

Nursery Topic Coverage- PE

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> Go up steps and stairs, or climb up apparatus, using alternate feet. Use large-muscle movements to wave flags and streamers, paint and make marks. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel 		<ul style="list-style-type: none"> Skip, hop, stand on one leg and hold a pose for a game like musical statues. Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Are increasingly able to use and remember sequences and patterns of music that are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. 		<ul style="list-style-type: none"> Start taking part in some group activities which they make up for themselves, or in teams. Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. 	
Vocabulary					
straight, pike, tuck, straddle, star, shape, curl, roll, position, body parts, travel, travelling- slither, gallop, shuffle, roll, crawl, jump, balance, climbing		travelling - slither, gallop, shuffle, roll, crawl actions - lead, follow copy, body parts, co-operation - share, wait, before, after, direction – forwards, backwards, feeling - happy, excited, sad, body actions e.g. stretching, curling, reaching, twisting, turning, movement - strong, gentle, heavy, floppy Space - between, through, above.		walking, running, throwing, fast, slow, catching, rolling, space, pushing, patting, kicking, bounce, control, co-ordination, bounce, body parts.	
I will learn...					
<ul style="list-style-type: none"> ✓ How to travel in a variety of ways. ✓ How to listen carefully and follow instructions. ✓ How to climb confidently. ✓ How to be safe when climbing/walking up stairs and steps. ✓ How to balance on one foot. ✓ How to draw circles using gross motor skills. 		<ul style="list-style-type: none"> ✓ How to travel in a variety of ways. ✓ How to move to music using a range of body parts. ✓ How to express feelings through dance. ✓ How to capture experiences and responses with music and dance. ✓ How to imitate what I have observed. 		<ul style="list-style-type: none"> ✓ How to catch a large ball. ✓ How to negotiate space successfully. ✓ How to adjust speed and direction to avoid some obstacles. 	

Reception Topic Coverage

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: rolling, running, crawling, hopping, walking skipping, jumping, climbing • Develop overall body-strength, balance, coordination 		<ul style="list-style-type: none"> • Progress towards a more fluent style of moving, with developing control and grace. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. 		<ul style="list-style-type: none"> • Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. • Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. 	
<u>Vocabulary</u>					
<p>slow, fast, direction, forwards, backwards, sideways, co-ordination, control, travel, obstacles, space, movement, slithering, shuffling, rolling, crawling, walking, running, jumping, landing, skipping, sliding, slither, gallop, shuffle, roll, crawl, balance, straight, pike, tuck, straddle, star, shape, curl, position, body parts, large, small, big</p>		<p>movement - strong, gentle, heavy, floppy, combinations, rhythm, beat, body actions - stretching, curling, reaching, twisting, turning independent, group, space - between, through, above. co-operation - share, wait, before, after, slow, fast, direction, forwards, backwards, sideways, co-ordination, control, travel, obstacles, space, movement, slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding, slither, gallop, shuffle, roll, crawl, balance, straight, pike, tuck, straddle, star, shape, curl, position, body parts, large, small, big</p>		<p>pushing, patting, kicking, bounce, pushing, throwing, catching, slow, fast, direction, forwards, backwards, sideways, co-ordination, control, travel, obstacles, space, movement, slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding, slither, gallop, shuffle, roll, crawl, balance, straight, pike, tuck, straddle, star, shape, curl, position, body parts, large, small, big</p>	

I will learn...

- ✓ How to experiment with a range of balances.
- ✓ How to navigate a range of equipment with confidence.
- ✓ How to control movements with increasing co-ordination.
- ✓ How to experiment with large and small movements.
- ✓ How to jump off an object.
- ✓ How to land appropriately,

- ✓ How to experiment with different ways of moving.
- ✓ How to negotiate space.
- ✓ How to experiment with movements with a range of music.
- ✓ How to move with gesture through dance.
- ✓ How to move and express feelings through dance.
- ✓ How to combine movements to dance.
- ✓ How to represent my own ideas, thoughts and feelings through dance.

- ✓ How to negotiate space.
- ✓ How to avoid obstacles when moving at speed.
- ✓ How to adjust speed.
- ✓ How to change direction.
- ✓ How to travel in a variety of ways.
- ✓ How to suggest which way to move is the most effective.
- ✓ How to throw, kick, catch, push and pat an object with interesting control.

Year 1 - PE

<u>Games</u>	<u>Gym</u>	<u>Dance</u>	<u>Evaluation</u>
Master basic movements including running, jumping, throwing and catching and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending.	I can master basic movements which develop balance, agility and coordination and begin to apply these in a range of activities	Perform dance using simple movement patterns.	
G1 I can travel in a variety of ways including running, jumping and changing directions.	GY1 I can copy and explore basic movements with some control and coordination (roll, jump and balance).	D1 I can copy and explore basic movements and body patterns.	E1 I can comment on own and other's performance.
G2 I can begin to perform a range of throws including underarm and chest pass.	GY2 I can begin to move into and perform different body shapes (core).	D2 I can remember simple movements and dance steps.	E2 I can give comments on how to improve performance.
G3 Receives a ball with basic control.	GY3 I can begin to perform at different levels.	D3 I can begin to link movements to sounds and music.	E3 I can use appropriate vocabulary when giving feedback.
G4 I can begin to develop hand-eye coordination.	GY4 I can perform a 2 footed jump.	D4 I can respond to a range of stimuli (clap).	
G5 I can participate in simple games.	GY5 I can begin to use the equipment safely.		
	GY6 I can perform balances with some control.		
	GY7 I can begin to perform simple rolls (teddy bear roll, log roll).		
	GY8 I can link 2-3 movements in a sequence.		

Year 1 Topic Coverage

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
G1- G5 E1- E3	D1- D4		GY1- GY8 E1- E3		G1- G5
Vocabulary					
running, jumping, skipping, galloping, direction, forwards, backwards, sideways throwing, underarm, overarm, chest, bounce, pass, receive, control, position, space, opposite team, co-ordination, participate, team, score, like, dislike, improve, warm up, cool down	travel and stillness - gallop, skip, jump, hop, bounce, spring, turn, spin, freeze, statue Direction - forwards, backwards, sideways, space - near, far, in and out, on the spot, own, beginning, middle, end, mood and feelings - happy, angry, calm, excited, sad, lonely Body actions Levels high, medium, low Speed - fast, slow Pathways - curved, zigzag rhythm, co-ordination, pattern, stimulus, copy Health and fitness – warm up/ cool down		stretch, balance, tension, zig-zag, travelling, jumping, climbing, repeat, sequence, space, perform, adapt, direction, speed, levels, shapes – pike, star, straddle, straight, tuck landing, Health and fitness – warm up/ cool down, like, dislike, improve.		running, jumping, skipping, galloping, direction, forwards, backwards, sideways throwing, underarm, overarm, chest, bounce, pass, receive, control, position, space, opposite team, co-ordination, participate, team, score, like, dislike, improve, warm up, cool down
I will learn...					
<ul style="list-style-type: none"> ✓ How to travel in a variety of ways. ✓ How to throw including underarm, overarm and chest pass. ✓ How to receive a ball with hands and feet. ✓ How to develop hand-eye co-ordination. ✓ How to participate in small games. ✓ How to comment on likes and dislikes. ✓ How to suggest how to improve performances. 	<ul style="list-style-type: none"> ✓ How to copy and explore basic movements. ✓ How to copy and explore basic body patterns. ✓ How to begin to link movements to sounds and music. ✓ How to remember simple movements. ✓ How to remember simple dance steps. ✓ How to respond to a range of stimuli. 		<ul style="list-style-type: none"> ✓ How to control basic movements with increasing co-ordination and control. ✓ How to perform core body shapes/balances ✓ How to perform at different levels ✓ How to perform a 2 footed jump ✓ How to use the equipment safely. ✓ How to perform balances with some control. ✓ How to perform simple rolls. ✓ How to link movements in a sequence. ✓ How to comment on likes and dislikes. ✓ How to suggest how to improve performances. ✓ How to use the appropriate vocabulary when giving feedback. 		<ul style="list-style-type: none"> ✓ How to travel in a variety of ways. ✓ How to throw including underarm, overarm and chest pass. ✓ How to receive a ball with hands and feet. ✓ How to develop hand-eye co-ordination. ✓ How to participate in small games.

✓ How to use the appropriate vocabulary when giving feedback.			
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Year 2 - PE

<u>Games</u>	<u>Gym</u>	<u>Dance</u>	<u>Evaluation</u>
Master basic movements including running, jumping, throwing and catching and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending.	I can master basic movements which develop balance, agility and coordination and begin to apply these in a range of activities	Perform dance using simple movement patterns.	
G1 I can make decisions about where and when to run.	GY1 I can explore different pathways and patterns through travel.	D1 I can copy and explore basic movements and body patterns with clear control.	E1 I can comment on own and other's performance.
G2 I can confidently send the ball to others in a range of ways (underarm, chest pass and bounce pass).	GY2 I can confidently move into and perform different body shapes (core).	D2 I can vary speed and levels in my dance sequence.	E2 I can give comments on how to improve performance.
G3 I am beginning to receive a ball in my hands with the correct technique.	GY3 I can perform at different levels and directions.	D3 I can vary the size of my body shape.	E3 I can use appropriate vocabulary when giving feedback.
G4 I am becoming confident with my hand eye coordination.	GY4 I can perform 2 jumping actions (straight and star jump).	D4 I can respond imaginatively to stimuli.	
G5 I can begin to apply and combine a variety of skills to a game situation.	GY5 I can use equipment and explore how to use it in a variety of ways.	D5 I can use space well and negotiate space clearly.	
G6 I can understand the importance of rules and develop simple tactics within a game.	GY6 I can perform a balance with control.	D6 I can add change of direction to a sequence.	
	GY7 I can begin to explore different rolls.	D7 I can begin to describe a short dance using appropriate vocabulary. (level, speed, direction, unison/ cannon).	
	GY8 I can link 3-4 movements to create a sequence.		

Year 2 Topic Coverage

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
G1 - G7 E1- E3	D1- D7		GY1 - GY8 E1-E3		G1 - G7
Vocabulary					
avoiding, accuracy, tracking a ball, rolling, striking, overarm throw, chest pass, bounce pass, bouncing, catching, free space, own space, opposite, team, rebound, follow, aiming, speed, direction, passing, controlling, shooting, Scoring, participate, co-ordination, technique, combinations, rules, tactics Health and fitness – warm up/ cool down, like, dislike, improve.	movement, control, speed, level, sequence. Unison, cannon, travel and stillness - gallop, skip, jump, hop, bounce, spring, turn, spin, freeze, statue, direction-forwards, backwards, sideways, space - near, far, in and out, on the spot, own, beginning, middle end, Mood and feelings - happy, angry, calm, excited, sad, lonely, Body actions, Levels high, medium, low, speed - fast, slow pathways- curved, zigzag, rhythm, co-ordination, pattern, stimulus, Health and fitness – warm up/ cool down.		speed, compose, movements, position extend, travel, combinations, demonstrate, repeat, create, stretch, point, balance, level, tension, smooth, sequence, shapes – pike, star, straddle, top to toe, tuck Health and fitness – warm up/cool down, like, dislike, improve.		avoiding, accuracy, tracking a ball, rolling, striking, overarm throw, chest pass, bounce pass, bouncing, catching, free space, own space, opposite, team, rebound, follow, aiming, speed, direction, passing, controlling, shooting, Scoring, participate, co-ordination, technique, combinations, rules, tactics Health and fitness – warm up/ cool down, like, dislike, improve.
I will learn...					
<ul style="list-style-type: none"> ✓ How to decide where and when to run. ✓ How to pass/throw a ball including underarm, overarm, bounce and chest pass. ✓ How to receive a ball with hands using the correct technique. ✓ How to use hand-eye coordination with increasing confidence. 	<ul style="list-style-type: none"> ✓ How to copy/explore basic movements through dance with control. ✓ How to copy/explore body patterns with control. ✓ How to perform a dance sequence using different levels and speed. ✓ How to vary the size of my body shape. ✓ How to respond imaginatively to stimuli. ✓ How to use space well and clearly. ✓ How to add a change of direction to a sequence. ✓ How to describe a short dance using appropriate vocabulary. 		<ul style="list-style-type: none"> ✓ How to explore different pathways through gym. ✓ How to explore basic patterns through gym. ✓ How to perform core balances/shapes confidently. ✓ How to perform at different levels. ✓ How to perform different directions. ✓ How to perform jumping actions. ✓ How to use equipment. ✓ How to explore equipment in a variety of ways. ✓ How to perform a balance with control. 		<ul style="list-style-type: none"> ✓ How to decide where and when to run. ✓ How to pass/throw a ball including underarm, overarm, bounce and chest pass. ✓ How to receive a ball with hands using the correct technique. ✓ How to use hand-eye coordination with increasing confidence.

<ul style="list-style-type: none"> ✓ How to apply skills in a game situation. ✓ How to participate in small games. ✓ How to develop simple tactics. ✓ Know the importance of rules. ✓ How to comment on likes and dislikes. ✓ How to suggest how to improve performances. ✓ How to use the appropriate vocabulary when giving feedback. ✓ How to comment on own and other's performances 		<ul style="list-style-type: none"> ✓ How to explore different rolls. ✓ How to link movements to create a sequence. ✓ How to suggest how to improve performances. ✓ How to use the appropriate vocabulary when giving feedback. ✓ How to comment on own and others performances 	<ul style="list-style-type: none"> ✓ How to apply skills in a game situation. ✓ How to participate in small games. ✓ How to develop simple tactics. ✓ Know the importance of rules. ✓ How to comment on likes and dislikes. ✓ How to suggest how to improve performances. ✓ How to use the appropriate vocabulary when giving feedback. ✓ How to comment on own and others performances
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Year 3 – PE

Games	Gym	Dance	Athletics	Outdoor	Evaluation
Use running, jumping, throwing and catching in isolation and in combination To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	To develop flexibility, strength, technique, control and balance.	To perform dances using a range of movement patterns.	To use running, jumping, throwing and catching in isolation and in combination.	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 person best.
G1 I can begin to travel in a variety of directions and for purpose (defending/attacking).	GY1 I can improve the quality of my rolls, jumps, travel, body shapes and balance.	D1 I can begin to improvise independently to create a simple dance.	A1 I can run at speeds appropriate for the distance.	O1 I can begin to develop listening skills when listening to a partner or adult.	E1 I can watch and describe a performance.
G2 I can travel bouncing a ball with some control.	GY2 I can describe my own work using simple gym vocabulary.	D2 I can begin to improvise with a partner to create a simple dance.	A2 I can perform a running jump with some accuracy.	O2 I can begin to use compass points.	E2 I can begin to think about how I can improve my work.
G3 I can confidently send the ball to others in a range of ways (underarm, chest pass, over arm and bounce pass)	GY3 I can copy, explore and remember a variety of movements and use them to create my own sequence.	D3 I can translate ideas from stimuli to movement with support.	A3 I can perform a variety of throws using a selection of equipment.	O3 I can begin to think activities through.	E3 I can work with a partner or with a small group to improve my skills.
G4 I can receive a ball with control when under pressure in game state.	GY4 I can apply compositional ideas independently and with others to create a sequence.	D4 I can begin to compare and adapt movements and motifs to create a larger sequence.		O4 I can begin to choose strategies.	E4 I can make suggestions of how to improve my work.
G5 I can use skills with coordination and control.	GY5 I can begin to develop good technique of taught skills when using equipment.	D5 I can use simple dance vocabulary to improve and compare work.		O5 I can begin to understand how to stay safe.	
G6 I can communicate, work as a team and begin to compete during game situations.		D6 I can perform dances with an awareness of rhythm on their own or in a group.			

G7 I can develop my knowledge of games.					
G8 I can understand the term possession and when it applies during game play.					
G9 I can choose good places to stand when receiving, and give reasons for my choice.					
G10 I can choose and use batting or throwing skills to make the game hard for my opponents.					
G11 I can explain what attacking and defending is.					

Year 3 Topic Coverage

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
G1- G11 E1-E4	D1- D6 O1-O5		GY1- GY5 E1- E4		A1- A3 G1-G11
Vocabulary					
defending, attacking, travel, bouncing, control, possession, co-ordination, co-operation, scoring, batting, space, pass, dribble, team, points, goals, rules, tactics, fielding, bowler, wicket, innings, rounder, backstop, court, target, net, striking, pitch, evaluate, improve	create, combination, sequence, space, improvisation, repetition, adapt, motifs, pattern, movement, evaluate, improve, agility, flexibility strength, control, balance, stimulus, rhythm, timing perform, Health and fitness – warm up/ cool down/ heart rate		flow, explosive, symmetrical, asymmetrical, combination, evaluate, improve stretch, refine, adapt, contrasting, curled, stretched, suppleness, strength, inverted, jump, land, over, under, agility, strength, technique, control, balance, evaluate, improve, Shapes - tuck, straddle, pike, arch, back support, front support, shoulder stand, bridge Health and fitness – warm up/ cool down/ heart rate		defending, attacking, travel, bouncing, control, possession, co-ordination, co-operation, scoring, batting, space, pass, dribble, team, points, goals, rules, tactics, fielding, bowler, wicket, innings, rounder, backstop, court, target, net, striking, pitch, running, speed, throw, skip, aim, bounce, jump, leap, hop, target, overarm, underarm, walking, jogging, baton, relay, take off, landing, Health and fitness – warm up/ cool down/ heart rate
I will learn...					

<ul style="list-style-type: none"> ✓ How to decide where and when to run with purpose. ✓ How to pass/throw a ball including underarm, chest pass, over arm, over arm and bounce pass. ✓ How to travel bouncing a ball. ✓ How to receive a ball under pressure. ✓ How to work as part of a team. ✓ How to develop my knowledge of different games. ✓ How to use skills with coordination and control. ✓ How to apply possession to game situations. ✓ How to give reasons for my choices. ✓ How to use and find space to receive the ball. ✓ How to use battling and throwing skills to make it hard for opponents. ✓ Know what attacking and defending are. ✓ How to describe a performance. ✓ How to use the appropriate 	<ul style="list-style-type: none"> ✓ How to begin to compare and adapt movements and motifs. ✓ How to create a larger sequence. ✓ How to improvise to create a simple dance. ✓ How to work on a dance independently and in a group. ✓ How to design movements using a stimuli with support. ✓ How to use dance vocabulary. ✓ How to perform dances with an awareness of rhythm on my own or in a group. ✓ How to listen to a partner or adult and follow instructions correctly. ✓ How to begin to use compass points. ✓ How to talk through activities by thinking them through. ✓ How to begin to choose strategies. ✓ How to stay safe when outdoors. 	<ul style="list-style-type: none"> ✓ How to improve the quality of rolls through gymnastics. ✓ How to improve the quality of jumps through gymnastics. ✓ How to improve the quality of travel through gymnastics. ✓ How to improve the quality of body shapes through gymnastics. ✓ How to improve the quality of balances through gymnastics. ✓ How to describe my gymnastics work using correct vocabulary. ✓ How to explore, copy and remember a variety of movements. ✓ How to use movements to create my own sequence. ✓ How to apply compositional ideas. ✓ How to use compositional ideas independently and with others to create a sequence. ✓ How to develop good technique of taught skills when using equipment. ✓ How to describe a performance. ✓ How to use the appropriate vocabulary when giving feedback. ✓ How to make suggestions to improve my performance. ✓ How to work with a partner or group to improve my skills. ✓ How to improve my own and others performances. 	<ul style="list-style-type: none"> ✓ How to decide where and when to run with purpose. ✓ How to pass/throw a ball including underarm, chest pass, over arm, over arm and bounce pass. ✓ How to travel bouncing a ball. ✓ How to receive a ball under pressure. ✓ How to work as part of a team. ✓ How to develop my knowledge of different games. ✓ How to use skills with coordination and control. ✓ How to apply possession to game situations. ✓ How to give reasons for my choices. ✓ How to use and find space to receive the ball. ✓ How to use battling and throwing skills to make it hard for opponents. ✓ Know what attacking and defending are. ✓ How to run at speeds
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<p>vocabulary when giving feedback.</p> <ul style="list-style-type: none">✓ How to make suggestions to improve my performance.✓ How to work with a partner or group to improve my skills.✓ How to improve my own and others performances.			<p>appropriate for the distance.</p> <ul style="list-style-type: none">✓ How to perform a running jump with some accuracy.✓ How to perform a variety of throws using a selection of equipment.
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Year 4 – PE

Games	Gym	Dance	Athletics	Outdoor	Evaluation
<p>Use running, jumping, throwing and catching in isolation and in combination To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p>	<p>To develop flexibility, strength, technique, control and balance.</p>	<p>To perform dances using a range of movement patterns.</p>	<p>To use running, jumping, throwing and catching in isolation and in combination.</p>	<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 person best.</p>
<p>G1 I can apply basic skills of traveling for attacking and defending.</p>	<p>GY1 I can develop a range of rolls, jumps, travel, body shapes and balances and include in a performance.</p>	<p>D1 I can improvise with a partner or on my own.</p>	<p>A1 I can begin to build a variety of running techniques.</p>	<p>O1 I can develop listening skills.</p>	<p>E1 I can watch and describe a performance.</p>
<p>G2 I can strike a ball with intent and throw it more accurately when bowling and/or fielding.</p>	<p>GY2 I can begin to use gym vocabulary to describe how to improve and refine performances.</p>	<p>D2 I can demonstrate provision and some control in response to stimuli.</p>	<p>A2 I can perform a running jump with more than one component.</p>	<p>O2 I can begin to use a simple map.</p>	<p>E2 I can begin to think about how I can improve my work.</p>
<p>G3 I can show confidence in using ball skills in various ways and can link these together (bouncing and kicking).</p>	<p>GY3 I can create gymnastic sequences that meet a theme or set of objectives.</p>	<p>D3 I can begin to vary dynamics and develop actions and motifs.</p>	<p>A3 I can demonstrate accuracy in throwing activities.</p>	<p>O3 I can begin to think activities through and problem solve.</p>	<p>E3 I can work with a partner or with a small group to improve my skills.</p>
<p>G4 I can use running, jumping, throwing and catching in isolation and combination.</p>	<p>GY4 I can begin to develop strength, technique and flexibility throughout performances.</p>	<p>D4 I can modify a sequence using dance vocabulary as a result of self-evaluation.</p>		<p>O4 I can begin to choose and apply strategies.</p>	<p>E4 I can make suggestions of how to improve my work.</p>
<p>G5 I can use skills with coordination, control and fluency.</p>	<p>GY5 I can begin to apply sequences of taught skills when using equipment.</p>	<p>D5 I can perform dances with rhythm and use spatial awareness.</p>		<p>O5 I can begin to demonstrate an understanding of how to stay safe.</p>	
<p>G6 I can take part in a competitive game.</p>		<p>D6 I understand the need to warm up.</p>			

G7 I can begin to create my own game using knowledge and skills taught.					
G8 I can begin to use skills to keep possession and control of the ball.					
G9 I can effectively play a competitive net/wall game.					
G10 I can experiment with different techniques to attack and defend.					
G11 I can begin to show an awareness of when to attack and defend.					

Year 4 Topic Coverage

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
G1- G11 E1- E4	D1-D6		GY1- GY5 E1-E4 O1-O5		O1--O5 G1-G11 A1-A3
Vocabulary					
possession, scoring, space, pass/send/receive, dribble, travel, team, striking, combinations, co-ordination fluency, co-operation, competition technique, partner, points, goals, rules, tactics, court, target, net, defending, racket, attacking, hitting, stance, pitch, offside, batting, fielding, bowler wicket, tee, base, boundary, innings, rounder, backstop, improve, adapt, performance Health and fitness – warm up/ cool down/heart rate/pulse	spatial awareness, repeat, dance, character, repetition, action, reaction, pattern, movement, evaluate, improve, agility, flexibility, strength, technique, control, balance, combination, stimulus, motifs, dynamics, perform, timing, Health and fitness – warm up/ cool down/ heart rate		degrees, balance, forwards, backwards, combine, rotation, against, towards, across, evaluate, improve, height, strength, suppleness, stamina, speed, level, wide, tucked, straight, twisted, constructive, points, twist, turn, safety, refine, agility, strength, technique, control, balance, evaluate, improve, Shapes - tuck, straddle, pike, arch, back support, front support, shoulder stand, bridge, partner balances level 1 – steps, knees, thighs, shoulders, counter balance, Health and fitness warm up/ cool down/ heart rate, improve, adapt, performance		possession, scoring, space, pass/send/receive, dribble, travel, team, striking, combinations, co-ordination fluency, co-operation, competition technique, partner, points, goals, rules, tactics, court, target, net, defending, racket, attacking, hitting, stance, pitch, offside, batting, fielding, bowler wicket, tee, base, boundary, innings, rounder, backstop, improve, adapt, performance Health and fitness – warm up/ cool down/heart rate/pulse, running, technique, pace, accuracy, power, throw, high, low, skip, aim, fast, slow, bounce, jump, leap, hop, target, overarm, underarm, walking, jogging, accelerate, baton, relay, push, take off, landing, improve, adapt.
I will learn...					
✓ How to apply basic skills of travelling for	<ul style="list-style-type: none"> ✓ How to improvise a dance with a partner or on my own. ✓ How to demonstrate provision and some control in response to stimuli. 		✓ How to develop a range of rolls, jumps, travel, body shapes and balances and include them in a performance.		✓ How to begin to build a variety of running techniques.

<p>attacking and defending.</p> <ul style="list-style-type: none"> ✓ How to show confidence in using ball skills in various ways and can link these together (passing, throwing and kicking). ✓ How to use running, jumping, throwing and catching in isolation and combination. ✓ How to use skills taught with increasing coordination, control and fluency. ✓ How to work as part of a team. ✓ How to take part in a competitive games. ✓ How to begin to create my own game using knowledge and skills taught. ✓ How to begin to use skills to keep possession. ✓ How to keep control of the ball. ✓ How to effectively play a competitive net/wall game such as tennis. ✓ How to experiment with different techniques to 	<ul style="list-style-type: none"> ✓ How to begin to vary dynamics and develop actions and motifs. ✓ How to modify a sequence using dance vocabulary as a result of self-evaluation. ✓ How to perform dances with rhythm and use spatial awareness. ✓ The need to warm up. 	<ul style="list-style-type: none"> ✓ How to use gymnastics vocabulary to describe how to improve and refine performances. ✓ How to create gymnastic sequences that meet a theme or set of objectives. ✓ How to begin to develop strength, technique and flexibility throughout performances. ✓ How to begin to apply sequences of taught skills to equipment. ✓ How to develop listening skills. ✓ How to begin to use a simple map. ✓ How to begin to think activities through and begin to solve problems. ✓ How to begin to choose and apply strategies. ✓ How to begin to demonstrate an understanding in how to stay safe in the outdoors. ✓ How to describe a performance. ✓ How to use the appropriate vocabulary when giving feedback. ✓ How to make suggestions to improve my performance. ✓ How to work with a partner or group to improve my skills. ✓ How to improve my own and others performances. 	<ul style="list-style-type: none"> ✓ How to perform a running jump with more than one component. ✓ How to demonstrate accuracy in throwing activities. ✓ How to develop listening skills. ✓ How to begin to use a simple map. ✓ How to begin to think activities through and begin to solve problems. ✓ How to begin to choose and apply strategies. ✓ How to begin to demonstrate an understanding in how to stay safe in the outdoors. ✓ How to strike a ball with intent. ✓ How to throw a ball more accurately when bowling and/or fielding. ✓ How to use running, jumping, throwing and catching in isolation and combination. ✓ How to take part in a competitive games.
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<p>attack and defend.</p> <ul style="list-style-type: none">✓ How to begin to show an awareness of when to attack and defend.✓ How to describe a performance.✓ How to use the appropriate vocabulary when giving feedback.✓ How to make suggestions to improve my performance.✓ How to work with a partner or group to improve my skills.✓ How to improve my own and others performances.			
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Year 5 – PE

Games	Gym	Dance	Athletics	Outdoor	Evaluation
<p>Use running, jumping, throwing and catching in isolation and in combination To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p>	<p>To develop flexibility, strength, technique, control and balance.</p>	<p>To perform dances using a range of movement patterns.</p>	<p>To use running, jumping, throwing and catching in isolation and in combination.</p>	<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 person best.</p>
<p>G1 I can travel with a ball showing changes of speed and directions using either foot or hand.</p>	<p>GY1 I can perform taught skills in a consistent performance.</p>	<p>D1 I can begin to improvise, still demonstrating fluency across my sequence on my own, with a partner or group.</p>	<p>A1 I can build a variety of running techniques and use with confidence.</p>	<p>O1 I can develop strong listening skills.</p>	<p>E1 I can watch and describe a performance accurately.</p>
<p>G2 I can vary skills and link these in ways that suit the games activity.</p>	<p>GY2 I can use more complex gym vocabulary to describe how to improve and refine performances.</p>	<p>D2 I can move appropriately and with the required style in relation to the stimulus.</p>	<p>A2 I can perform a jump with more than one component for specific height or distance.</p>	<p>O2 I can use and interpret simple maps.</p>	<p>E2 I can learn from others of how I can improve my skills.</p>
<p>G3 I can use a range of techniques when passing, e.g. high, low, bounced, fast, slow.</p>	<p>GY3 I can create sequences and adapt them.</p>	<p>D3 I can begin to exaggerate dance moves and motifs (using expression when moving)</p>	<p>A3 I can demonstrate accuracy and confidence in throwing activities, understanding when throws need to change for distance or equipment.</p>	<p>O3 I can think activities through and problem solve using basic general knowledge.</p>	<p>E3 I can comment on tactics and techniques to help improve performances.</p>
<p>G4 I can show confidence in using ball skills in various ways and can link these together.</p>	<p>GY4 I can develop strength, technique and flexibility throughout performances.</p>	<p>D4 I can modify part of a sequence using complex dance vocabulary as a result of self and peer evaluation.</p>		<p>O4 I can choose and apply strategies to solve problems with support.</p>	<p>E4 I can make suggestions of how to improve my work, commenting on similarities and differences.</p>

G5 I can apply basic skills with coordination, control and fluency for attacking and defending.	GY5 I can begin to understand composition by performing more complex sequences and apply them when using equipment.	D5 I can perform using the space provided to its maximum potential.		O5 I can demonstrate an understanding in how to stay safe.	
G6 I can take part in a competitive game with an understanding of tactics.		D6 I can begin to show change of pace and timing and combine flexibility, techniques and movements to create a fluent sequence.			
G7 I can create my own game using knowledge and skills taught.		D7 I can organise my own warm up and cool down, understanding the importance of it.			
G8 I begin to use a range of skills to keep possession and control of the ball.					
G9 I can begin to make suggestions as to what resources can be used to differentiate a game.					
G10 I can select the right approach to attack and defend in games situations.					
G11 I can show an understanding of when to attack and defend.					

Year 5 Topic Coverage

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
D1- D7 E1-E4		GY1-GY5 E1-E4 O1- O5		G1- G11 E1-E4 A1- A3	
Vocabulary					
<p>dance phrase, technique, formation, pattern, rhythm, expression, improvisation, modify, pace, timing, action, reaction, motif, dynamics, interpret, exploration, agility, flexibility, combination, strength, technique, control, balance, evaluate, improve, timing, perform</p> <p>Health and fitness – warm up/ cool down/ heart rate/pulse</p>		<p>dynamics, combination, contrasting, control, mirroring, matching, accurately, refine evaluate, asymmetry, performance, create, symmetry, refinements, assessment, suppleness, strength, muscles, joints, explore, rotation, spin, turn</p> <p>Shapes – tuck, straddle, pike, arch, back support, front support, shoulder stand, bridge, partner balances level 2 - ankles, high legs, high knees, thighs without support, landing, take-off, flight, agility, strength, technique, control, balance, evaluate, improve, shapes,</p> <p>Health and fitness – warm up/ cool down/ heart rate/ pulse/ recovery</p>		<p>possession, speed, direction, range of techniques, combinations, competition, tactics, co-operation, create, control, decision, passing, dribbling, shooting, shield ball, support, marking, repossession, attackers, defenders, team play, batting, fielding, bowler, wicket, tee, base, boundary, innings, rounder, backstop, court, target, net, defending, hitting, stance, offside, pitch, forehand, backhand, volley, overhead, singles, double, rally</p> <p>Health and fitness – warm up/ cool down/ heart rate/pulse/ recovery, pull, accuracy, technique, distance, sprint, steady pace, accuracy, height, record, joints, rhythm, leading leg, measure, underarm, overarm, jogging, walk, hurdles, landing, control, preferred, landing foot, time, stamina, obstacle, stance, approach, speed, relay, strength, technique, control, balance, evaluate, improve</p>	
I will learn...					
<ul style="list-style-type: none"> ✓ How to improvise dance techniques. ✓ How to maintain fluency in my dancing sequence. ✓ How to perform individually and as part of a group. ✓ How to move appropriately and with the required style in relation to the stimulus. ✓ How to begin to exaggerate dance moves and motifs (using expression when moving). ✓ How to modify part of a sequence. 		<ul style="list-style-type: none"> ✓ How to perform taught skills in a consistent performance. ✓ How to use more complex gym vocabulary describe how to improve and refine performances. ✓ How to create sequences and adapt them. ✓ How to develop strength, technique and flexibility. ✓ How to begin to understand composition by performing more complex sequences and apply them to equipment. 		<ul style="list-style-type: none"> ✓ How to travel with a ball showing changes of speed and directions using my feet. ✓ How to travel with a ball showing changes of speed and directions using my hand. ✓ How to vary skills and link these in ways that suit the games activity. ✓ How to select the right approach to attack and defend in games situations. ✓ How to show confidence in using ball skills in various ways and can link these together. 	

- ✓ How to use complex dance vocabulary.
- ✓ How to use self and peer evaluation to improve.
- ✓ How to perform using the space provided to its maximum potential.
- ✓ How to begin to show change of pace and timing.
- ✓ How to combine flexibility, techniques and movements to create a fluent sequence.
- ✓ How to organise my own warm up and cool down, understanding the importance of it

- ✓ How to use a range of balances.
- ✓ How to organise my own warm up and cool down, understanding the importance of it.
- ✓ How to watch and describe a performance accurately.
- ✓ How to listen and learn from others.
- ✓ How to comment on tactics and techniques to help improve performances.
- ✓ How to make suggestions of how to improve my work, commenting on similarities and differences.
- ✓ How to watch and describe a performance.
- ✓ How to improve mine and others performances by making suggestions using the correct vocabulary.
- ✓ How to develop strong listening skills.
- ✓ How to use and interpret simple maps.
- ✓ How to think activities through and problem solve using basic general knowledge.
- ✓ How to choose and apply strategies to solve problems with support.
- ✓ How to demonstrate an understanding in how to stay safe in the outdoors.

- ✓ How to take part in a competitive game with an understanding of tactics.
- ✓ How to create my own game using knowledge and skills taught.
- ✓ How to use a range of skills to keep possession and control of the ball such as shielding.
- ✓ How to make suggestions as to what resources can be used to differentiate a game such as time, space, difficulty.
- ✓ To show an understanding of when to attack and defend.
- ✓ How to build a variety of running techniques and use with confidence.
- ✓ How to perform a jump with more than one component for specific height or distance
- ✓ How to demonstrate accuracy and confidence in throwing activities.
- ✓ How to understand when throws need to change for distance or equipment.

Year 6- PE

<p style="text-align: center;">Games</p> <p>Use running, jumping, throwing and catching in isolation and in combination To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p>	<p style="text-align: center;">Gym</p> <p>To develop flexibility, strength, technique, control and balance.</p>	<p style="text-align: center;">Dance</p> <p>To perform dances using a range of movement patterns.</p>	<p style="text-align: center;">Athletics</p> <p>To use running, jumping, throwing and catching in isolation and in combination.</p>	<p style="text-align: center;">Outdoor</p> <p>To take part in outdoor and adventurous activity challenges, both individually and within a team.</p>	<p style="text-align: center;">Evaluation</p> <p>To compare their performances with previous ones and demonstrate improvement to achieve their person best.</p>
<p>G1 I can effectively travel with a ball into the correct space (with intent).</p>	<p>GY1 I can combine and perform taught skills with precision, control and fluently.</p>	<p>D1 I can improvise with confidence, still demonstrating fluency across my sequence, on my own, with a partner or in a group.</p>	<p>A1 I can use a variety of running techniques and use them in a competitive situation.</p>	<p>O1 I can develop strong listening skills.</p>	<p>E1 I can watch and describe a performance accurately.</p>
<p>G2 I can vary skills, actions and ideas and link these in ways that suit the games activity.</p>	<p>GY2 I can confidently use more complex gym vocabulary to describe how to improve and refine performances.</p>	<p>D2 I can move appropriately and with the required style in relation to stimulus using various levels, ways of travelling and motifs.</p>	<p>A2 I can apply my jumping skills for specific height or distances in a competitive situation.</p>	<p>O2 I can use and interpret maps.</p>	<p>E2 I can learn from others of how I can improve my skills.</p>
<p>G3 I can use a range of techniques effectively when passing and dribbling effectively.</p>	<p>GY3 I can develop my own sequences.</p>	<p>D3 I can exaggerate dance movements and motifs using expression when moving.</p>	<p>A3 I can apply my throwing techniques with accuracy and confidence for specific throws in a competitive situation.</p>	<p>O3 I can think activities through and problem solve using basic general knowledge.</p>	<p>E3 I can comment on tactics and techniques to help improve performances.</p>
<p>G4 I can show confidence in using ball skills in various ways and can link these together effectively.</p>	<p>GY4 I can perform difficult actions with an emphasis on extension, clear body shape and changes in direction.</p>	<p>D4 I can demonstrate a strong imagination when creating own dance sequences and motifs using peer and self-evaluation to assist.</p>		<p>O4 I can choose and apply strategies to solve problems.</p>	<p>E4 I can make suggestions of how to improve my work, commenting on similarities and differences.</p>

G5 I can apply knowledge of skills for attacking and defending.	GY5 I can develop strength, technique and flexibility throughout performances on the floor and on the equipment/apparatus.	D5 I can perform with confidence using a range of movement patterns to use the space.		O5 I can confidently show and understand how to be safe.	
G6 I can take part in a competitive game with strong understanding of tactics and composition.		D6 I can move to the beat accurately and dance with fluency linking all of my movements and ensuring they flow.			
G7 I can modify competitive games.		D7 I can understand the importance of warming up and cool downs and why dance is good for fitness.			
G8 I can keep possession of the ball during game situations.					
G9 I can confidently make suggestions as to what resources can be used to differentiate a game.					
G10 I can effectively select the right approach to attacking and defending in games situation.					
G11 I can choose when to pass or dribble, so that I keep possession and make progress towards the goal.					

Year 6 Topic Coverage

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
D1- D7 E1-E4		GY1-GY5 E1-E4 O1- O5		G1- G11 A1-A3 E1-E4	
<u>Vocabulary</u>					
dance style, dance phrase, fluency, travelling, technique, formation, pattern, rhythm, variation, improvisation, unison, canon, action, reaction, motif, dynamics, phrase, interpret, exploration, agility, flexibility, combination, strength, technique, control, balance, evaluate, improve, timing, perform, evaluate, improve, adapt, performance.		co-operate, audience, elements, twist, refine, aesthetically, criteria, extension, tension, dynamics, combination, canon, counter-tension, counter-balance, criteria, performance, imaginative, parallel, creativity, timing, agility, strength, technique, control, balance, evaluate, improve Shapes – tuck, straddle, pike, arch, back support, front support, shoulder stand, bridge, Level 3 partner balances – angle, lunge, feet, high thighs, straddle lift, trunk Health and fitness – warm up/ cool down/ heart rate/ pulse/ recovery determination, perseverance, resilience, orientation, scale, co-ordinates		effective, use of space, control, accuracy, technique, combinations, co-operation, tactics, composition, fluency, create, rules, keeping possession, passing range, decisions, dribbling, shooting, shield ball, width, depth, support, marking, covering, repossession, attackers, defenders, marking, team play, defending, stance, offside, pitch, court, target, net, forehand, backhand, volley, singles, doubles, rally, serve. sprint, team, distance, measure, height, target, pacing, rhythm, obstacles, leading leg, hurdles, throwing, speed, accuracy, take off, stamina, time, release, performance, accuracy, position, control, height, run up, hurdles, strength, technique, control, balance, evaluate, improve, adapt, performance.	
<u>I will learn...</u>					
<ul style="list-style-type: none"> ✓ How to improvise, whilst still demonstrating fluency across my sequence independently. ✓ How to improvise, whilst still demonstrating fluency across my sequence, with a partner/group. ✓ How to move appropriately and with the required style in relation to the stimulus using various levels, ways of traveling and motifs. ✓ How to exaggerate dance movements and motifs using expression when moving, 		<ul style="list-style-type: none"> ✓ How to combine taught skills with precision, control and fluently. ✓ How confidently use complex gym vocabulary to describe how to improve and refine performances. ✓ How to develop my own sequences. ✓ How to perform difficult actions with an emphasis on extension, clear body shape and changes in direction. ✓ How to develop strength, technique and flexibility throughout performances on the floor. 		<ul style="list-style-type: none"> ✓ How to effectively travel with a ball into the correct space.(with intent). ✓ How to vary skills, actions and ideas. ✓ How to link skills, actions and ideas in ways that suit the games activity. ✓ How to vary skills and link these in ways that suit the games activity. ✓ How to use a range of techniques effectively when passing and dribbling. ✓ How to show confidence in using ball skills in various ways. ✓ How to link skills together effectively. 	

- ✓ How to demonstrate a strong imagination when creating own dance sequences and motifs using peer and self-evaluation to assist.
- ✓ How to perform with confidence using a range of movement patterns to use the space.
- ✓ How to move to the beat accurately and dance with fluency linking all of my movements and ensuring they flow.
- ✓ To understand why dance is good for fitness

- ✓ How to develop strength, technique and flexibility throughout performances on the equipment.
- ✓ How to develop strong listening skills.
- ✓ How to use and interpret maps.
- ✓ How to think activities through and problem solve using basic general knowledge.
- ✓ How to choose and apply strategies to solve problems.
- ✓ How to confidently show and understand how to be safe during outdoor educational activities.
- ✓ How to watch and describe a performance accurately.
- ✓ How to learn from others in how I can improve my skills.
- ✓ How to comment on tactics and techniques to help improve performances.
- ✓ How to make suggestions of how to improve my work, commenting on similarities and differences.

- ✓ How to apply knowledge of skills for attacking and defending.
- ✓ How to take part in a competitive game with strong understanding of tactics and composition.
- ✓ How to modify competitive games.
- ✓ How to keep possession of the ball during game situations.
- ✓ How to confidently make suggestions as to what resources can be used to differentiate a game.
- ✓ How to effectively select the right approach to attacking and defending in games situation.
- ✓ How to choose when to pass or dribble, so that they keep possession and make progress towards the goal.
- ✓ How to use a variety of running techniques and with them in a competitive situation.
- ✓ How to apply my jumping skills for specific height or distances in a competitive situation.
- ✓ How to apply my throwing techniques with accuracy and confidence for specific throws in a competitive situation.