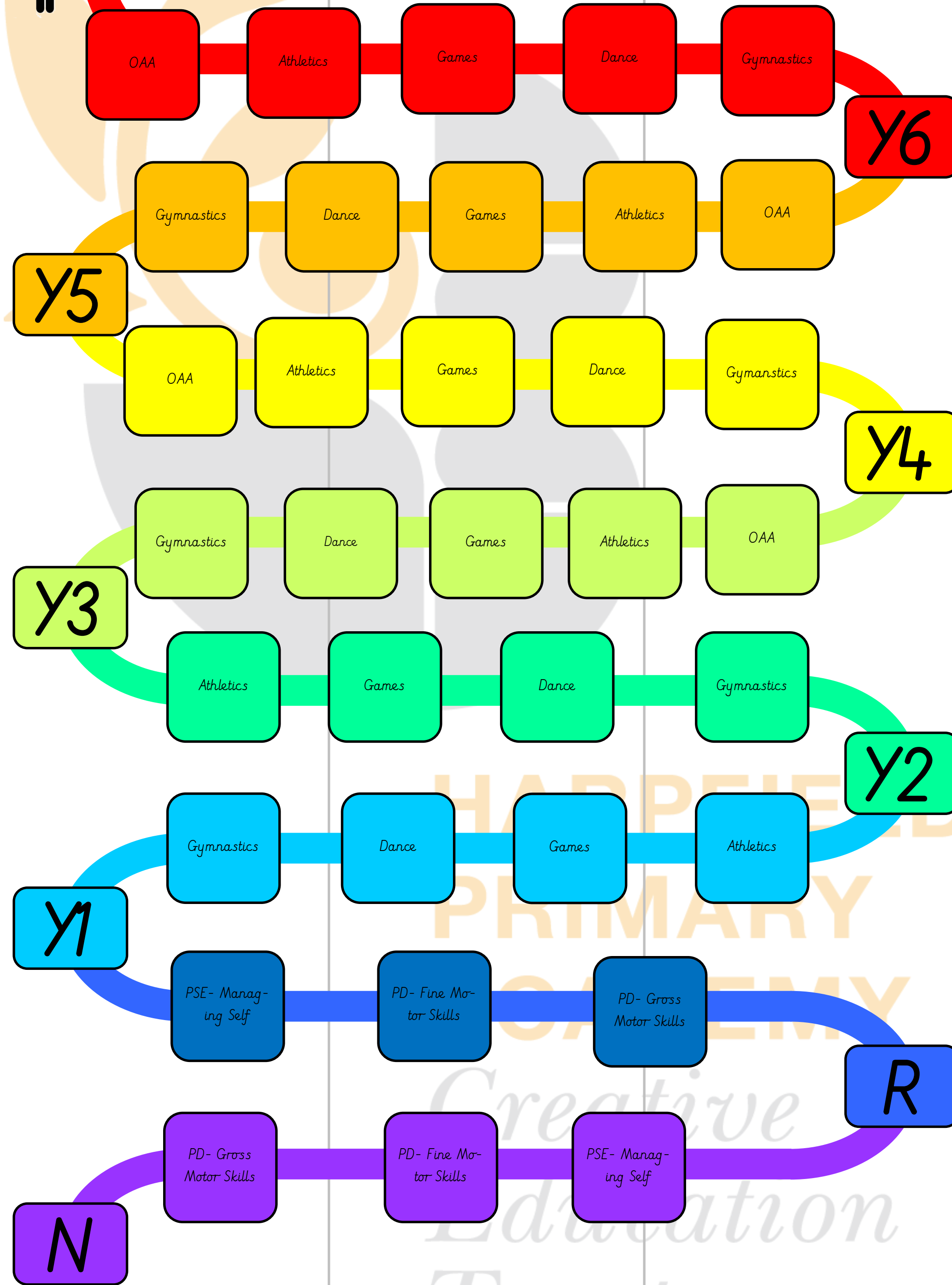


PE

Swimming lessons for Year 4, Year 5 and Year 6



## PE Rationale

Physical activity not only improves health, reduces stress and improves concentration, but also promotes correct physical growth and development. Exercise has a positive influence on academic achievement, emotional stability and interaction with others. Therefore both teachers and children should be aware of its importance.

At Harpfield Primary, we aim for the pupils to develop competence and excel in a broad range of physical activities, ensure children are physically active for sustained periods of time, allow children time to engage in competitive sports and activities and to learn about how to lead healthy, active lives.

PE develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. Our teaching offers opportunities to equip children with the physical skills and knowledge to allow future progress and healthy lifestyles, introduce children to a range of skills and physical activities and develop children's skills and techniques to allow them to reach their full potential in each area.

We provide a broad and balanced programme of Physical Education, as we believe every child should have, with activities designed to be enjoyable, vigorous, purposeful and regular.

Through providing positive experiences, a lifelong interest in physical activity is encouraged, as well as promoting positive attitudes towards a healthy lifestyle. The range of physical activities is wide and includes athletics, dance, games, gymnastics, swimming and outdoor education. A high quality programme is designed to satisfy the needs, abilities and interests of all individual children. The essential skills builder framework is also woven into the existing PE curriculum.

Year 6	Gymnastics Gymnast: Svetlana Khorkina	To develop flexibility, strength, technique, control and balance for example, through athletics and gymnastics. To compare their performances with previous ones and demonstrate improvement to achieve their personal best.
	Dance Dancer: Ashley Banjo	To perform dances using a range of movement patterns. To compare their performances with previous ones and demonstrate improvement to achieve their personal best.
	Games Hockey: Imran Sherwani	To play competitive games, modified where appropriate for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending. To compare their performances with previous ones and demonstrate improvement to achieve their personal best.
	Athletics Athlete: Jessica Ennis-Hill Paralympian: Ellie Simmonds	To use running, jumping, throwing and catching in isolation and in combination. To develop flexibility, strength, technique, control and balance for example, through athletics and gymnastics. To compare their performances with previous ones and demonstrate improvement to achieve their personal best.
	OAA	To take part in outdoor and adventurous activity challenges both individually and within a team. To compare their performances with previous ones and demonstrate improvement to achieve their personal best.
	Swimming	To swim competently, confidently and proficiently over a distance of at least 25 metres. To use a range of strokes effectively for example, front crawl, backstroke and breaststroke. To perform safe self-rescue in different water-based situations. (Developed over year 4, 5 and 6)
Year 5	Gymnastics Gymnast: Simone Biles	To develop flexibility, strength, technique, control and balance for example, through athletics and gymnastics. To compare their performances with previous ones and demonstrate improvement to achieve their personal best.
	Dance Dancer: Matthew Bourne	To perform dances using a range of movement patterns. To compare their performances with previous ones and demonstrate improvement to achieve their personal best.
	Games Badminton: Gail Emms	To play competitive games, modified where appropriate for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending. To compare their performances with previous ones and demonstrate improvement to achieve their personal best.
	Athletics Athlete: Kelly Holmes Paralympian: Stephen Miller	To use running, jumping, throwing and catching in isolation and in combination. To develop flexibility, strength, technique, control and balance for example, through athletics and gymnastics. To compare their performances with previous ones and demonstrate improvement to achieve their personal best.
	OAA	To take part in outdoor and adventurous activity challenges both individually and within a team. To compare their performances with previous ones and demonstrate improvement to achieve their personal best.



Year 4	<p>Gymnastics</p> <p>Gymnast: Bryony Page</p>	<p>To develop flexibility, strength, technique, control and balance for example, through athletics and gymnastics.</p> <p>To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
	<p>Dance</p> <p>Dancer: Rambert Dance Company</p>	<p>To perform dances using a range of movement patterns.</p> <p>To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
	<p>Games</p> <p>Tennis: Rafael Nadal</p>	<p>To play competitive games, modified where appropriate for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending.</p> <p>To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
	<p>Athletics</p> <p>Athlete: Steve Backley/ Jonathan Edwards</p> <p>Paralympian: Jonnie Peacock</p>	<p>To use running, jumping, throwing and catching in isolation and in combination.</p> <p>To develop flexibility, strength, technique, control and balance for example, through athletics and gymnastics.</p> <p>To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
	OAA	<p>To take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
Year 3	<p>Gymnastics</p> <p>Gymnast: Max Whitlock</p>	<p>To develop flexibility, strength, technique, control and balance for example, through athletics and gymnastics.</p> <p>To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
	<p>Dance</p> <p>Dancer: AJ Pritchard</p>	<p>To perform dances using a range of movement patterns.</p> <p>To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
	<p>Games</p> <p>Netball: Tracey Neville</p>	<p>To play competitive games, modified where appropriate for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending.</p> <p>To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
	<p>Athletics</p> <p>Athlete: Jazmin Savryers</p> <p>Paralympian: Kadeena Cox</p>	<p>To use running, jumping, throwing and catching in isolation and in combination.</p> <p>To develop flexibility, strength, technique, control and balance for example, through athletics and gymnastics.</p> <p>To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
	OAA	<p>To take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>

Year 2	<p>Gymnastics</p> <p>Gymnast: Louis Smith</p>	<p>To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p>
	<p>Dance</p> <p>Dancer: Torvill and Dean</p>	<p>To perform dances using simple movement patterns.</p>
	<p>Games</p> <p>Football: Sir Stanley Matthews</p>	<p>To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>To participate in team games, developing simple tactics for attacking and defending.</p>
	<p>Athletics</p> <p>Athlete: Ashleigh Nelson</p> <p>Paralympian: Tanni Grey Thompson</p>	<p>To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p>
Year 1	<p>Gymnastics</p> <p>Gymnast: Beth Tweddle</p>	<p>To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p>
	<p>Dance</p> <p>Dancer: Darcey Bussell</p>	<p>To perform dances using simple movement patterns.</p>
	<p>Games</p> <p>Football: Marcus Rashford</p>	<p>To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>To participate in team games, developing simple tactics for attacking and defending.</p>
	<p>Athletics</p> <p>Athlete: Mo Farah/Paula Radcliffe</p> <p>Paralympian: Ade Adepitan</p>	<p>To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p>

		Head (Thinking)	Hands (Doing)	Heart (Behavioural Change)	Vocabulary
Year 6	Gymnastics	<p>Can they use appropriate language to evaluate and refine their own and others' work?</p> <p>Can they understand how to work safely when learning a new skill?</p> <p>To know the life and impact of Svetlana Khorkina.</p>	<p>Can they combine and perform gymnastic actions, shapes and balances with control and fluency?</p> <p>Can they create and perform sequences using compositional devices to improve the quality?</p> <p>Can they understand what counter balance and counter tension is and show examples with a partner?</p>	<p>Can they lead a small group through a short warm-up routine?</p> <p>Can they work collaboratively with others to create a sequence?</p>	<p>Performance, movement, symmetrical, asymmetrical, twisting, rotation, landing, take-off, flight, weight on hands, counter balance/tension, contrasting, compose, force, precision, control, fluency, transition, composition, muscles, joints.</p>
	Dance	<p>Can they choreograph a dance and work safely using a prop?</p> <p>Can they use appropriate language to evaluate and refine their own and others' work?</p> <p>Can they work creatively and imaginatively on their own, with a partner and in a group to choreograph and structure dances?</p> <p>To know the life and impact of Ashely Banyor.</p>	<p>Can they perform dances confidently and fluently with accuracy and good timing?</p> <p>Can they refine the way they use actions, dynamics and relationships to represent ideas, emotions, feelings and characters?</p>	<p>Can they lead a small group through a short warm-up routine?</p> <p>Can they use feedback to improve the quality of their work?</p>	<p>Action/reaction, canon, freeze frame, choreograph, count, dynamics, timing, set, trigger, unison, emotion/feeling, precision, control, fluency, stimuli, rhythm, spatial awareness, performance, confident.</p>
	Games	<p>Can they select the appropriate action for the situation and make this decision quickly?</p> <p>Can they understand when to use different styles of defence in game situations?</p> <p>Can they understand and apply some tactics in the games?</p> <p>Can they recognise their own strengths and areas for development and suggest ways to improve.</p> <p>Can they officiate and help to manage a game by refereeing?</p> <p>To know the life and impact of Imran Sherwani.</p>	<p><b>Invasion games (football, tag rugby, netball, basketball, hockey, volleyball, dodgeball)</b></p> <p>Can they dribble, pass, receive and shoot the ball with increasing control under pressure?</p> <p>Can they use a wider range of skills with increasing control under pressure?</p> <p>Can they create and use space to help their team?</p> <p>Can they use marking, tackling or intercepting to improve my defence?</p> <p><b>Striking and fielding (rounders and cricket)</b></p> <p>Can they strike a bowled ball with increasing consistency and accuracy?</p> <p>Can they use a wide range of fielding skills with increasing control under pressure?</p> <p><b>Racket sports (badminton and tennis)</b></p> <p>Can they use a wider range of skills with increasing control under pressure ?</p> <p>Can they use a forehand and backhand grip appropriately for different strokes?</p> <p>Can they develop accuracy for a serve?</p> <p>Can they rally with an opponent competitively?</p>	<p>Can they use the rules of the game to play honestly and fairly?</p> <p>Can they work collaboratively to create tactics with their team and evaluate the effectiveness of these.</p> <p>Can they use feedback to improve the quality of their work?</p>	<p><b>Invasion-</b> formation, delay, possession, scanning support, tactics, attack, defence, footwork, dribble, mark, referee.</p> <p><b>Striking and fielding-</b> formation, possession, width, depth, scanning, support, tactics, attack defence, umpire.</p> <p><b>Racket-</b> balance, formation, tactics, attack, defence, footwork, rally, forehand, backhand, overhead, underarm, serve, return, love, deuce, advantage, umpire.</p>
	<p>Athletics</p> <p>OAA</p>	<p>Can they help others improve their technique using key teaching points?</p> <p>Can they identify their own strengths and areas for development and suggest ways to improve?</p> <p>Can they understand that there are different areas of fitness and how this helps in different activities?</p> <p>To know the life and impact of Jessica Ennis-Hill and Ellie Simmonds.</p> <p>Can they pool ideas within a group, selecting and applying the best method to solve a problem?</p> <p>Can they use critical thinking skills to form ideas and strategies to solve challenges?</p> <p>Can they reflect on when and how they were successful at solving challenges and alter their methods in order to improve?</p>	<p>Can they perform jumps for distance using good technique?</p> <p>Can they select and apply the best pace for a running event?</p> <p>Can they show accuracy and good technique when throwing for distance?</p> <p>Can they orientate a map efficiently to navigate around a course?</p>	<p>Can they compete within the rules showing fair play and honesty?</p> <p>Can they use different strategies to persevere to achieve their personal best?</p> <p>Can they be inclusive of others, share job roles and lead when necessary?</p> <p>Can they work effectively with a partner and a group to solve challenges?</p>	<p>Officiate, analysis, technique, relay changeover, momentum, finishing line, consistency, endurance, explosive power, pacing, relay, strength, speed, stamina, sprint, javelin, shot put, long jump, hurdles, pace, track, field.</p> <p>Communication, compass point, stamina, pace, decision, map reading, orienteering, problem-solving, solution, strategy, teamwork, orientation, orientate, check point.</p>



		Head (Thinking)	Hands (Doing)	Heart (Behavioural Change)	Vocabulary
Year 5	Gymnastics	<p>Can they use a set criteria to make simple judgements about performances and suggest ways they could be improved?</p> <p>Can they work safely when learning a new skill to keep myself and others safe?</p> <p>To know the life and impact of Simone Biles.</p>	<p>Can they create and perform sequences using apparatus, individually and with a partner?</p> <p>Can they use strength and flexibility to improve the quality of a performance?</p> <p>Can they use cannon and synchronisation, and matching and mirroring when performing with a partner and a group?</p>	<p>Can they lead a partner through short warm-up routines?</p> <p>Can they use feedback to improve their work?</p>	<p>Balance, sequence, action, movement, shape, accurately, clearly, consistently, twisting, weight on hands, rotation, turn, landing, take-off, fluency, transition, flight, use of speed, control, coordination, muscles, joints. .</p>
	Dance	<p>Can they choreograph phrases individually and with others considering actions and dynamics?</p> <p>Can they suggest ways to improve their own and other people's work using key terminology?</p> <p>To know the life and impact of Matthew Bourne.</p>	<p>Can they accurately copy and repeat set choreography?</p> <p>Can they confidently perform different styles of dance, clearly and fluently, showing a good sense of timing?</p> <p>Can they refine the way they use actions, dynamics, relationships and space in my dance in response to a stimulus?</p> <p>Can they use counts when choreographing to stay in time with others and the music?</p>	<p>Can they lead a group through short warm-up routines?</p> <p>Can they use feedback to improve their work?</p>	<p>Movement, sequence, balance, expression, compose, creative, imaginative, variation, unison, canon, technique, pattern, rhythm, clarity, fluency, accuracy, consistency, choreograph, motif, performance, confident.</p>
	Games	<p>Can they identify when they were successful and what they need to do to improve?</p> <p>Can they identify what position they are playing in and know how they contribute when attacking and defending?</p> <p>Can they often make the correct decision of who to pass to and when?</p> <p>Can they use to referee a game?</p> <p>To know the life and impact of Gail Emms.</p>	<p><b>Invasion games (football, tag rugby, basketball, netball, volleyball, hockey)</b></p> <p>Can they dribble, pass, receive and shoot the ball with some control under pressure?</p> <p>Can they track, tackle and intercept when playing in defence and to close down space?</p> <p>Can they stay with an opponent and be confident to attempt to intercept?</p> <p><b>Striking and fielding (rounders and cricket)</b></p> <p>Can they develop a wider range of fielding skills and begin to use them under pressure?</p> <p>Can they strike a bowled ball with increasing consistency?</p> <p>Can they begin to strike a ball with a rounders bat?</p> <p><b>Racket sports (badminton and tennis)</b></p> <p>Can they use a forehand and backhand grip, develop a wider range of skills and begin to use these under some pressure?</p> <p>Can they serve using the correct grip?</p> <p>Can they rally with a partner?</p>	<p>Can they communicate with their team and move into space to keep possession and score?</p> <p>Can they understand the need for tactics and can identify when to use them in different situations?</p> <p>Can they understand the rules of the game and apply them to play fairly and honestly most of the time?</p> <p>Can they understand there are different skills for different situations and beginning to apply this?</p> <p>Can they work cooperatively with others to manage a game?</p> <p>Can they identify how different activities can benefit their physical health?</p>	<p><b>Invasion-</b> accuracy, pass, dribble, shooting, support, marking, attackers, defenders, compete, team play, offside, pitch, court.</p> <p><b>Striking and fielding-</b> batting, fielding, bowler, bowling, accuracy, teamwork, offside, pitch</p> <p><b>Racket-</b> accuracy, rally, forehand, backhand, overhead, underarm, love, serve, return, court.</p>
	Athletics	<p>Can they identify good athletic performance and explain why it is good?</p> <p>Can they take on the role of coach, official and timer when working in a group?</p> <p>To know about the life and impact of Kelly Holmes and Stephen Miller.</p>	<p>Can they choose the best pace for a running event?</p> <p>Can they perform a range of jumps showing some technique?</p> <p>Can they show control at take-off and landing in jumping activities?</p> <p>Can they show accuracy and power when throwing for distance?</p>	<p>Can they persevere to achieve a personal best?</p> <p>Can they use feedback to improve sprinting technique?</p>	<p>Run up, jump, one foot, two feet, distance, measure, exercise, strength, speed, stamina, sprint, endurance, distance, measure, pacing, rhythm, leading leg, hurdles, take off, release, run up, team, race, finishing line, momentum, accuracy, explosive power.</p>
	OAA	<p>Can they use critical thinking to approach a task?</p> <p>Can they work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy?</p>	<p>Can they navigate around a course using a map?</p> <p>Can they orientate a map confidently?</p>	<p>Can they be inclusive of others and share job roles?</p> <p>Can they reflect on when they were successful at solving challenges and alter their methods in order to improve?</p>	<p>Assess, route, plan, lead, map, symbols, scale, orientation, scenario, check point.</p>

		Head (Thinking)	Hands (Doing)	Heart (Behavioural Change)	Vocabulary
Year 4	Gymnastics	<p>Can they follow a set of 'rules' to produce a sequence?</p> <p>Can they work with a partner to create, repeat and improve a sequence with at least three phases?</p> <p>Can they identify some muscle groups used in gymnastic activities?</p> <p>Can they watch, describe and suggest possible improvements for others' performance and their own?</p> <p>To know the life and impact of Bryony Page.</p>	<p>Can they perform an individual balance and a partner balance safely?</p> <p>Can they perform a straight, forward, barrel and straddle roll?</p> <p>Can they land safely when performing a jump including a rotation?</p> <p>Can they work in a controlled way?</p> <p>Can they include change of speed, and a range of direction and shapes?</p>	<p>Can they explain what happens to their body when they exercise?</p> <p>Can they explain how exercise helps to make them healthy?</p>	<p>Balances, stretch, push, pull, spring, individual, partner, straight, barrel, forward, straddle, roll, inverted, jumps, land, rotation, apparatus, sequence, control, speed, direction, shapes, repeat.</p>
	Dance	<p>Can they refine and remember dance phrases?</p> <p>Can they describe, interpret and evaluate a dance, and show sensitivity to the dance idea and accompaniment?</p> <p>To know the works and impact of the Rambert Dance Company (including choreographer Christopher Bruce).</p>	<p>Can they copy and remember set choreography and perform it clearly and fluently?</p> <p>Can they use counts to keep in time with others and the music?</p> <p>Can they use simple movement patterns to structure a dance?</p> <p>Can they respond imaginatively to a range of stimuli and use simple motifs to structure dance phrases related to character and narrative?</p>	<p>Can they show a clear understanding of how to warm-up and cool-down safely?</p> <p>Can they show respect for others when working as a group and watching others perform?</p>	<p>Imaginatively, stimuli, motifs, refine, repeat, clearly, fluently, sensitivity, interpret, contrast, strength, tone, flexibility, improvise, action and reaction, evaluate, performance, confident.</p>
	Games	<p>Can they provide feedback using key terminology and understand what they need to do to improve?</p> <p>To know about the life and impact of Rafael Nadal.</p>	<p><b>Sports/games to include- football, netball/ basketball, tag rugby, hockey, cricket, tennis.</b></p> <p>Can they accurately use a range of throwing techniques to throw to a target?</p> <p>Can they catch different sized objects with increasing consistency with one and two hands?</p> <p>Can they use a range of basic racket skills?</p> <p>Can they hit a ball into a space/to a partner?</p> <p>Can they consistently track a path of a ball that is not sent directly to me?</p> <p>Can they dribble a ball with increasing control and co-ordination?</p> <p>Can they keep possession of the ball?</p> <p>Can they move to find a space when they are not in possession during a game?</p> <p>Can they vary tactics and adapt skills according to what is happening?</p>	<p>Can they explain why warming up is important?</p> <p>Can they explain why keeping fit is good for their health?</p>	<p>Pass, send, receive, hitting, batting, fielding, forehand, backhand, rally, travel with a ball, make use of space, keep possession, tactics, attacking, defending, intercepting, keeping score, points, goals, rules, consistency, accuracy, fair play, honesty.</p>
	Athletics	<p>Can they identify when they are successful and what they need to do to improve?</p> <p>To know about the life and impact of Jonathan Edwards, Steve Backley and Jonnie Peacock.</p>	<p>Can they run over a long distance?</p> <p>Can they use speed and power over a short distance?</p> <p>Can they throw using a specific technique (javelin)?</p> <p>Can they hit a target?</p> <p>Can they jump for distance with balance and control?</p>	<p>Can they explain what happens in their body when they warm up?</p> <p>Can they show determination to improve their personal best?</p> <p>Can they support and encourage others to work to their best?</p>	<p>Track, field, Throw, catch, movement agility, coordination, accuracy, sprinting, distance, steady pace, acceleration, pace, power, momentum, accuracy, height, record, rhythm, leading leg, measure, overarm, pulse rate, jogging, hurdles, control, landing foot, stamina, endurance, stance, speed, technique, relay, finishing line, improve.</p>
	OAA	<p>Can they accurately follow and give instructions?</p> <p>Can they plan and apply strategies to solve problems?</p>	<p>Can they move from one location to another following a map?</p> <p>Can they identify key symbols on a map and use a key to help navigate around a grid?</p>	<p>Can they confidently communicate ideas and listen to others?</p> <p>Can they reflect on when and why they were successful?</p> <p>Can they work collaboratively and effectively with a partner and in a small group?</p>	<p>Route, strategy, scenario, orientation, symbols, map, co-operate, scale, plan.</p>



		Head (Thinking)	Hands (Doing)	Heart (Behavioural Change)	Vocabulary
Year 3	Gymnastics	<p>Can they adapt sequences and use their own ideas to suit a task, different types of apparatus and their partner's ability?</p> <p>Can they explain how strength and suppleness affect performances?</p> <p>Can they compare and contrast gymnastic sequences, commenting on similarities and differences?</p> <p>To know the life and impact of Max Whitlock.</p>	<p>Can they complete actions with increasing balance and control?</p> <p>Can they use flexibility, strength, technique, control and balance in sequences?</p>	<p>Can they move in unison with a partner?</p>	<p>Movement , stretch, push, pull, , spring, jump and land, agility, coordination, perform, sequence, fluency, contrast, strength, tone, flexibility, technique, control, balance, suppleness.</p>
	Dance	<p>Can they improvise freely and create dance phrases, translating ideas from a stimulus into movement?</p> <p>Can they share and create phrases with a partner and in small groups?</p> <p>Can they recognise and talk about the movements used and the expressive qualities of dance and suggest improvements to their own and other people's dance?</p> <p>Can they provide feedback using key words?</p> <p>To know about the life and impact of AJ Pritchard.</p>	<p>Can they repeat, remember and perform a dance phrase?</p> <p>Can they use counts to keep in time with a partner and group?</p> <p>an they use dynamic, rhythmic and expressive qualities clearly and with control?</p>	<p>Can they understand the importance of warming-up and cooling-down?</p>	<p>Movement, coordination, perform, sequence, control, contrast, strength, tone, flexibility, improvise, stimulus, dance phrase, perform, dynamic, rhythmic, expressive, repetition, action and reaction, performance, confident.</p>
	Games	<p>Can they provide feedback using key words?</p> <p>To know the life and impact of Tracey Neville.</p>	<p>Can they throw and catch with control and increasing consistency?</p> <p>Can they throw with accuracy and increasing consistency to a target?</p> <p>Can they dribble a ball with control?</p> <p>Can they show a variety of throwing techniques?</p> <p>Can they track the path of a ball that is not sent directly to me?</p> <p>Are they aware of space and use it to support teammates and cause problems for the opposition?</p> <p>Can they keep possession with some success when using equipment that is not used for throwing and catching skills?</p>	<p>Can they understand and know how to use rules fairly to keep games going?</p> <p>Can they persevere when learning a new skill?</p>	<p>Pass, send, receive, hitting, batting, fielding, travel with a ball, make use of space, keep possession, tactics, attacking, defending, intercepting, keeping score, points, goals, rules, consistency, accuracy, fair play.</p>
	Athletics	<p>Can they identify when they are successful?</p> <p>Can they take part in a relay activity, remembering when to run and what to do?</p> <p>Can they use key points to help them improve their sprinting technique?</p> <p>To know about the life and impact of Jazmin Sawyers and Kadeena Cox.</p>	<p>Can they run at fast, medium and slow speeds, changing speed and direction?</p> <p>Can they use different take off and landings when jumping?</p> <p>Can they link running and jumping activities with some fluency, control and consistency?</p> <p>Can they throw a variety of objects, changing their action for accuracy and distance?</p>	<p>Can they work with a partner and in a small group, sharing ideas?</p> <p>Can they show determination to achieve their personal best?</p>	<p>Throw, catch, movement agility, coordination, control, accuracy, sprinting, distance, steady pace, accuracy, height, record, rhythm, leading leg, measure, overarm, pulse rate, jogging, hurdles, stamina, obstacles, stance, speed, relay, improve.</p>
	OAA	<p>Can they follow a map in a familiar context?</p> <p>Can they use clues to follow a route?</p> <p>Can they plan and attempt to apply strategies to solve problems?</p>	<p>Can they move from one location to another following a map?</p>	<p>Can they follow a route safely?</p> <p>Can they reflect on when and why they were successful?</p> <p>Can they listen to and be accepting of others ideas?</p> <p>Can they work collaboratively with a partner and in a small group?</p>	<p>Team, route, orienteering, map, diagram, scale, symbols, challenges, problem-solving, trust, follow, lead, plan.</p>

		Head (Thinking)	Hands (Doing)	Heart (Behavioural Change)	Vocabulary
Year 2	Gymnastics	<p>Can they plan and repeat simple sequences of actions?</p> <p>Can they use directions and levels to make their work look interesting?</p> <p>Can they make simple decisions and be aware of what they need to do to improve?</p> <p>Can they say why they think gymnastic actions are being performed well?</p> <p>Can they describe what they and others have done?</p> <p>To know the life and impact of Louis Smith.</p>	<p>Can they perform the basic gymnastic actions (balances, rolls, jumps) with some co-ordination, agility, control and balance?</p> <p>Can they use shapes when performing other skills?</p> <p>Can they show contrast in shapes?</p>	<p>Can they recognise and describe how they feel after exercise?</p> <p>Can they describe what their bodies feel like during gymnastic activities?</p> <p>Can they work safely with others and using apparatus?</p> <p>Can they collaborate with each other to create a routine?</p>	<p>Forward, backwards, sideways, roll, balance, shape, jump, travel, stretch, wide, narrow, apparatus, contrast, control, coordination, actions, sequence, performance, collaborate.</p>
	Dance	<p>Can they choose movements with different dynamic qualities to make a dance phrase that expresses an idea, character, mood or feeling?</p> <p>Can they describe the pace, mood, feelings and expressive qualities of dance?</p> <p>Can they provide feedback using key words?</p> <p>To know the life and impact of Torvill and Dean.</p>	<p>Can they copy, remember and repeat short dance phrases?</p> <p>Can they use counts to stay in time with the music.</p> <p>Can they use control and coordination?</p> <p>Can they link actions?</p>	<p>Can they work with a partner to perform actions?</p> <p>Can they perform with confidence?</p> <p>Can they describe how dancing affects their body?</p> <p>Can they understand why it is important to be active?</p>	<p>Sequence, patterns, control, coordination, pace, direction, space, travel, levels, counts, speed, dance phase, mood, feeling, actions, expressive qualities, performance, confident.</p>
	Games	<p>Can they make choices about appropriate targets, space and equipment?</p> <p>Can they use simple tactics to make it difficult for an opponent?</p> <p>Can they apply these skills in a variety of simple games?</p> <p>Can they understand how to score points and remember the score?</p> <p>Can they provide feedback using key words?</p> <p>To know the life and impact of Sir Stanley Matthews.</p>	<p>Can they perform basic skills of rolling, striking and kicking with more confidence?</p> <p>Can they dribble a ball with my hands and feet with some control?</p> <p>Can they develop underarm and overarm throwing skills?</p> <p>Can they roll and throw a ball to hit a target?</p> <p>Can they hit a ball over the net and into a court area?</p> <p>Can they catch a ball with and without a bounce?</p> <p>Can they send and receive a ball using both kicking and throwing and catching skills?</p> <p>Can they track a ball and move with a ball towards a goal?</p> <p>Can they dodge and find space away from the other team?</p> <p>Can they defend a space on their court using the ready position?</p> <p>Can they hit a ball using equipment with some consistency?</p>	<p>Can they show awareness of opponents and teammates when playing games?</p> <p>Can they describe how their bodies work and feel when playing games?</p> <p>Can they work well with a partner and in a small group to improve their skills?</p> <p>Can they work safely to send a ball towards a partner?</p> <p>Can they understand the rules of a game and use these to play fairly?</p>	<p>Opponents, rolling, striking, catching, kicking, dribbling, passing, controlling, targets, space, dodge, tactics, underarm, overarm, attacking, defending, shooting, scoring, teamwork, partner work, improvement, confidence</p>
	Athletics	<p>Can they make up and repeat a short sequence of linked jumps?</p> <p>Can they take part in a relay activity, remembering when to run and what to do?</p> <p>Can they identify good technique?</p> <p>To know the life and impact of Ashleigh Nelson.</p>	<p>Can they run at fast, medium and slow speeds, changing speed and direction?</p> <p>Can they jump and land with control?</p> <p>Can they link running and jumping activities with some fluency, control and consistency?</p> <p>Can they use an overarm throw to help them throw for distance?</p>	<p>Can they recognise when their heart rate, and breathing rate have changed?</p> <p>Can they work with others, sharing ideas?</p>	<p>Throw, high, low, skip, aim, fast, slow jump, leap, hop, run, target, overarm, jogging, speed, direction, control, accuracy, distance, heart-rate, accelerate, baton, relay, take off, landing, evaluate.</p>

		Head (Thinking)	Hands (Doing)	Heart (Behavioural Change)	Vocabulary
Year 1	Gymnastics	Can they link simple actions together to create a sequence? Can they say what they liked about someone else's performance?  To know the life and impact of Beth Tweddle.	Can they make their body tense, relaxed, stretched and curled? Can they perform basic gymnastic actions (balances, rolls, jumps)? Can they remember and repeat actions and shapes?	Can they perform confidently in front of others? Can they use apparatus safely and wait for their turn? Can they recognise changes in their body when they do exercise?	Forward, backwards, sideways, roll, balance, slow, body parts, shape, jump, travel, stretch, wide, narrow, tense, relaxed, stretched, curled, actions, sequence.
	Dance	Can they choose appropriate movements for different dance ideas? Can they show a sense of expressive qualities in their dance? Can they say what they liked about someone else's performance?  To know the life and impact of Darcey Bussell.	Can they begin to use counts? Can they copy remember and repeat actions? Can they use different parts of the body in isolation and together?	Can they move confidently and safely? Can they work with others to share ideas and select actions?	Travel, stillness, direction, space, body parts, levels, speed, counts, actions, movements, expression, confident, performance.
	Games	Can they begin to understand simple tactics? Can they recognise space when playing games? Can they understand when they are a defender and an attacker? Can they score points in a game? Can they say when someone was successful?  To know the life and impact of Marcus Rashford.	Can they catch with two hands? Can they begin to dribble a ball with their hands and feet? Can they throw a ball to a partner? Can they roll and throw with some accuracy towards a target? Can they hit a ball using a piece of equipment? Can they track a ball that is coming towards them? Can they change direction to move away from a defender? Can they move to stay with another player when defending? Can they use a ready position to move to the ball?	Can they work co-operatively with a partner? Can they use simple rules to play fairly? Can they recognise changes in their body when they exercise?	Striking, catching, kicking, dribbling, own space, team, speed, direction, passing, controlling, shooting, defender, attacker, scoring, partner, fair play.
	Athletics	Can they understand the difference between a jump, leap and hop and choose which one allows them to jump the furthest?  To know the life and impact of Mo Farah, Paula Radcliffe and Ade Adepitan.	Can they run at different speeds? Can they show balance and co-ordination when changing direction? Can they develop overarm throwing? Can they throw towards a target? Can they jump, leap and hop from a standing position?	Can they recognise changes in their body when they do exercise? Can they work with others and make safe choices?	Throw, high, low, skip, aim, fast, slow jump, leap, hop, run, target, overarm, jogging, accelerate, baton, relay, take off, landing, evaluate.



Reception	PD- Gross Motor Skills Reception	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, Walking, jumping, running, hopping, skipping, climbing. Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
	ELG	Combine different movements with ease and fluency.
	PD- Fine Motor Skills Reception	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.
	ELG	Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. (outdoor area)
	PSE- Managing Self Reception	Know and talk about the different factors that support their overall health and wellbeing: regular physical activity. <b>Negotiate space and obstacles safely with consideration for themselves and others.</b> <b>Demonstrate strength, balance and co-ordination when playing.</b> <b>Move energetically, such as running, jumping dancing, hopping, skipping and climbing.</b> Show resilience and perseverance in the face of challenge.
Nursery	ELG	<b>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</b>
		See Get Set 4 PE for explicit planning/ are met in forest school learning
	PD- Gross Motor Skills Birth to 3 years	Lift their head while lying on their front. Push their chest up with straight arms. Roll over: from front to back, then back to front. Enjoy moving when outdoors and inside. Sit without support. Begin to crawl in different ways and directions. Pull themselves upright and bouncing in preparation for walking. Reach out for objects as co-ordination develops. Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. Clap and stamp to music. Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. Enjoy starting to kick, throw and catch balls. Begin to walk independently - choosing appropriate props to support at first. Walk, run, jump and climb - and start to use the stairs independently. Spin, roll and independently use ropes and swings.
	3-4 years	Continue to develop their movement, balancing, riding and ball skills. (outdoor area)
	PD- Fine Motor Skills Birth to 3 years	Go up steps and stairs, or climb up apparatus, using alternate feet. (walking to forest) Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers.
	3-4 years	Start taking part in some group activities which they make up for themselves, or in teams. (bricks and blocks/ collaborative building)
	PSE- Managing Self Birth to 3 years	Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. (linked to pattern in maths) Match their developing physical skills to tasks and activities in the setting. Collaborate with others to manage large items. Develop manipulation and control. (continuous provision/ writing area/ fine motor) Show a preference for a dominant hand. (continuous provision/ writing area/ fine motor) Begin to show 'effortful control'. (through classroom routines)
	3-4 years	Play with one or more other children, extending and elaborating play ideas. (continuous provision)
		See Get Set 4 PE for explicit planning/ are met in forest school learning