

Physical Education overview

Includes the British values of: Rule of law, Individual Liberty, Mutual Respect; **and the UNICEF values:** Articles 6- Right to life, survival and development, Article 13- Freedom of expression, Article 23- Children with disability, Article 28- Right to education, Article 29- Goals of education, Article 31- Play, leisure and culture

	Autumn	Spring	Summer
Nursery	<ul style="list-style-type: none"> ✓ Begin to pull themselves up on climbing equipment ✓ Kick a large ball ✓ Pedal a wheeled toy ✓ Imitate movement in response to music 	<ul style="list-style-type: none"> ✓ Move freely, with confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping ✓ Join in with dancing games ✓ Use movement to express feelings 	<ul style="list-style-type: none"> ✓ Run skillfully, negotiate space successfully ✓ Catch a large ball ✓ Observe the effects of activity on their bodies ✓ Jump off an object and land appropriately ✓ Create movement in response to music
Reception	<ul style="list-style-type: none"> ✓ Experiment with different ways of moving ✓ Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles ✓ Show an understanding of the need for safety when tackling new challenges 	<ul style="list-style-type: none"> ✓ Travel with confidence and skill around, under, over and through balancing and climbing equipment ✓ Show increasing control over an object in pushing, patting, throwing, catching or kicking it ✓ Initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences ✓ Practise some appropriate safety measures without direct supervision ✓ Show an understanding of how to transport and store equipment safely 	<ul style="list-style-type: none"> ✓ Show good control and co-ordination in large and small movements ✓ Move confidently in a range of ways, safely negotiating space ✓ Represent ideas, thoughts and feelings through dance ✓ Know the importance for good health of physical exercise and a healthy diet ✓ Talk about ways to keep healthy and safe ✓ Participate in team games

Year 1

Games

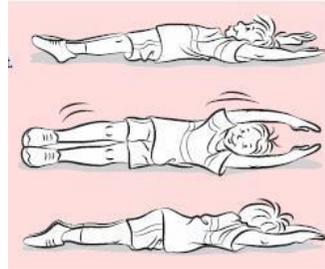
- ✓ **Large ball skills and games**
- ✓ Move fluently, changing direction and speed easily and avoiding collisions
- ✓ Show control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking
- ✓ Understand the concept of tracking, and get in line with the ball to receive it
- ✓ Understand the concepts of aiming, hitting into space, and taking the ball to a good position for aiming
- ✓ Use skills in different ways in different games, and try to win by changing the way I use skills in response to my opponent's actions
- ✓ Recognise space in my games and use it to my advantage, planning where to stand to make it difficult for opponents
- ✓ Describe what it feels like when I breathe faster during exercise
- ✓ Explain why running and playing games is good for me
- ✓ Watch others' movements carefully
- ✓ Describe what I have done or seen others doing
- ✓ Copy what I see and say why it is good

Dance

- ✓ **The Magic Toys (Val Sabin)**
- ✓ Respond to different stimuli with a range of actions
- ✓ Copy and explore basic body actions demonstrated by my teacher
- ✓ I can copy simple movement patterns from others and explore that movement

Gymnastics

- ✓ **Rocking and Rolling (Val Sabin)**
- ✓ **Wide, narrow, curled (Val Sabin)**



Perform basic gymnastic actions, including travelling, rolling, jumping and climbing, and stay still when required

- ✓ Manage the space safely, showing good awareness of others, mats and apparatus
- ✓ Make up and perform simple movement phrases in response to simple tasks
- ✓ Link and repeat basic gymnastic actions
- ✓ Perform movement phrases with control and accuracy
- ✓ Know when the body is active and talk about the difference between tension and relaxation
- ✓ Carry and place appropriate apparatus safely, with guidance
- ✓ Watch and describe accurately a short sequence of basic gymnastic actions, using appropriate language
- ✓ Copy a partner's sequence of movement

Games

- ✓ **Games Activities 1 (LCP)**
- ✓ See Year 1 Autumn Games

Sports Day Activities (Athletics)

Demonstrate the five basic jumps on my own, eg a series of hops, and in combination, eg hop, one-two, two-two, showing control at take-off and landing



- ✓ Run continuously for about one minute and, when required, show the difference between running at speed and jogging
- ✓ Throw with increasing accuracy and coordination into targets set at different distances
- ✓ Demonstrate a range of throwing actions using a variety of games equipment
- ✓ Use different techniques, speeds and effort to meet challenges set for running, jumping and throwing
- ✓ Describe what happens to my heart, breathing and temperature during different types of athletic activity

- ✓ Choose movements to make into my own phrases with beginnings, middles and ends
- ✓ Practise and repeat my movement phrases and perform them in a controlled way Know where my heart is and I understand why it beats faster when I exercise
- ✓ Use simple dance vocabulary to describe movement
- ✓ Talk about dance, linking movement to moods, ideas and feelings



- ✓ Identify and describe different running, jumping and throwing actions
- ✓ Explain what is successful and what I have to do to perform better

Year 2

Games

Throwing and catching

- ✓ Throw, catch and bounce with two hands, or one hand, or different parts of the body using a variety of apparatus.
- ✓ Understand and use different activities to put skills under pressure and improve performance.
- ✓ Throw, catch and bounce when in a stationary position or moving about the playing area.
- ✓ Understand and use a range of strategies for making games harder, e.g. high/low, different directions, over head, over arm throwing, one hand, other hand etc.

Dance

Animals (LCP)

- ✓ Explore basic skills, actions and ideas with increasing understanding.
- ✓ Explore how to choose and apply skills and actions in sequence and in combinations.
- ✓ Observe, describe and copy what others have done.
- ✓ Recognise and describe how their bodies feel during different activities.
- ✓ Use movement imaginatively, responding to stimuli, including music, and performing basic skills.
- ✓ Change the rhythm, speed, level and direction of their movements.
- ✓ Create and perform dances using simple movement patterns.
- ✓ Express and communicate ideas and feelings.

Gymnastics

Turning and spinning (Val Sabin)

Supporting body weight- Parts high and low (Val Sabin)

Games

Games activities (LCP)

- ✓ Explore basic skills, actions, and ideas with increasing understanding.
- ✓ Explore how to choose and apply skills actions in sequence and in combinations.
- ✓ Travel with, send and receive a ball and other equipment in different ways.
- ✓ Vary the way they perform skills by using simple tactics and movement phrases.
- ✓ Apply rules and conventions for different activities.
- ✓ Observe, describe and copy what others have done.
- ✓ Recognise and describe how their bodies feel during different activities

Swimming- Awards 1

- ✓ Enter the water safely (steps)
- ✓ Scoop the water and wash face, wash hair, be at ease with water been showered from overhead.
- ✓ Blow bubbles a minimum of three times with nose and mouth submerged.
- ✓ Moves forward, backwards and sideways for a distance of 5 metres.
- ✓ Understand pool rules
- ✓ Recognise and understand beach flags.
- ✓ Exit water safely.

Swimming- Awards 2

- ✓ Enter the water safely (swivel)



- ✓ Move into a stretched floating position using floating aids.
- ✓ Regain an upright position from a floating on the back.
- ✓ Regain an upright position from a floating on the front.
- ✓ Push and glide in a horizontal position to/from the pool wall.
- ✓ Travel on the back and front for 5 metres.
- ✓ Have an understanding of the water safety code.
- ✓ Exit water safely.

Swimming- Awards 3

- ✓ Enter the water safely (steps, swivel)
- ✓ Jump in from the side and submerge.
- ✓ Push from wall and glide on the front and back.
- ✓ Push and glide from the wall to the pool floor.
- ✓ Answer correctly three questions on the water safety code.

Year 3

Games

- ✓ **Ball skills, passing and receiving (Val Sabin)**

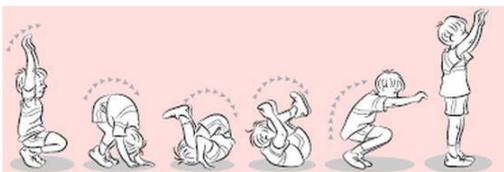


- ✓ Use a range of skills to help them keep possession and control of the ball
- ✓ Pass, receive and dribble the ball, keeping control and possession consistently
- ✓ Use a range of skills to keep possession and make progress towards a goal, on my own and with others
- ✓ Weigh up the options and often make good decisions about what to do
- ✓ Know how to use space in games
- ✓ Recognise and describe what happens to my breathing and heart when I play games, and begin to link this to how warm I feel
- ✓ Identify which games and activities have the biggest impact when trying to improve stamina
- ✓ Describe how some games use short bursts of speed
- ✓ Explain how to keep possession and describe how I and others have achieved it
- ✓ Identify what I do best and what I find

Gymnastics

- ✓ **Rolling (Val Sabin)**
- ✓ **Pathways 2 (Val Sabin)**

- ✓ Explore combinations of floor, mats and apparatus, and find different ways of using a shape, balance or travel
- ✓ Practise an action or short sequence of movements, and improve the quality of the actions and transitions
- ✓ Show control, accuracy and fluency of movement when performing actions on my own and with a partner
- ✓ Devise and perform a gymnastic sequence, showing a clear beginning, middle and end
- ✓ Adapt a sequence to include different levels, speeds or directions
- ✓ Work well on my own and contribute to pair sequences
- ✓ Understand the importance of warming up
- ✓ Identify when my body is warm and stretched ready for gymnastic activity
- ✓ Understand that strength and suppleness are important parts of fitness



- ✓ Explain the differences between two performances

Games

- ✓ **Striking and fielding games – Cricket (LCP)**

- ✓ Use a range of skills with increasing control
- ✓ Strike a ball with intent and throw it more accurately when bowling and/or fielding
- ✓ Intercept and stop the ball with consistency, and sometimes catch the ball
- ✓ Return the ball quickly and accurately
- ✓ Choose and use batting or throwing skills to make the game hard for my opponents
- ✓ Judge how far I can run to score points
- ✓ Choose where to stand as a fielder to make it hard for the batter
- ✓ Work well as part of a team to make it hard for the batter
- ✓ Familiar with and use the rules set, and keep games going without disputes
- ✓ Know the demands that specific activities make on my body
- ✓ Know the importance of warming up
- ✓ Describe what is successful in my own and others' play
- ✓ Identify parts of my performance that need improvement, and suggest how to achieve this

Athletics

- ✓ **Athletics 1 (LCP)**
- ✓ Run consistently and smoothly at different speeds
- ✓ Demonstrate different combinations of

most difficult

- ✓ Recognise players who play well in games and give some reasons why

Dance

- ✓ ***Life on the Nile (LCP)***
- ✓ Show an imaginative response to different stimuli through my use of language and choice of movement
- ✓ Incorporate different qualities and dynamics into my movement
- ✓ Explore and develop new actions while working with my partner or a small group
- ✓ Link actions to make dance phrases, working with a partner and in a small group
- ✓ Perform short dances with expression, showing an awareness of others when moving
- ✓ Describe what makes a good dance phrase
- ✓ In simple language, explain why I need to warm up and cool down
- ✓ Sustain my effort when I dance
- ✓ Use a range of expressive language to describe dance
- ✓ Recognise unison and canon and suggest improvements

the same elements and order, and comment on their quality

- ✓ Understand what is involved in the process of improving a performance

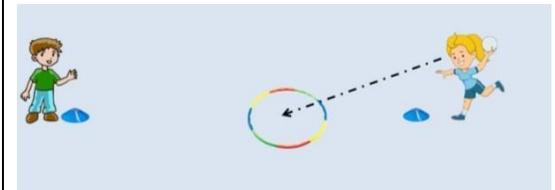
Swimming- Award 4



- ✓ Push and glide on the front with arms extended and log roll onto the back.
- ✓ Travel on the front, tuck to rotate around the horizontal axis to return on the back.
- ✓ Travel 10 metres on the front.

jumps, showing control, coordination and consistency

- ✓ Throw a range of implements into a target area with consistency and accuracy
- ✓ Recognise that there are different styles of running, jumping and throwing, and that I need to choose the best for a particular challenge and type of equipment
- ✓ Pace my effort well in different types of event so that I can keep going steadily and maintain the quality of my action
- ✓ Identify and record when my body is cool, warm and hot
- ✓ Recognise and record that my body works differently in different types of challenge and event
- ✓ Carry out stretching and warm-up activities safely
- ✓ Watch and describe specific aspects of running, jumping and throwing styles
- ✓ Suggest, with guidance, a target for improving distance or height



	<p>Swimming- Award 4</p> <ul style="list-style-type: none">✓ Enter the water safely (jump, steps, swivel)✓ Perform a tuck float for 5 seconds.✓ Perform a sequence of changing shapes (min of three) whilst floating.✓ Exit the water safely without the use of steps		<p>Swimming- Award 4</p> <ul style="list-style-type: none">✓ Push and glide on the back with arms extended and log roll onto front.✓ Travel 10 metres on the back.
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Year 4

- ✓ Think about character and narrative ideas created by the stimulus, and respond through movement
- ✓ Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity when working on my own, with my partner and in a group
- ✓ Use different compositional ideas to create motifs incorporating unison, canon, action and reaction, question and answer
- ✓ Remember, practise and combine longer, more complex dance phrases
- ✓ Communicate what I want through my dances and perform with fluency and control, showing sensitivity to the accompaniment and to others
- ✓ Show understanding of warming up and cooling down, and choose appropriate activities to do on my own
- ✓ Describe and interpret dance movements using appropriate vocabulary
- ✓ Suggest how dances and performances can be improved and can communicate more effectively



- ✓ Devise warm up routines that prepare me for my gymnastic work
- ✓ Make simple assessments of performance based on the teacher's given criterion
- ✓ Use these assessments to modify and refine my sequences and others' work
- ✓ Offer constructive ideas when working with a partner, including ideas on balances, inversion and transfer of weight

Swimming- Award 5



- ✓ Travel on back and roll 360 degrees in one continuous movement onto front.
- ✓ Travel on front and roll 360 degrees in one continuous movement onto back.
- ✓ Swim 10 metres, choice of stroke.
- ✓ Exit water safely.

and others' play

- ✓ Identify aspects of my game that need improving, and say how and where I could go about improving them
- #### Athletics
- ✓ **Athletics 2 (LCP)**
 - ✓ Run consistently and smoothly at different speeds
 - ✓ Demonstrate different combinations of jumps, showing control, coordination and consistency
 - ✓ Throw a range of implements into a target area with consistency and accuracy
 - ✓ Recognise that there are different styles of running, jumping and throwing, and that I need to choose the best for a particular challenge and type of equipment
 - ✓ Pace my effort well in different types of event so that I can keep going steadily and maintain the quality of my action
 - ✓ Identify and record when my body is cool, warm and hot
 - ✓ Recognise and record that my body works differently in different types of challenge and event
 - ✓ Carry out stretching and warm-up activities safely
 - ✓ Watch and describe specific aspects of running, jumping and throwing styles
 - ✓ Suggest, with guidance, a target for improving distance or height

Year 4

Swimming- Award 5

- ✓ Enter the water safely (jump).
- ✓ Kick 10 metres backstroke.
- ✓ Kick 10 metres front crawl.
- ✓ Kick 10 metres butterfly or breaststroke on the front or on the back.
- ✓ Exit water safely.

Swimming- Award 5

- ✓ Swim 10 metres, choice of stroke.
- ✓ Shout and signal rescue.

Games

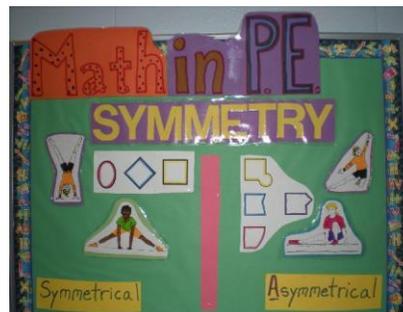
- ✓ **Invasion and target – ball handling games (Val Sabin)**



- ✓ Perform skills with accuracy, confidence and control
- ✓ Know the difference between attacking skills and defending skills
- ✓ Respond consistently in the games I play, choosing and using skills which meet the needs of the situation
- ✓ Choose positions in my teams and know how to help when attacking
- ✓ Find and use space to help my team
- ✓ Use a variety of tactics to keep the ball, *eg changing speed and direction*
- ✓ Know and find ways to get the ball towards my opponents' goal
- ✓ Know how to mark and defend my goal(s)
- ✓ Suggest ideas for warming up, explaining my choice
- ✓ Recognise exercises and activities that help strength, speed and stamina
- ✓ Look for specific things in a game and explain how well they are being done
- ✓ Explain why a performance is good

Gymnastics

- ✓ **Symmetry and asymmetry (Val Sabin)**
- ✓ **Flight (Val Sabin)**
- ✓ Perform combinations of actions and agilities that show clear differences between levels, speeds and directions
- ✓ Perform actions, shapes and balances clearly, consistently and fluently, with good body tension and extension
- ✓ Repeat accurately a longer sequence with more difficult actions, with an emphasis on extension, clear body shape and changes in direction
- ✓ Adapt sequences to include a partner or a small group
- ✓ Take more responsibility for my own warm up
- ✓ Know how muscles work, how to stretch, and how to carry out strengthening exercises safely
- ✓ Know why strength and suppleness are important in gymnastics
- ✓ Watch and comment on the quality of movements, shapes and balances, and the way apparatus is used



- ✓ Identify which aspects were performed

Games

- ✓ **Striking and fielding games – Rounders (LCP)**
- ✓ Use different ways of bowling
- ✓ Bowl underarm accurately
- ✓ Vary how I bowl
- ✓ Bat effectively, using different types of shots
- ✓ Field with increased accuracy
- ✓ Throw overarm with accuracy and for a good distance
- ✓ Hit the ball from both sides of the body
- ✓ Direct the ball away from fielders, using different angles and speeds
- ✓ Plan to outwit the opposition individually, as a pair or as a team, when I am batting, bowling and fielding
- ✓ Gauge when to run after hitting the ball
- ✓ Use tactics which involve bowlers and fielders working together
- ✓ Make up my own warm up and explain how it is organised
- ✓ Know the importance of particular types of fitness to the game
- ✓ Recognise my own and others' strengths
- ✓ Identify what I need to improve in my performance and suggest how to do this

Athletics

- ✓ **Athletics 3 (LCP)**
- ✓ Sustain my pace over longer distances, eg sprint for seven seconds, run for one or two minutes
- ✓ Throw with greater control, accuracy

- ✓ Recognise parts of a performance that could be improved, and identify practices that will help

Dance

- ✓ ***The River (LCP)***
- ✓ Explore, improvise and choose appropriate material to create new motifs in a chosen dance style
- ✓ Perform specific skills and movement patterns for different dance styles with accuracy
- ✓ Compose, develop and adapt motifs to make dance phrases and use these in longer dances
- ✓ Warm up and cool down independently
- ✓ Use exercises that stretch and tone my body and help me prepare for my dance
- ✓ Use appropriate dance terminology to identify and describe different styles in mine and others' dances
- ✓ Talk about the relationship between the dance and its accompaniment
- ✓ Suggest ways to develop my technique and composition

- consistently, accurately, fluently and clearly
- ✓ Suggest improvements to speed, direction and level in the composition

Swimming- Award 6

- ✓ Perform a sculling sequence with a partner for 30-45 seconds and include a rotation.
- ✓ Swim 10 metres in clothes.
- ✓ Tread water for 30 seconds.
- ✓ Exit deep water without the use of steps.



- and efficiency
- ✓ Perform a range of jumps showing power, control and consistency at both take-off and landing
- ✓ Organise myself in small groups safely, and take turns and different roles
- ✓ Know and understand the basic principles of relay take-overs
- ✓ Take part well in a relay event
- ✓ Perform a range of warm-up activities
- ✓ Explain how warming up can affect my performance
- ✓ Say why some athletics activities can improve strength, power or stamina, and explain how these can help my performance in other types of activity
- ✓ Watch a partner's athletic performance and identify the main strengths
- ✓ Identify parts of the performance that need to be practised and refined, and suggest improvements



Swimming- Award 6

- ✓ Perform three different jumps into the water to include a straddle jump.
- ✓ Perform a horizontal stationary scull on the back, head first sculling for 5 metres and feet first sculling action whilst horizontal on the back.
- ✓ Exit deep water without the use of steps.

✓ **Swimming - Award 6**

- ✓ Perform a handstand and hold for 3 seconds.
- ✓ Perform a forward somersault in water.
- ✓ Swim 10 metres in clothes.

Year 6

Games

✓ Invasion games – Hockey



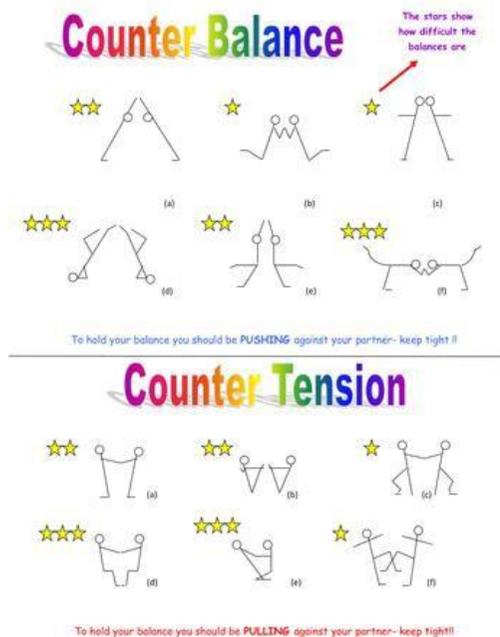
- ✓ Combine and perform skills with control, adapting them to meet the needs of the situation
- ✓ Perform skills with greater speed
- ✓ Choose when to pass or dribble, so that I keep possession and make progress towards the goal
- ✓ Use attacking and defending skills appropriately in games
- ✓ Choose and use different formations to suit the needs of the game
- ✓ Know the importance of being fit, and what types of fitness are most important for games
- ✓ Understand how playing games can contribute to a healthy lifestyle
- ✓ Recognise and describe the best points in an individual's and a team's performance
- ✓ Identify aspects of my own and others' performances that need improvement, and suggest how to improve them

Gymnastics

✓ Synchronisation and canon (Val Sabin)

✓ Counter balance and counter tension (Val Sabin)

- ✓ Perform fluently and with control, even when performing difficult combinations
- ✓ Work well with a partner or a small group to practise and refine our work
- ✓ Make up longer sequences and perform them with fluency and clarity of movement
- ✓ Vary direction, levels and pathways, to improve the look of a sequence



- ✓ Use planned variations and contrasts in actions and speed in my sequences
- ✓ Understand what it is important to include in a warm up for gymnastic

Games

✓ Net and wall games – Volleyball (Val Sabin)

- ✓ Play shots on both sides of the body and above my heads in practices and when the opportunity arises in a game
- ✓ Direct the ball reasonably well towards my opponent's court or target area
- ✓ Show good backswing, follow through and feet positioning
- ✓ Hit the ball with purpose, varying the speed, height and direction
- ✓ Explain what I am trying to do and why it is a good idea
- ✓ Spot the spaces in my opponent's court and try to hit the ball towards them
- ✓ Position myself well on court
- ✓ Carry out warm-up activities carefully and thoroughly
- ✓ Give good explanations of how warm-up activities affect the body
- ✓ Know why warming up is important to help me play better
- ✓ Know the types of exercise I should concentrate on, eg speed and flexibility
- ✓ Know what I am successful at and what I need to practise more
- ✓ Try things out and ask for help to perform better
- ✓ Work well with others, adapting my play to suit my own and others' strengths

Athletics

- ✓ **Athletics 3 (LCP)**
- ✓ Sustain my pace over longer distances,

Athletics

- ✓ **Indoor athletics (in preparation for PESS competition)**

Dance

- ✓ **At the Olympics (LCP)**
- ✓ Respond to a range of stimuli, improvising freely using a range of controlled movements and patterns
- ✓ Explore dance and movement ideas imaginatively, including actions, dynamics, space and relationship
- ✓ Select and use a range of compositional ideas to create motifs that demonstrate my dance idea
- ✓ Perform with clarity and sensitivity to an accompaniment, communicating a dance idea on my own, with a partner and in a group
- ✓ Describe how dance contributes to my fitness and wellbeing
- ✓ Identify what types of exercise I need to do to help with my dancing
- ✓ Use appropriate language and terminology to describe, interpret and evaluate mine and others' work
- ✓ Recognise how costume, music and set can help to improve a dance performance

activity

- ✓ Recognise that a cool down is important
- ✓ Understand how gymnastic activity helps my overall health
- ✓ Know how to improve my own health and fitness
- ✓ Watch performances and use criteria to make judgements and suggest improvements
- ✓ Explain how a sequence is formed, using appropriate terminology to describe technique and composition when evaluating both my own and others' performances

Swimming- Self Rescue Award



- ✓ Swim 25 metres to a floating object.
- ✓ Take up the HELP position.
- ✓ Swim 10 metres retaining a floating object.
- ✓ Discuss as a group when these skills might be used to self rescue in different water situations.

eg sprint for seven seconds, run for one or two minutes

- ✓ Throw with greater control, accuracy and efficiency
- ✓ Perform a range of jumps showing power, control and consistency at both take-off and landing
- ✓ Organise myself in small groups safely, and take turns and different roles
- ✓ Know and understand the basic principles of relay take-overs
- ✓ Take part well in a relay event
- ✓ Perform a range of warm-up activities



- ✓ Explain how warming up can affect my performance
- ✓ Say why some athletics activities can improve strength, power or stamina, and explain how these can help my performance in other types of activity
- ✓ Watch a partner's athletic performance and identify the main strengths
- ✓ Identify parts of the performance that need to be practised and refined, and suggest improvements

Swimming- Self Rescue Award

- ✓ Enter the water safely using a swivel or straddle jump.
- ✓ Tread water for 20 seconds.
- ✓ Float or scull waving one arm and shout for help.
- ✓ Discuss as a group when these skills might be used to self rescue in different water situations.

Swimming - Self Rescue Award

- ✓ Take up the Huddle position.
- ✓ Swim using a long arm front paddle to the side.
- ✓ Climb out from the water of a least full reach depth without using the steps.
- ✓ Discuss as a group when these skills might be used to self rescue in different water situations.