



Whole-school Curriculum subject plan

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| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
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| YEAR 1 | Fundamental skills | Dance Yoga | Gymnastics Team building | Striking and fielding | Athletics Target games | Net and Wall |
| Component knowledge and skills for Year 1 | <p><u>Fundamental skills</u> I can change direction when moving at speed. I can recognise changes in my body when I do exercise. I can run at different speeds. I can select my own actions in response to a task. I can show hopping and jumping movements. I can work co-operatively with others to complete tasks. I show balance and co-ordination when static and moving at a slow speed.</p> <p><u>Dance</u> I am beginning to use counts. I can copy, remember and repeat actions. I can move confidently and safely. I can use different parts of the body in isolation and together. I can work with others to share ideas and select actions. I choose appropriate movements for different dance ideas. I say what I liked about someone else's performance. I show some sense of dynamic and expressive qualities in my dance.</p> <p><u>Yoga</u> I can recognise how yoga makes me both feel physically and mentally. I can remember and repeat actions, linking poses together. I can say what I liked about someone else's flow. I can show an awareness of space when travelling. I can work with others to create poses.</p> <p><u>Gymnastics</u> I am confident to perform in front of others. I can link simple actions together to create a sequence. I can make my body tense, relaxed, stretched and curled. I can recognise changes in my body when I do exercise. I can remember and repeat actions and shapes. I can say what I liked about someone else's performance. I can use apparatus safely and wait for my turn.</p> <p><u>Team Building</u> I can communicate simple instructions. I can follow instructions. I can follow path and lead others. I can listen to others' ideas. I can suggest ideas to solve tasks. I can work with a partner and a small group. I understand the rules of the game.</p> <p><u>Striking and fielding</u> I can catch a beanbag and a medium-sized ball. I can roll a ball towards a target. I can hit a ball using my hand. I can track a ball that is coming towards me. I know how to score points. I understand the rules and I am beginning to use these to play honestly and fairly. I understand when I am successful.</p> | | | | | |

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| | <p><u>Athletics</u> I am able to throw towards a target. I am beginning to show balance and co-ordination when changing direction. I am developing overarm throwing. I can recognise changes in my body when I do exercise. I can run at different speeds. I can work with others and make safe choices. I try my best. I understand the difference between a jump, a leap and a hop and can choose which allows me to jump the furthest.</p> <p><u>Target Games</u> I can recognise changes in my body when I do exercise. I can use an overarm throw aiming towards a target. I can throw with some accuracy over an increasing distance. I can use an underarm throw aiming towards a target. I can work co-operatively with a partner. I understand what good technique looks like.</p> <p><u>Net and Wall</u> I can hit a ball using a racket. I can throw a ball to land over the net and into the court area. I can track balls and other equipment sent to me. I can use a ready position to move to the ball. I know how to score points. I recognise changes in my body when I do exercise. I show honesty and fair play when playing against an opponent.</p> | | | | | |
| YEAR 2 | Fundamental skills | Dance Yoga | Gymnastics Ball skills | Invasion Games | Athletics Team building | Striking and fielding |
| Component knowledge and skills for Year 2 | <p><u>Fundamental skills</u> I am beginning to provide feedback using key words. I am beginning to turn and jump in an individual skipping rope. I can describe how my body feels during exercise. I can show balance when changing direction. I can show hopping, skipping and jumping movements with some balance and control. I can work co-operatively with a partner and a small group. I show balance and co-ordination when running at different speeds.</p> <p><u>Dance</u> I am beginning to provide feedback using key words. I can copy, remember, repeat and create dance phrases. I can describe how my body feels during exercise. I can show a character and idea through the actions and dynamics I choose. I can use counts to stay in time with the music. I can work with a partner using mirroring and unison in our actions. I show confidence to perform.</p> <p><u>Yoga</u> I am beginning to provide feedback using key words. I can copy, remember and repeat yoga flows. I can describe how my body feels during exercise. I can move from one pose to another thinking about my breath. I can use clear shapes when performing poses. I can work with others to create simple flows showing some control.</p> <p><u>Gymnastics</u> I am beginning to provide feedback using key words. I am proud of my work and confident to perform in front of others. I can perform the basic gymnastic actions with some control and balance. I can plan and repeat simple sequences of actions. I can use directions and levels to make my work look interesting. I can use shapes when performing other skills. I can work safely with others and apparatus.</p> <p><u>Ball Skills</u></p> | | | | | |

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| | <p>I am beginning to provide feedback using key words. I am beginning to understand and use simple tactics. I can dribble a ball with my hands and feet with some control. I can roll and throw a ball to hit a target. I can send and receive a ball using both kicking and throwing and catching skills. I can track a ball and collect it. I can work co-operatively with a partner and a small group.</p> <p><u>Invasion Games</u></p> <p>I can describe how my body feels during exercise. I can dodge and find space away from the other team. I can move with a ball towards goal. I can sometimes dribble a ball with my hands and feet. I can stay with another player to try and win the ball. I know how to score points and can remember the score. I know who is on my team and I can attempt to send the ball to them.</p> <p><u>Athletics</u></p> <p>I show balance and co-ordination when running at different speeds. I can jump and land with control. I can use an overarm throw to help me to throw for distance. I can work with others, taking turns and sharing ideas. I can identify good technique. I can describe how my body feels during exercise.</p> <p><u>Team Building</u></p> <p>I can follow instructions carefully. I can say when I was successful at solving challenges. I can share my ideas and help to solve tasks. I can work co-operatively with a partner and a small group. I show honesty and can play fairly. I understand how to use, follow and create a simple diagram/map.</p> <p><u>Striking and fielding</u></p> <p>I am beginning to provide feedback using key words. I am developing underarm and overarm throwing skills. I can hit a ball using equipment with some consistency. I can track a ball and collect it. I can use simple tactics. I know how to score points and can remember the score. I understand the rules of the game and can use these to play fairly in a small group.</p> | | | | | |
| YEAR 3 | Fundamentals Yr 3 / 4 Dodgeball | Dance Swimming | Gymnastics Football | Tennis | Athletics OAA | Golf |
| Component knowledge and skills for Year 3 | <p><u>Fundamental skills</u></p> <p>I am able to jump and turn a skipping rope. I can change direction quickly. I can identify when I was successful. I can link hopping and jumping actions. I demonstrate balance when performing other fundamental skills. I understand how the body moves differently at different speeds. I understand why it is important to warm up.</p> <p><u>Dodgeball</u></p> <p>I am learning the rules of the game and I am beginning to use them to play fairly. I can provide feedback using key words. I can throw with some accuracy and I am beginning to catch with some consistency. I understand the aim of the game. I work co-operatively with my group to self-manage games.</p> <p><u>Dance</u></p> <p>I am respectful of others when watching them perform. I can provide feedback using key words. I can repeat, remember and perform a dance phrase. I can use counts to keep in time with a partner and group. I can use dynamic and expressive</p> | | | | | |

qualities in relation to an idea. I can work with a partner and in a small group, sharing ideas. I create short dance phrases that communicate the idea.

Gymnastics

I can adapt sequences to suit different types of apparatus. I can choose actions that flow well into one another.

I can complete actions with increasing balance and control. I can use matching and contrasting actions in a partner sequence.

I can provide feedback using key words. I use a greater number of my own ideas for movements in response to a task.

With help, I can recognise how performances could be improved.

Football

I am beginning to use simple tactics. I am learning the rules of the game and I am beginning to use them to play honestly and fairly. I can dribble, pass, receive and shoot the ball with some control. I can find space away from others and near to my goal. I can provide feedback using key words. I can track an opponent to slow them down. I understand my role as an attacker and as a defender. I work co-operatively with my group to self-manage games.

Tennis

I am learning the rules of the game and I am beginning to use them to play fairly. I can provide feedback using key words.

I can return a ball to a partner. I can use basic racket skills. I understand the aim of the game. I understand the benefits of exercise. I work cooperatively with my group to self-manage games.

Athletics

I am developing jumping for distance. I can identify when I was successful. I can take part in a relay activity, remembering when to run and what to do. I can throw a variety of objects, changing my action for accuracy and distance.

I can use different take off and landings when jumping. I can use key points to help me to improve my sprinting technique.

I can work with a partner and in a small group, sharing ideas. I show determination to achieve my personal best.

OAA

I am developing map reading skills. I can follow and give instructions. I can listen to and am accepting of others' ideas.

I can plan and attempt to apply strategies to solve problems. I can reflect on when and why I was successful at solving challenges and am beginning to understand why. I can work collaboratively with a partner and a small group.

Tri-golf

I can hold all equipment correctly. I can provide feedback using key words. I can strike the ball with some accuracy.

I can work on my own, with a partner and as a team. I mostly have the correct stance for putting. I show balance when striking the ball. I understand the aim of the game.

Swimming

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.

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| YEAR 4 | Ball Skills Yr 3 /4 Dodgeball | Dance Swimming | Gymnastics Tennis | Cricket | Athletics Football | OAA |
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| Component knowledge and skills for Year 4 | <p><u>Ball skills</u> I can accurately use a range of throwing techniques to throw to a target. I can catch different sized objects with increasing consistency with one and two hands. I can consistently track the path of a ball that is not sent directly to me. I can dribble a ball with increasing control and co-ordination. I can persevere when learning a new skill. I can provide feedback using key terminology and understand what I need to do to improve.</p> <p><u>Dodgeball</u> I understand the rules of the game and I can use them often and honestly. I can catch with increasing consistency. I can communicate with my teammates to apply simple tactics. I can provide feedback using key terminology and understand what I need to do to improve. I can return to the ready position to defend myself. I can throw with some accuracy at a target. I share ideas and work with others to manage our game.</p> <p><u>Dance</u> I can choose actions and dynamics to convey a character or idea. I can copy and remember set choreography. I can provide feedback using appropriate language relating to the lesson. I can respond imaginatively to a range of stimuli relating to character and narrative. I can use changes in timing and spacing to develop a dance. I can use counts to keep in time with others and the music. I can use simple movement patterns to structure dance phrases on my own, with a partner and in a group. I show respect for others when working as a group and watching others perform.</p> <p><u>Gymnastics</u> I can explain what happens to my body when I exercise and how this helps to make me healthy. I can plan and perform sequences with a partner that include a change of level and shape. I can provide feedback using appropriate language relating to the lesson. I can safely perform balances individually and with a partner. I can watch, describe and suggest possible improvements to others' performances and my own. I understand how body tension can improve the control and quality of my movements.</p> <p><u>Tennis</u> I understand the rules of the game and I can use them often and honestly. I can communicate with my teammates to apply simple tactics. I can explain what happens to my body when I exercise and how this helps to make me healthy. I can provide feedback using key terminology and understand what I need to do to improve. I can return to the ready position to defend my own court. I can sometimes play a continuous game. I can use a range of basic racket skills. I share ideas and work with others to manage our game.</p> <p><u>Cricket</u> I am able to bowl a ball with some accuracy and consistency. I am learning the rules of the game and I am beginning to use them to play honestly and fairly. I can communicate with my teammates to apply simple tactics. I can persevere when learning a new skill. I can provide feedback using key terminology and understand what I need to do to improve. I can strike a bowled ball after a bounce. I can use overarm and underarm throwing, and catching skills with increasing accuracy. I share ideas and work with others to manage our game.</p> <p><u>Athletics</u> I can demonstrate the difference in sprinting and jogging techniques. I can explain what happens in my body when I warm up. I can identify when I was successful and what I need to do to improve. I can jump for distance with balance and control.</p> | | | | | |

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| | <p>I can throw with some accuracy and power to a target area. I show determination to improve my personal best. I support and encourage others to work to their best.</p> <p><u>Football</u></p> <p>I understand the rules of the game and I can use them often and honestly. I can delay an opponent and help to prevent the other team from scoring. I can dribble, pass, receive and shoot the ball with increasing control. I can move to space to help my team to keep possession and score goals. I can provide feedback using key terminology and understand what I need to do to improve. I can use simple tactics to help my team score or gain possession. I share ideas and work with others to manage our game.</p> <p><u>OAA</u></p> <p>I can accurately follow and give instructions. I can confidently communicate ideas and listen to others. I can identify key symbols on a map and use a key to help navigate around a grid. I can plan and apply strategies to solve problems. I can reflect on when and why I was successful at solving challenges. I can work collaboratively and effectively with a partner and a small group.</p> <p><u>Swimming</u></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> | | | | | |
| YEAR 5 | Tag Rugby | Netball Dance | Gymnastics Handball | Badminton Yr 5 /6 OAA | Athletics Cricket | Golf Rounders |
| Component knowledge and skills for Year 5 | <p><u>Tag Rugby</u></p> <p>I can communicate with my team and move into space to keep possession and score. I can identify when I was successful and what I need to do to improve. I can pass and receive the ball with some control under pressure. I can tag opponents and close down space. I know what position I am playing in and how to contribute when attacking and defending. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations and I am beginning to apply this.</p> <p><u>Netball</u></p> <p>I can communicate with my team and move into space to keep possession and score. I can identify when I was successful and what I need to do to improve. I can pass, receive and shoot the ball with some control under pressure. I can stay with an opponent and I confident to attempt to intercept. I know what position I am playing in and how to contribute when attacking and defending. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations and I am beginning to apply this.</p> <p><u>Dance</u></p> | | | | | |

I can accurately copy and repeat set choreography. I can choreograph phrases individually and with others considering actions and dynamics. I can confidently perform different styles of dance, clearly and fluently, showing a good sense of timing. I can lead a group through short warm-up routines. I can refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus. I can suggest ways to improve my own and other people's work using key terminology. I can use counts when choreographing to stay in time with others and the music. I can use feedback provided to improve my work.

Gymnastics

I can create and perform sequences using apparatus, individually and with a partner. I can lead a partner through short warm-up routines. I can use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance. I can use feedback provided to improve my work. I can use set criteria to make simple judgments about performances and suggest ways they could be improved. I can use strength and flexibility to improve the quality of a performance. I can work safely when learning a new skill to keep myself and others safe.

Handball

I can lead others and contribute my ideas to group work. I use feedback provided to improve my work. I can apply defensive skills individually and as a team to gain possession, deny space and stop goals. I can dribble, pass, receive and shoot the ball with some control under pressure. I communicate with my team and move into space to help to maintain possession. I understand the need for tactics and can identify when to use them in different situations. I understand the rules and can apply them honestly most of the time including when refereeing.

Badminton

I am developing a wider range of skills and I am beginning to use these under some pressure. I can identify when I was successful and what I need to do to improve. I can use feedback provided to improve my work. I can work cooperatively with others to manage our game. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations and I am beginning to apply this.

OAA

I am inclusive of others and can share job roles. I can navigate around a course using a map. I can orientate a map confidently. I can reflect on when I was successful at solving challenges and alter my methods in order to improve. I can use critical thinking to approach a task. I can work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy.

Athletics

I can choose the best pace for a running event. I can identify good athletic performance and explain why it is good. I can perform a range of jumps showing some technique. I can show control at take-off and landing in jumping activities. I can take on the role of coach, official and timer when working in a group. I can use feedback to improve my sprinting technique. I persevere to achieve my personal best. I show accuracy and power when throwing for distance.

Cricket

I am developing a wider range of fielding skills and I am beginning to use these under some pressure. I can identify when I was successful and what I need to do to improve. I can strike a bowled ball with increasing consistency. I can work co-operatively with others to manage our game. I understand the need for tactics and can identify when to use them in different

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| | <p>situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations and I am beginning to use this.</p> <p><u>Golf</u></p> <p>I am developing a wider range of skills and I am beginning to use these under some pressure. I can hold all equipment correctly depending on the shot I am using. I can identify when I was successful and what I need to do to improve. I can use feedback provided to improve my work. I can work cooperatively with others to manage our game. I understand there are different skills for different situations and I am beginning to use these.</p> <p><u>Rounders</u></p> <p>I am beginning to strike a ball with a rounders bat. I am developing a wider range of fielding skills and I am beginning to use these under some pressure. I can identify when I was successful and what I need to do to improve. I can work co-operatively with others to manage our game. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations and I am beginning to use this.</p> | | | | | |
| <p>YEAR 6</p> <p>(Swimming top ups to be carried out summer term)</p> | <p>Tag Rugby</p> | <p>Dance</p> <p>Basketball</p> | <p>Gymnastics</p> <p>Handball</p> | <p>Badminton</p> <p>5/6</p> <p>OAA</p> | <p>Athletics</p> <p>Cricket</p> | <p>Volleyball</p> <p>Yr 5 /6</p> <p>Rounders</p> |
| <p>Component knowledge and skills for Year 6</p> | <p><u>Tag Rugby</u></p> <p>I can create and use space to help my team. I can pass and receive the ball with increasing control under pressure. I can select the appropriate action for the situation and make this decision quickly. I can tag opponents individually and when working within a unit. I can use the rules of the game consistently to play honestly and fairly. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. I can work in collaboration with others so that games run smoothly. I recognise my own and others strengths and areas for development and can suggest ways to improve.</p> <p><u>Dance</u></p> <p>I can choreograph a dance and work safely using a prop. I can lead a small group through a short warm-up routine. I can perform dances confidently and fluently with accuracy and good timing. I can refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters. I can use appropriate language to evaluate and refine my own and others' work. I can use feedback provided to improve the quality of my work. I can work creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances.</p> <p><u>Basketball</u></p> <p>I can create and use space to help my team. I can dribble, pass, receive and shoot the ball with increasing control under pressure. I can select the appropriate action for the situation and make this decision quickly. I can use the rules of the game honestly and consistently. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. I can work in collaboration with others so that games run smoothly. I recognise my own and others strengths and areas for development and can suggest ways to improve. I understand when to use different styles of defence in game situations.</p> | | | | | |

Gymnastics

I can combine and perform gymnastic actions, shapes and balances with control and fluency. I can create and perform sequences using compositional devices to improve the quality. I can lead a small group through a short warm-up routine. I can use appropriate language to evaluate and refine my own and others' work. I can work collaboratively with others to create a sequence. I understand how to work safely when learning a new skill. I understand what counter balance and counter tension is and can show examples with a partner.

Handball

I am confident to lead others and can contribute appropriate ideas to group work. I can confidently apply defensive skills individually and as a team to gain possession, deny space and stop goals. I can create and use space to help my team to maintain possession and create scoring opportunities. I can perform a range of skills with control and can select the appropriate action for the situation under pressure. I can work in collaboration with others to self-manage games so that they run smoothly. I recognise my own and others' strengths and areas for development and can suggest ways to improve. I use the rules of the game honestly and consistently when playing and refereeing.

Badminton

I can select the appropriate action for the situation and make this decision quickly. I can use a wider range of skills with increasing control under pressure. I can use feedback provided to improve the quality of my work. I can use the rules of the game consistently to play honestly and fairly. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. I can work in collaboration with others so that games run smoothly. I recognise my own and others strengths and areas for development and can suggest ways to improve.

OAA

I am inclusive of others, can share job roles and lead when necessary. I can orientate a map efficiently to navigate around a course. I can pool ideas within a group, selecting and applying the best method to solve a problem. I can use critical thinking skills to form ideas and strategies to solve challenges. I can work effectively with a partner and a group to solve challenges. With increasing accuracy, I can reflect on when and how I successful at solving challenges and alter my methods in order to improve.

Athletics

I can compete within the rules showing fair play and honesty. I can help others to improve their technique using key teaching points. I can identify my own and others' strengths and areas for development and can suggest ways to improve. I can perform jumps for distance using good technique. I can select and apply the best pace for a running event. I can show accuracy and good technique when throwing for distance. I understand that there are different areas of fitness and how this helps me in different activities. I use different strategies to persevere to achieve my personal best.

Cricket

I can select the appropriate action for the situation. I can strike a bowled ball with increasing consistency and accuracy. I can use a wider range of fielding skills with increasing control under pressure. I can use the rules of the game consistently to play fairly. I can work in collaboration with others so that games run smoothly. I recognise my own and others strengths and areas for development and can suggest ways to improve. I understand and can apply some tactics in the game as a batter, bowler and fielder.

Volleyball

I am confident to make decisions when refereeing. I can select the appropriate action for the situation and make this decision quickly. I can use a wider range of skills with increasing control under pressure. I can use feedback provided to improve the quality of my work. I can use the rules of the game consistently to play honestly and fairly. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. I can work in collaboration with others so that games run smoothly. I recognise my own and others strengths and areas for development and can suggest ways to improve.

Rounders

I can strike a bowled ball with increasing consistency. I can use a wider range of skills with increasing control under pressure. I can use the rules of the game consistently to play fairly. I can work collaboratively with others to get batters out. I can work in collaboration with others so that games run smoothly. I recognise my own and others strengths and areas for development and can suggest ways to improve. I understand and can apply some tactics in the game as a batter, bowler and fielder.