for ability; • clearly explain why they have chosen exercises to suit particular needs.</p>
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<p>Spring 1</p>	<p>Gymnastics. Describe how the body feels when still and when exercising. Create a short sequence of movements. Roll in different ways with control. Travel in different ways. Stretch in different ways. Jump in a range of ways from one space to another with control. Begin to balance with control. Move around, under, over, and through different objects and equipment. Curled side roll (egg roll) Log roll (pencil roll) Teddy bear roll. Straight jump Tuck jump Jumping jack Half turn jump. Bunny hop. Tiptoe, step, jump and hop. Standing balances. Control my body when performing a sequence of movements. Participate in simple games. Talk about what they have done. Talk about what others have done.</p>	<p>Gymnastics <u>Health and Fitness</u> Describe how the body feels before, during and after exercise. Carry and place equipment safely. Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.</p> <p><u>Acquiring and Developing Skills in Gymnastics (General)</u> Create and perform a movement sequence. Copy actions and movement sequences with a beginning, middle and end. Link two actions to make a sequence. Recognise and copy contrasting actions (small/tall, narrow/wide). Travel in different ways, changing direction and speed. Hold still shapes and simple balances. Carry out simple stretches. Carry out a range of simple jumps, landing safely. Move around, under, over, and through different objects and equipment. Begin to move with control and care. Copy, explore and remember actions and movements to create their own sequence. Link actions to make a sequence. Travel in a variety of ways, including rolling. Hold a still shape whilst balancing on different points of the body. Jump in a variety of ways and land with increasing control and balance. Climb onto and jump off the equipment safely. Move with increasing control and care.</p> <p><u>Rolls</u> Log roll (controlled), Curled side roll (egg roll) (controlled), Teddy bear roll (controlled). Rocking forward roll Crouched forward roll</p> <p><u>Jumps</u> Straight jump, Tuck jump, Jumping jack, Half turn jump, Cat spring Cat spring to straddle</p> <p><u>Vault – with springboard and vault or other suitable raised platform</u> Straight jump off springboard Hurdle step onto springboard Tuck jump off springboard</p> <p><u>Handstands, Cartwheels and Round-offs</u> Bunny hop Front support wheelbarrow with partner T-lever Scissor kick</p>	<p>Gymnastics (Key Steps Scheme) Choose ideas to compose a movement sequence independently and with others. Link combinations of actions with increasing confidence, including changes of direction, speed or level. Develop the quality of their actions, shapes and balances. Move with coordination, control and care. Use turns whilst travelling in a variety of ways. Use a range of jumps in their sequences. Begin to use equipment to vault. Create interesting body shapes while holding balances with control and confidence. Begin to show flexibility in movements. Create a sequence of actions that fit a theme. Use an increasing range of actions, directions and levels in their sequences. Move with clarity, fluency and expression. Show changes of direction, speed and level during a performance. Travel in different ways, including using flight. Improve the placement and alignment of body parts in balances. Use equipment to vault in a variety of ways. Carry out balances, recognising the position of their centre of gravity and how this affects the balance. Begin to develop good technique when travelling, balancing and using equipment. Develop strength, technique and flexibility throughout performances.</p> <p><u>Rolls.</u> Crouched forward roll. Forward roll from standing. Tucked backward roll. Straddle forward roll. Backward roll to straddle.</p> <p><u>Jumps.</u> Straight jump. Tuck jump. Jumping jack. Star jump. Straddle jump. Pike jump. Straight jump half-turn. Cat leap Straight jump full-turn. Cat leap half-turn.</p> <p><u>Vault.</u> Hurdle step onto springboard. Squat on vault. Star jump off. Tuck jump off. Straddle jump off. Pike jump off. Straddle on vault.</p>	<p>Gymnastics (Key Steps Scheme) Select ideas to compose specific sequences of movements, shapes and balances. Adapt their sequences to fit new criteria or suggestions. Perform jumps, shapes and balances fluently and with control. Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance. Confidently use equipment to vault in a variety of ways. Apply skills and techniques consistently. Develop strength, technique and flexibility throughout performances. Combine equipment with movement to create sequences. Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching. Demonstrate precise and controlled placement of body parts in their actions, shapes and balances. Confidently use equipment to vault and incorporate this into sequences. Apply skills and techniques consistently, showing precision and control. Develop strength, technique and flexibility throughout performances.</p> <p><u>Rolls.</u> Forward roll from standing Straddle forward roll Pike forward roll Tucked backward roll. Backward roll to straddle. Forward roll from standing. Straddle forward roll. Pike forward roll. Dive forward roll. Tucked backward roll. Backward roll to straddle. Backward roll to standing pike. Pike backward roll.</p> <p><u>Jumps.</u> Straight jump. Tuck jump. Jumping jack. Star jump. Straddle jump. Pike jump. Stag jump. Straight jump half-turn. Straight jump full-turn. Cat leap. Cat leap half-turn. Split leap. Cat leap full-turn. Stag leap</p> <p><u>Vault.</u> Hurdle step onto springboard. Squat on vault. Straddle on vault. Star jump off. Tuck jump off. Straddle jump off. Pike jump off. Squat through vault. Straddle over vault</p> <p><u>Handstands, Cartwheels and Round-offs.</u> Lunge into handstand. Lunge into cartwheel. Lunge into round-off. Hurdle step. Hurdle step into cartwheel. Hurdle step into round-off.</p>
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Sedbergh Primary School



		<p><u>Travelling & Linking Actions</u> Tiptoe, step, jump and hop Hopscotch Skipping Galloping Straight jump half-turn</p> <p><u>Shapes and Balances</u> Standing balances, kneeling balances, pike, tuck, star, straight, straddle shapes Large body part balances, balances on apparatus, balances with a partner, front and back support</p> <p><u>Compete/Perform</u> Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. Perform sequences of their own composition with coordination. Perform learnt skills with increasing control.</p> <p><u>Evaluate</u> Watch and describe performances. Begin to say how they could improve. Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.</p>	<p><u>Handstands, Cartwheels and Round-offs.</u> Handstand. Lunge into handstand. Cartwheel. Lunge into cartwheel.</p> <p><u>Travelling & Linking Actions.</u> Tiptoe, step, jump and hop. Hopscotch. Skipping. Chassis steps. Straight jump half turn. Cat leap. Straight jump full turn. Cat leap half turn. Pivot.</p> <p><u>Shapes and Balances.</u> Large and small body part balances, including standing and kneeling balances. Balances on apparatus. Matching and contrasting partner balances. Pike, tuck, star, straight, straddle shapes Front and back support. 1, 2, 3 and 4- point balances. Balances with and against a partner.</p> <p><u>Compete/Perform.</u> Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner. Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy.</p> <p><u>Evaluate.</u> Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time. Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.</p> <p>-----</p> <p><u>Swimming (Year 4 only)</u> Swim competently, confidently and proficiently over a distance of at least 25 metres • Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • Perform safe self-rescue in different water-based situations.</p> <p>-----</p>	<p><u>Travelling & Linking Actions</u> Tiptoe, step, jump and hop. Hopscotch. Skipping. Chassis steps. Straight jump half turn. Straight jump full turn. Cat leap. Cat leap half turn. Pivot. Cat leap full turn.</p> <p><u>Shapes and Balances.</u> 1, 2, 3 and 4- point balances. Balances on apparatus. Part body weight partner balances. Pike, tuck, star, straight, straddle shapes. Front and back support. Develop technique, control and complexity of part-weight partner balances. Group formations.</p> <p><u>Compete/Perform</u> Perform own longer, more complex sequences in time to music. Consistently perform and apply skills and techniques with accuracy and control. Link actions to create a complex sequence using a full range of movement that showcases different agilities, performed in time to music. Perform and apply a variety of skills and techniques confidently, consistently and with precision. Begin to record their peers' performances, and evaluate these.</p> <p><u>Evaluate.</u> Choose and use criteria to evaluate own and others' performances. Explain why they have used particular skills or techniques, and the effect they have had on their performance. Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p> <p>-----</p> <p><u>Swimming (Year 5 only)</u> Swim competently, confidently and proficiently over a distance of at least 25 metres • Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • Perform safe self-rescue in different water- based situations. Work towards SEAL awards.</p> <p>-----</p> <p><u>More Gymnastics/ Apparatus / Routines (Year 6 only).</u> Follow the gymnastics scheme – develop flexibility, strength, technique, control and balance. Communicate with Mr Moorhead as to which sections to cover.</p>
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			<p>Brewery Dance Show (Year 3 and 4) Dance & Movement (Year 3 only)</p> <p>Identify and repeat the movement patterns and actions of a chosen dance style. Compose a dance that reflects the chosen dance style. Confidently improvise with a partner or on their own. Compose longer dance sequences in a small group.</p> <p>Begin to improvise with a partner to create a simple dance. Create motifs from different stimuli. Begin to compare and adapt movements and motifs to create a larger sequence. Use simple dance vocabulary to compare and improve work.</p> <p>Demonstrate precision and some control in response to stimuli. Begin to vary dynamics and develop actions and motifs in response to stimuli. Demonstrate rhythm and spatial awareness. Change parts of a dance as a result of self-evaluation. Use simple dance vocabulary when comparing and improving work.</p> <p>Perform with some awareness of rhythm and expression.</p> <p>Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy.</p> <p>Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence.</p> <p>Compete against self and others in a controlled manner.</p> <p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.</p> <p>Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.</p>	
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<p style="text-align: center;">Spring 2</p>	<p style="text-align: center;">Apparatus</p> <p>Develop core muscle strength. Safely use apparatus. Develop confidence and skills in climbing, jumping, landing safely and balance.</p>	<p style="text-align: center;">Games. (e.g. Uni-Hoc) Health and Fitness</p> <p>Describe how the body feels before, during and after exercise. Carry and place equipment safely.</p> <p>Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.</p> <p style="text-align: center;">Striking and Hitting a Ball</p> <p>Use hitting skills in a game. Practise basic striking, sending and receiving.</p> <p>Strike or hit a ball with increasing control. Learn skills for playing striking and fielding games. Position the body to strike a ball.</p> <p style="text-align: center;">Throwing and Catching a Ball</p> <p>Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game. Practise accurate throwing and consistent catching.</p> <p>Throw different types of equipment in different ways, for accuracy and distance. Throw, catch and bounce a ball with a partner. Use throwing and catching skills in a game. Throw a ball for distance. Use hand-eye coordination to control a ball. Vary types of throw used.</p> <p style="text-align: center;">Travelling with a Ball</p> <p>Travel with a ball in different ways. Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency</p> <p>Bounce and kick a ball whilst moving. Use kicking skills in a game. Use dribbling skills in a game.</p> <p style="text-align: center;">Passing a Ball</p> <p>Pass the ball to another player in a game. Use kicking skills in a game.</p> <p>Know how to pass the ball in different ways.</p> <p style="text-align: center;">Using Space</p> <p>Use different ways of travelling in different directions or pathways. Run at different speeds. Begin to use space in a game.</p> <p>Use different ways of travelling at different speeds and following different pathways, directions or courses. Change speed and direction whilst running. Begin to choose and use</p>	<p style="text-align: center;">Quicksticks Hockey</p> <p>Units 1 and 2: learn how to outwit their opponent and score when playing adapted Quicksticks games. Develop skills in finding and using space to keep the ball. Play with a basic court set-up and rules and use a range of skills. Develop an understanding of getting into good positions for shooting or reaching the goal. Take part in a wide range of challenges and small-sided games. Improve accuracy and consistency. Learn new invasion game techniques. Learn to apply their understanding and skills to Quicksticks.</p> <p style="text-align: center;">Develop dribbling skills with a stick and ball. Become more accurate with passing / scoring and receiving skills.</p> <p style="text-align: center;">Look for space to receive a pass. Improve combined passing and dribbling skills. Pass the ball accurately through a target (score a goal).</p> <p style="text-align: center;">Pass the ball accurately with power. Use the skills of dribbling, passing, receiving and scoring in a game situation. Develop their ability to work as a team and keep possession.</p> <p>Move the ball with closer control. Progressively move the ball and stick away from their feet to improve speed and vision. Vary the speed at which they move the ball. Keep control of the ball whilst changing directions.</p> <p>Develop techniques to improve visual contact with team mates.</p> <p>Pass accurately to a team member. Decide when to pass the ball. Keep the ball under close control. Prepare their bodies, sticks and ball in order to pass accurately. Be aware of where partners are in order to pass appropriately. Receive the ball under control. Understand how to pass the ball over longer distances with accuracy. Work as part of a team to achieve a goal. Use a range of skills and apply when appropriate</p>	<p style="text-align: center;">Hockey</p> <ul style="list-style-type: none"> pass, receive and travel with the ball with some control and accuracy; know how to win the ball back by tackling and intercepting; begin to use and create space to pass and receive the ball; know what they and their team needs to do to keep possession and contribute to this occasionally; identify some areas that could be improved in games. <p>Most: • pass, dribble and shoot with control; • identify and use tactics to help themselves and their team keep possession of the ball; • tackle opponents with success and intercept the ball to win back possession; • use space well to pass and receive a ball; • identify areas and suggest ways that performances and games could be improved.</p> <p>Some: • use a number of different techniques to pass and dribble; • control the ball confidently; • tackle confidently and safely; • read the game to be able to intercept effectively; • use space effectively and intentionally; • use a range of attacking and defending skills during team games; • make changes that improve their team and individual performance.</p> <hr style="border-top: 1px dashed red;"/> <p style="text-align: center;">Netball (Year 6 Only) See skills from Invasion Games term 1</p> <hr style="border-top: 1px dashed black;"/> <p style="text-align: center;">Swimming (Year 5 only)</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres • Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • Perform safe self-rescue in different water-based situations. Work towards SEAL awards.</p>
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		<p>the best space in a game.</p> <p>Attacking and Defending Begin to use the terms attacking and defending. Use simple defensive skills such as marking a player or defending a space. Use simple attacking skills such as dodging to get past a defender</p> <p>Begin to use and understand the terms attacking and defending. Use at least one technique to attack or defend to play a game successfully.</p> <p>Tactics and Rules Follow simple rules to play games, including team games. Use simple attacking skills such as dodging to get past a defender. Use simple defensive skills such as marking a player or defending a space. Understand the importance of rules in games. Use at least one technique to attack or defend to play a game successfully.</p> <p>Compete/Perform Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. Engage in competitive activities and team games Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others</p> <p>Evaluate Watch and describe performances. Begin to say how they could improve. Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.</p>	<p>to a given situation. Apply individual skills and knowledge within a team situation. Apply the skills they have learned in a competitive game situation.</p> <p>-----</p> <p>Swimming (Year 4 only) Swim competently, confidently and proficiently over a distance of at least 25 metres • Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • Perform safe self-rescue in different water-based situations.</p> <p>-----</p> <p>Outdoor Circuits (Year 3 only) See previous Circuits skills.</p>	
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<p>Summer 1</p>	<p>Games. Describe how the body feels when still and when exercising. Hit a ball with a bat or racquet. Roll equipment in different ways. Throw underarm. Throw an object at a target. Catch equipment using two hands. Move a ball in different ways, including bouncing and kicking. Use equipment to control a ball. Kick an object at a target. Move safely around the space and equipment. Travel in different ways, including sideways and backwards. Play a range of chasing games. Follow simple rules. Control my body when performing a sequence of movements. Participate in simple games. Talk about what they have done. Talk about what others have done.</p> <p>Ball skills.</p> <ul style="list-style-type: none"> • To develop the ability to control a ball in a range of ways. • To develop the ability to throw accurately at a target. • To use throwing skills in a small sided game. • To be able to use a bat or racket to move and control an object. • To develop the ability catch and bounce a ball. • To develop the ability to kick a ball. 	<p>Outdoor Education</p> <p>Identify positions on simple maps and diagrams of familiar environments e.g. in relation to position of desk in plan of classroom • Use simple maps and diagrams to follow a trail • Begin to work co-operatively with others • Plan and share ideas</p> <p>Discuss how to follow trails and solve problems. Select appropriate equipment for the task. Begin to work co-operatively with others. Plan and share ideas. Identify positions on simple maps and diagrams of familiar environments e.g. in relation to position of desk in plan of classroom. Use simple maps and diagrams to follow a trail.</p>	<p>Striking & Fielding games Rounders (with tennis racquets) / Tennis</p> <p>Demonstrate successful hitting and striking skills. Develop a range of skills in striking (and fielding where appropriate). Practise the correct batting technique and use it in a game. Strike the ball for distance.</p> <p>Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control. Accurately serve underarm. Build a rally with a partner. Use at least two different shots in a game situation. Use hand-eye coordination to strike a moving and a stationary ball.</p> <p>Throw and catch with greater control and accuracy. Practise the correct technique for catching a ball and use it in a game. Perform a range of catching and gathering skills with control. Catch with increasing control and accuracy. Throw a ball in different ways (e.g. high, low, fast or slow). Develop a safe and effective overarm bowl.</p> <p>Develop different ways of throwing and catching.</p>	<p>Striking & Fielding games Rounders (with bats) / Kwik Cricket</p> <p>Use different techniques to hit a ball. Identify and apply techniques for hitting a tennis ball. Explore when different shots are best used. Develop a backhand technique and use it in a game. Practise techniques for all strokes. Play a tennis game using an overhead serve. Hit a bowled ball over longer distances. Use good hand-eye coordination to be able to direct a ball when striking or hitting. Understand how to serve in order to start a game.</p> <p>Consolidate different ways of throwing and catching, and know when each is appropriate in a game.</p> <p>Throw and catch accurately and successfully under pressure in a game.</p> <hr/> <p>Dance & Movement</p> <p>Perform dances using a range of movement patterns. Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p> <p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Compose individual, partner and group dances that reflect the chosen dance style. Use dramatic expression in dance movements and motifs. Perform with confidence, using a range of movement patterns.</p> <p>Show a change of pace and timing in their movements. Develop an awareness of their use of space.</p> <p>Demonstrate strong and controlled movements throughout a dance sequence. Combine flexibility, techniques and movements to create a fluent sequence. Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs. Show a change of pace and timing in their movements. Move rhythmically and accurately in dance sequences. Improvise with confidence, still demonstrating fluency across their sequence. Dance with fluency and control, linking all movements and ensuring that transitions flow. Demonstrate consistent precision when performing dance sequences. Modify some elements of a sequence as a result of self and peer evaluation. Use complex dance vocabulary to compare and improve work.</p> <p>Demonstrate imagination and creativity in the movements</p>
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				<p>they devise in response to stimuli. Use transitions to link motifs smoothly together. Improvise with confidence, still demonstrating fluency across the sequence. Ensure their actions fit the rhythm of the music. Modify parts of a sequence as a result of self and peer evaluation. Use more complex dance vocabulary to compare and improve work. Link actions to create a complex sequence using a full range of movement. Perform the sequence in time to music.</p> <p>Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p> <p>Perform own longer, more complex sequences in time to music. Consistently perform and apply skills and techniques with accuracy and control.</p> <p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p> <p>Choose and use criteria to evaluate own and others' performances. Explain why they have used particular skills or techniques, and the effect they have had on their performance.</p>
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<p style="text-align: center;">Summer 2</p>	<p style="text-align: center;">Athletics.</p> <p>Describe how the body feels when still and when exercising.</p> <p>Run in different ways for a variety of purposes.</p> <p>Jump in a range of ways, landing safely.</p> <p>Roll equipment in different ways. Throw underarm.</p> <p>Throw an object at a target. Control their body when performing a sequence of movements. Participate in simple games.</p> <p>Talk about what they have done. Talk about what others have done.</p>	<p style="text-align: center;">Athletics.</p> <p style="text-align: center;">Running.</p> <p>Vary their pace and speed when running. Run with a basic technique over different distances. Show good posture and balance. Jog in a straight line. Change direction when jogging. Sprint in a straight line. Change direction when sprinting. Maintain control as they change direction when jogging or sprinting.</p> <p>Run at different paces, describing the different paces. Use a variety of different stride lengths. Travel at different speeds. Begin to select the most suitable pace and speed for distance. Complete an obstacle course. Vary the speed and direction in which they are travelling. Run with basic techniques following a curved line. Be able to maintain and control a run over different distances.</p> <p style="text-align: center;">Jumping.</p> <p>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. Perform a short jumping sequence. Jump as high as possible. Jump as far as possible. Land safely and with control. Work with a partner to develop the control of their jumps.</p> <p>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. Combine different jumps together with some fluency and control. Jump for distance from a standing position with accuracy and control. Investigate the best jumps to cover different distances. Choose the most appropriate jumps to cover different distances. Know that the leg muscles are used when performing a jumping action.</p> <p style="text-align: center;">Throwing.</p> <p>Throw underarm and overarm. Throw a ball towards a target with increasing accuracy. Improve the distance they can throw by using more power.</p> <p>Throw different types of equipment in different ways, for accuracy and distance. Throw with accuracy at targets of different heights. Investigate ways to alter their throwing technique to achieve greater distance.</p> <p style="text-align: center;">Compete / Perform.</p> <p>Begin to perform learnt skills with some control. Engage in</p>	<p style="text-align: center;">Athletics</p> <p style="text-align: center;">Running.</p> <p>Identify and demonstrate how different techniques can affect their performance. Focus on their arm and leg action to improve their sprinting technique. Begin to combine running with jumping over hurdles. Focus on trail leg and lead leg action when running over hurdles. Understand the importance of adjusting running pace to suit the distance being run. Confidently demonstrate an improved technique for sprinting. Carry out an effective sprint finish. Perform a relay, focusing on the baton changeover technique. Speed up and slow down smoothly.</p> <p style="text-align: center;">Jumping.</p> <p>Use one and two feet to take off and to land with. Develop an effective take-off for the standing long jump. Develop an effective flight phase for the standing long jump. Land safely and with control.</p> <p>Learn how to combine a hop, step and jump to perform the standing triple jump. Land safely and with control. Begin to measure the distance jumped.</p> <p style="text-align: center;">Throwing.</p> <p>Throw with greater control and accuracy. Show increasing control in their overarm throw. Perform a push throw. Continue to develop techniques to throw for increased distance. Perform a pull throw. Measure the distance of their throws. Continue to develop techniques to throw for increased distance.</p> <p style="text-align: center;">Compete / Perform.</p> <p>Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.</p> <p>Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities.</p> <p style="text-align: center;">Evaluate.</p>	<p style="text-align: center;">Athletics: English School's Athletic Association Award Scheme.</p> <p style="text-align: center;">Running.</p> <p>Accelerate from a variety of starting positions and select their preferred position. Identify their reaction times when performing a sprint start. Continue to practise and refine their technique for sprinting, focusing on an effective sprint start. Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run. Identify and demonstrate stamina, explaining its importance for runners.</p> <p>Recap, practise and refine an effective sprinting technique, including reaction time. Build up speed quickly for a sprint finish. Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern. Accelerate to pass other competitors. Work as a team to competitively perform a relay. Confidently and independently select the most appropriate pace for different distances and different parts of the run. Demonstrate endurance and stamina over longer distances in order to maintain a sustained run.</p> <p style="text-align: center;">Jumping.</p> <p>Improve techniques for jumping for distance. Perform an effective standing long jump. Perform the standing triple jump with increased confidence. Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight. Land safely and with control. Measure the distance and height jumped with accuracy. Investigate different jumping techniques.</p> <p>Develop the technique for the standing vertical jump. Maintain control at each of the different stages of the triple jump. Land safely and with control. Develop and improve their techniques for jumping for height and distance and support others in improving their performance. Perform and apply different types of jumps in other contexts. Set up and lead jumping activities including measuring the jumps with confidence and accuracy.</p> <p style="text-align: center;">Throwing.</p> <p>Perform a fling throw. Throw a variety of implements using a range of throwing techniques. Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance.</p> <p>Perform a heave throw. Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance and support others in improving their personal best. Develop and refine techniques to throw for accuracy.</p>
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		<p>competitive activities and team games. Perform learnt skills with increasing control. Compete against self and others.</p> <p><u>Evaluate.</u> Watch and describe performances. Begin to say how they could improve.</p> <p>Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.</p>	<p>Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.</p> <p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.</p> <p>-----</p> <p><u>Outdoor Experience.</u></p> <p>Orientate themselves with accuracy around a short trail. Create a short trail for others to follow with a physical challenge. Start to recognise features of an orienteering course. Communicate clearly with other people in a team, and with other teams. Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each. Associate the meaning of a key in the context of the environment. Try a range of equipment for creating and completing an activity. Make an informed decision on the best equipment to use for an activity. Plan and organise a trail for others to follow.</p>	<p><u>Compete / Perform.</u> Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition. Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition.</p> <p><u>Evaluate.</u> Choose and use criteria to evaluate own and others' performance. Explain why they have used particular skills or techniques, and the effect they have had on their performance.</p> <p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p> <p>-----</p> <p><u>Outdoor Experience.</u> Take part in outdoor and adventurous activity challenges both individually and within a team. Compare their performances with previous ones and demonstrate improvement to achieve their personal best Orientate themselves with increasing confidence and accuracy around an orienteering course. Design an orienteering course that can be followed and offers some challenge to others. Begin to use navigation equipment to orientate around a trail. Use clear communication to effectively complete a particular role in a team. Complete orienteering activities both as part of a team and independently. Identify a key on a map and begin to use the information in activities. Choose the best equipment for an outdoor activity. Create an outdoor activity that challenges others. Create a simple plan of an activity for others to follow. Identify the quickest route to accurately navigate an orienteering course.</p>
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