

Caslon Primary Community School Whole School PE Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Daycare/Nursery	<p align="center">Physical Literacy</p> <ul style="list-style-type: none"> - Can move on their feet in a variety of ways including jumping, skipping, hopping, running and walking - Can move on large body parts in a variety of ways including sliding, slithering, rolling and shuffling <ul style="list-style-type: none"> - Can move energetically in movements such as running, jumping, dancing and climbing <ul style="list-style-type: none"> - Jumps off an object and lands appropriately and safely - Negotiate space and obstacles safely, with consideration for themselves and others <ul style="list-style-type: none"> - Adjust speed and change direction to avoid obstacles in playing space - Travels with confidence around, under, over and through equipment and apparatus - Demonstrates a range of control over an object such as a ball e.g. rolling, catching, patting and pushing <ul style="list-style-type: none"> - Shows a preference for a dominant hand when manipulating objects - Follow simple instructions, copy a variety of defined shapes and actions <ul style="list-style-type: none"> - Demonstrate strength, balance and coordination when playing - Organise and match various; items, images, colours and symbols - Be confident to try new activities and show independence, resilience and perseverance <ul style="list-style-type: none"> - Make their body tense, relaxed, stretched and curled 					
Reception	<p align="center">Physical Literacy</p> <ul style="list-style-type: none"> - Can move on their feet in a variety of ways including jumping, skipping, hopping, running and walking - Can move on large body parts in a variety of ways including sliding, slithering, rolling and shuffling <ul style="list-style-type: none"> - Can move energetically in movements such as running, jumping, dancing and climbing <ul style="list-style-type: none"> - Jumps off an object and lands appropriately and safely - Negotiate space and obstacles safely, with consideration for themselves and others <ul style="list-style-type: none"> - Adjust speed and change direction to avoid obstacles in playing space - Travels with confidence around, under, over and through equipment and apparatus - Demonstrates a range of control over an object such as a ball e.g. rolling, catching, patting and pushing <ul style="list-style-type: none"> - Shows a preference for a dominant hand when manipulating objects - Follow simple instructions, copy a variety of defined shapes and actions <ul style="list-style-type: none"> - Demonstrate strength, balance and coordination when playing - Organise and match various; items, images, colours and symbols - Be confident to try new activities and show independence, resilience and perseverance <ul style="list-style-type: none"> - Make their body tense, relaxed, stretched and curled 					
Year 1	<p>Run, Jump, Throw – Unit 1</p> <ul style="list-style-type: none"> - Demonstrate awareness for the need to improve and attempt to improve Recognise and implement concepts such as waiting your turn - Select correct skill for the situation Can start and stop at speed, run in straight lines using a variety of speeds - Attempt various jumps t asking off and landing on different foot combinations, e.g., 2 to 1, 1 to 2 etc. - Handle and throw a variety of different objects and attempt to throw for distance - Move a variety of objects quickly, showing a range of techniques - Developed agility and coordination skills to competently take part in a range of activities - Participate as part of a team to compete in running relays - Put in effort and stay motivated when challenged <p>Dance – Unit 2</p> <ul style="list-style-type: none"> - Demonstrate understanding that a dance has a start, middle and end - Confident to explore space within their dances and movements - Simplistically use concepts such as unison and mirroring in dance, copying examples - Perform basic body actions along with music - Remember and repeat simple movement patterns - Move with control and show spatial awareness - Show strength and flexibility during different types of activity such as movement phrases or starter activities - Work with a partner to use repeating motifs in dance movement phrase - Tap into emotions to respond to the feelings in the music by translating to body movement 	<p>Gymnastics – Unit 1</p> <ul style="list-style-type: none"> - Use words such as rolling, travelling, balancing, climbing - Can identify risks of working on and around apparatus - Safely move and carry basic gym equipment such as mats and benches - Recognise 'like' actions and link them together - Perform simple gymnastic actions and shapes - Make their body tense, relaxed, stretched and curled - Create an active journey using different body parts - Value other's efforts when they perform; watch and listen <p>Run, Jump, Throw – Unit 2</p> <ul style="list-style-type: none"> - Suggest links between types of exercises, e.g. training speed for different jumping activities - Select correct skill for the situation - Copy and repeat basic movements for extended periods developing stamina - Demonstrate some core strength to hold a variety of shapes and positions - Perform skills and tasks in set times - Move limbs in isolation and combination, such as when practising sprint technique - Undertake repetitive action and activities and show consistency across these movements - Work with a partner to help improve their performance - Apply knowledge of boundaries such as lanes & avoid impeding others 	<p>OAA</p> <ul style="list-style-type: none"> - Follow simple instructions - Find and record items on a list - Identify and select equipment based on a symbol - Perform in time to a beat showing basic rhythm - Handle order and organise equipment - Use strength and coordination to complete a task - Work with a partner to meet challenges - Complete simple instructions as a group - Motivated to play their part in the team <p>Attack, Defend, Shoot – Unit 1</p> <ul style="list-style-type: none"> - Recognise rules and apply them in competitive and cooperative games - Make decisions about how to defend a target - Aim at targets and shoot from varying distances, defended and unopposed - Roll, slide or throw a beanbag or ball with accuracy - Attempt to intercept and catch a thrown ball - Use change of direction and speed in open play - Come up with creative ways of manipulating different objects such as balls and beanbags - Work in collaboration with others to attack and score points - Show motivation to improve and attempt more difficult challenges 	<p>Yoga</p> <ul style="list-style-type: none"> - Demonstrate physical strength in muscles to hold poses for prolonged periods - Develop balance and coordination through holding poses - Practice ways of calming the body and mind - Begin to show focus and concentration by holding poses - Begin to show flexibility and agility when copying yoga poses <p>Attack, Defend, Shoot – Unit 2</p> <ul style="list-style-type: none"> - Discuss changes in the body brought about by exercise - Independently explore creative ways to score points - try something new to score - Begin to engage in competitive activities - Apply basic principles of attacking and defending in a game - Bounce a medium-sized ball to self and attempt to bounce to others - Judge when and where to move to get in a defensive position - Use lateral movement to get into a solid defensive position - Cooperate to perform a range of challenges using skills such as gesture/signalling - Identify the things that they like about exercise both in and outside of school 	<p>Dance – Unit 2</p> <ul style="list-style-type: none"> - Identify similarities between gymnastics and dance/other physical activity - Recognise that dances can have themes and stories - Use different parts of the body, combine arm and leg actions - Perform with an awareness of body shape required - With help, compose a basic movement phrase - Follow written routes, remember and recall movement patterns - Build techniques from one lesson to another, showing increasing skill - Make some suggestions of how others can improve their work - Engage with the class to perform marching sequence and canon <p>Hit, Catch, Run – Unit 1</p> <ul style="list-style-type: none"> - Able to identify when a point has been scored and keep count of the score - Show an understanding of techniques to track and stop balls. What's practical and what's not. - Catch a medium-sized ball thrown over a short distance - Track balls and other equipment sent to them, moving in line with the ball to collect it - Run between bases to score points Use a range of sending skills to put the ball into space - Able to self-feed ball to hit off the hand and strike ball off a cone - Work collaboratively to score runs showing encouragement and support - Resilient in the face of new challenges shows the will to keep trying 	<p>Send & Return – Unit 1</p> <ul style="list-style-type: none"> - Can describe how they worked with their partner to send and receive - Confident to explore different actions such as hitting other types of targets - With some accuracy and sensitivity, feed ball to a partner for them to hit - Score points against opposition over a line/net - Chase, stop and control balls and other objects such as beanbags and hoops - Use coordination and agility to keep rallies going in pairs and small groups - Track balls and other equipment sent to them, moving in line with the ball to collect or return - Work with a partner to send and return an object and play in a simple rally - Recognise your actions impact others, e.g. feeding a ball accurately and at the correct pace <p>Hit, Catch, Run – Unit 2</p> <ul style="list-style-type: none"> - Can choose where to send the ball to maximise the chance to score - Can make choices where to stand in the field to restrict runs scored - Intercept, retrieve and stop a beanbag and a medium-sized ball with some consistency - Catch a medium-sized ball thrown/hit over a short distance in a competitive scenario - Attempt to and with occasional success catch a ball from the air in a game - Run between and around bases to score points - Retrieve and return a ball to a base - Decide as a team the best positioning to intercept balls - Show awareness of teammates fielding positions to restrict runs in a simple game scenario

Year 2	<p>Yoga</p> <ul style="list-style-type: none"> - Demonstrate physical strength in muscles to hold poses for prolonged periods - Develop balance and coordination through holding poses - Practice ways of calming the body and mind - Begin to show focus and concentration by holding poses - Begin to show flexibility and agility when copying yoga poses <p>Gymnastics – Unit 1</p> <ul style="list-style-type: none"> - Perform with some control and consistency, basic actions at different speeds and on different levels - Explain the differences between types of balances such as point and patch - Create and perform a simple sequence - Perform using recognised start and finish shapes - Explore and practice transitions between elements - Demonstrate flexibility in actions - Use power in jumps and flight - Reflect on their own performances and identify their strongest skill/action - Work well with others to help improve each other's sequences/movements 	<p>Yoga</p> <ul style="list-style-type: none"> - Demonstrate physical strength in muscles to hold poses for prolonged periods - Develop balance and coordination through holding poses - Practice ways of calming the body and mind - Begin to show focus and concentration by holding poses - Begin to show flexibility <p>Run, Jump, Throw – Unit 1</p> <ul style="list-style-type: none"> - Make choices about appropriate throws for different types of activity - Can identify areas of actions that need improvement, e.g. power in throws to throw further - Develop strength, agility, coordination and balance over a variety of activities - Can negotiate obstacles showing increased control of body and limbs - Demonstrate different types of throws - Show quick feet actions for sprinting - Perform a variety of static and dynamic balances - Work cooperatively to complete running and throwing tasks - Consider others when playing games to respect their space and boundaries 	<p>Dance – Unit 1</p> <ul style="list-style-type: none"> - Show confidence to perform in front of others - Select movements that show a clear understanding of the theme/story/idea of the dance - Explore and use basic choreography, including levels, speed changes, unison and canon - Move with imagination responding to the music - Plan a dance to have a beginning, middle and end - Show good timing with the music - Begin to use formations in a dance - Create a short, simple dance with a partner - Attempt to work as part of a group to perform a dance <p>Attack, Defend, Shoot – Unit 1</p> <ul style="list-style-type: none"> - Begin to look for space to pass into or run to receive - Recognise you sometimes need to stay within a defined area - Can send a ball using feet - Can send a ball, varying distances using feet - Can receive a ball with feet - Link combinations of skills, e.g. dribbling and passing with hands in isolation and combination - Can send a ball using hands - Can receive a ball with hands - Can play in a variety of positions in both defence and attack - Show awareness of teammates and opponents in games 	<p>Dance – Unit 2</p> <ul style="list-style-type: none"> - Volunteer and show leadership in group dances - Volunteer ideas as part of a group - Remember and repeat dance steps - Perform to the count of 8 - Perform with expression - Show some sense of dynamic, expressive and rhythmic qualities in their dance - Use different parts of the body in isolation and combination - Show engagement in tasks and perform with freedom, e.g. freestyling - Able to comment on ideas and emotions and how these can be portrayed through dance <p>Attack, Defend, Shoot – Unit 2</p> <ul style="list-style-type: none"> - Making decisions to send balls to a player in space - Select the most appropriate skill to move forwards to shoot - Choose when to attempt to intercept the ball - Can send a variety of different size and shaped balls with hands - Can catch a variety of different sizes and shaped balls - Perform the role of goalkeeper using basic stopping skills - Explore the concept of intercepting - Can play in a variety of positions in both defence and attack - Show awareness of teammates and opponents in games - Work with a partner and in small groups to develop skills 	<p>Gymnastics – Unit 2</p> <ul style="list-style-type: none"> - Work safely on own and with others in body management sequences - Refine and develop a routine to improve their performance - Attempt to use rhythm whilst performing a sequence - Use core strength to link gymnastic elements, e.g. back support and L-sit - Remember and repeat sequences - Show increasing control over apparatus during sequences - Show smooth transitions - Develop character and show maturity to work near others - Work with a partner to copy, create and join sequences <p>Hit, Catch, Run – Unit 1</p> <ul style="list-style-type: none"> - Make choices about where to hit the ball - Make tactical decisions about where to position themselves in the field - Has developed hitting skills with a variety of bats - Retrieve a ball back to base as part of a team - Practised bowling/feeding a ball to other players - Play as a batter, bowler and fielder - Run in a game to score points - Makes attempts to catch balls coming towards the player in games - Display sportsmanship when competing against others - Work as a team to score runs 	<p>OAA</p> <ul style="list-style-type: none"> - Confidently follow a basic map - Create a simple map - Make good choices when leading others - Attempt beginners competition Speed Stack - Adapt to use equipment in unconventional ways - Use the correct 1 and 2 footed jumping technique most of the time - Stay motivated during challenges such as searching and seeking tasks - Show sensitivity and respect when working with a blindfolded partner <p>Send & Return – Unit 1</p> <ul style="list-style-type: none"> - Decide on and play with their dominant hand - Begin to recognise when a ball has landed 'in' and 'out' of the boundaries - Demonstrate basic sending skills in isolation and small games - Use correct grip to hold a tennis racquet - Consistently hit a ball using their hand - Hit a ball with a racquet with some consistency - Take part in a rally - Use a self-feed to start a game - Return a ball coming towards them using a hand or racquet - Play in modified games with others to send and return the ball over a line/net - Work cooperatively with a partner to practise sending and receiving skills
Year 3	<p>OAA</p> <ul style="list-style-type: none"> - Describe their work and the strategies they use to solve problems - Independently identify factors needed to complete a task - Use acquired skills to create maps and directions - Identify and use symbols on a map to navigate - Play competitively and fairly implementing the rules - Participate safely, considering others - Perform with strength, stamina and endurance in more physical tasks - Lead others and be led - Can work with others to solve problems <p>Football</p> <ul style="list-style-type: none"> - Recognise the need to look forward when attacking a goal - Sometimes make good choices about when to pass and when to dribble - Send the ball using the inside of the foot - Control the ball and pass unchallenged - Use short passes to keep possession in a game - Sometimes move into space to receive the ball - Use the outside of the foot to control the ball and dribble - Show support, encouragement and good sportsmanship - Work as part of a team to attack towards a goal 	<p>Tennis</p> <ul style="list-style-type: none"> - Keep count/score of a game - Describe different types of shots using the terms short, long etc - Show tennis ready position - Play over a net - Play a continuous game using: throwing and catching or some simple hitting - Serve underarm to begin a game - Return a moving ball (hand or racquet) - Take part in a rally by working well with a partner - Play against an opponent <p>Gymnastics – Unit 1</p> <ul style="list-style-type: none"> - Modify actions independently using different pathways, directions and shapes - Identify similarities and differences in sequences - Perform sequences with contrasting actions - Perform in unison with a partner - Remember and repeat sequences - Adapt basic sequences to include some apparatus - Show body control in individual movements and sequences - Work as a group to create a basic sequence - Can suggest how developing strength and flexibility helps in maintaining a healthy, active lifestyle 	<p>Swimming – Beginners</p> <ul style="list-style-type: none"> - Move with more confidence in water including submerging themselves fully - Enter and exit the water independently - Propel themselves over longer distances using swimming aids - Float and regain to standing confidently - Push and glide and transition from glide to stroke - Apply basic arm and leg action to 'doggy paddle' - Swim a short distance between 5 and 20 metres unaided using one consistent stroke - Attempt skill of sculling and use to propel themselves <p>Handball</p> <ul style="list-style-type: none"> - Implement some handball rules in games - Use individual strengths to their advantage - Can attempt 3 step rule with some confidence - Show correct catching ready position - Send the ball using different techniques - Attempt to intercept the ball from an opponent's throw - Receive the ball with some consistency - Help team to create chances to score - Show support, encouragement and good sportsmanship 	<p>Swimming – Beginners</p> <ul style="list-style-type: none"> - Move with more confidence in water including submerging themselves fully - Enter and exit the water independently - Propel themselves over longer distances using swimming aids - Float and regain to standing confidently - Push and glide and transition from glide to stroke - Apply basic arm and leg action to 'doggy paddle' - Swim a short distance between 5 and 20 metres unaided using one consistent stroke - Attempt skill of sculling and use to propel themselves <p>Netball</p> <ul style="list-style-type: none"> - Play using basic netball rules - Show an understanding of the role of a goal shooter - Pass the ball in a variety of ways - Demonstrate dodging technique to get 'free' from a defender - Play in attacking and defending zones - Recognise which throws are used for different distances - Receive the ball without travelling - Create opportunities as a team to score, building an attack - Show support, encouragement and good sportsmanship 	<p>Swimming – Intermediate</p> <ul style="list-style-type: none"> - Enter and exit the water in a variety of ways - Attempt surface dive - Begin to use basic swimming techniques including correct arm and leg action - Attempt to use basic breathing patterns when swimming - Submerge, sink, roll and rotate underwater - Swim over greater distance of 10 and 20 metres with confidence in shallow water - Work in collaboration to perform group challenges such as group floats <p>Dance – Unit 1</p> <ul style="list-style-type: none"> - Discuss own, and others work with some awareness of choreography - Describe using appropriate language the features of dances performed by others - Competently include props and other ideas in their dance - Perform movements to an audience - Express moods and feelings of a character through the dance piece - Attempt short pieces of improvised dance responding to the structure/theme of the dance - Dance using different levels and direction - Share and create short dance phrases with a partner and in small groups - Work to develop and take part in group and whole class dance 	<p>Swimming – Intermediate</p> <ul style="list-style-type: none"> - Enter and exit the water in a variety of ways - Attempt surface dive - Begin to use basic swimming techniques including correct arm and leg action - Attempt to use basic breathing patterns when swimming - Submerge, sink, roll and rotate underwater - Swim over greater distance of 10 and 20 metres with confidence in shallow water - Work in collaboration to perform group challenges such as group floats <p>Cricket</p> <ul style="list-style-type: none"> - Adhere to some basic cricket rules - Explain how fielders work together to restrict batters runs - Hit a ball using a forward drive - Accurately bowl a ball underarm - Strike a bowled ball - Strike a ball off a tee with some consistency - Stop a moving ball - Develop throwing skills to throw over longer distances - Field as a team to return the ball to the bowler/base effectively - As a team, apply simple tactics to choose where to hit the ball

Year 4	<p>Football</p> <ul style="list-style-type: none"> - Have discussions on the benefits and weaknesses of both types of marking - Sometimes make decisions on the best time to tackle - Move towards the ball to receive - Attempt front marking and goal side marking - Begin to tackle - Use dribbling to progress forwards - Send the ball over longer distances - Work hard in a game and recognise the physical effects on yourself and your teammates - Evaluate which skills and tactics you apply well and which need improvements 	<p>Handball</p> <ul style="list-style-type: none"> - Explain some of the 'roles' in handball, e.g. circle runner - Play in a game with recognition of more handball rules - Protect the ball during gameplay - Attempt to shoot using the overarm technique - Complete a 7-metre throw - Rotate and play in a variety of positions - Shoot from the correct areas - Show characteristics of a good team player - Build an attack as a team 	<p>Gymnastics – Unit 1</p> <ul style="list-style-type: none"> - Decide on ways to improve a piece of work using compositional elements and implement changes - Apply a broader range of more challenging skills executed with precision - Create a unison sequence - Demonstrate control when taking weight on hands - Perform actions such as balance, body shapes and flight with control - Implement compositional elements into sequences - Adapt actions and sequences to work with partners and small groups - Work as a group to combine sequences - Judge other's performances using appropriate communication 	<p>Netball</p> <ul style="list-style-type: none"> - Show some awareness of high five positions - Recognise and explain why marking is important - Protect the ball after catching - Show a pivot action once the ball has been caught - Show speed and endurance in a game situation - Use basic shooting techniques in isolation and a game - Use one to one marking technique in a game - Use some preliminary moves before calling for the ball - Work as part of a team to ensure all players are marked - Recognise how playing as a team can improve your communication skills 	<p>Cricket</p> <ul style="list-style-type: none"> - With increasing consistency, choose where to direct a hit from a bowled ball - Use and apply the basic rules of the game - Direct hits using taught shots, e.g. pull shot - Track and intercept the ball along the ground, sometimes collecting with one hand - Attempt overarm bowling with some accuracy - Show more consistency in throwing and catching over a variety of distances - Field a bouncing ball - Show fair play such as accepting when run out or stumped - Work with a partner to anticipate when to run 	<p>Dance – Unit 1</p> <ul style="list-style-type: none"> - Demonstrate and discuss performance skills - Remember movements and routines from previous weeks - Incorporate a freeze-frame into a dance - Dance using a variety of formations confidently - Clearly show set start positions for the beginning of the dance - Perform with increasing musicality with control and confidence - Use transitions to move from different dance positions - Work as part of a group to listen to and give ideas - Include unison and canon in the dance sequence
	<p>MPCT</p> <ul style="list-style-type: none"> - Begin to demonstrate independent skills - Understand the importance of organisational skills <ul style="list-style-type: none"> - Begin to improve mental resilience - Identify key factors in personal time management <ul style="list-style-type: none"> - Begin to adopt a positive approach to challenge - Exposure to new social situations and social adjustment 					
Year 5	<p>Dance – Unit 1</p> <ul style="list-style-type: none"> - Confidently participate in dances from different parts of the world - Discuss what non-locomotor is and demonstrate a non-locomotor movement - Refine & improve dances adapting them to include the use of space rhythm & expression - Perform different styles of dance clearly and fluently - Perform a solo dance to an audience - Incorporate more challenging formations into dances - Create and use compositional ideas confidently, such as pathways, step patterns and unison - Recognise and comment on dances suggesting ways to improve - Adapt a pair dance into a small group dance 	<p>Badminton</p> <ul style="list-style-type: none"> - Recognise how reaction time can impact on play - Umpire a badminton game - Hit the shuttle to different areas of the court - Apply court position techniques to single play - Demonstrate a variety of service shots in isolation and some game play - Moves around the court to return shots - Use a variety of shots in a game - Play with others with some flow to the game, keeping track of their own scores - Apply some control when returning the shuttle including foot placement, shot selection and aim 	<p>Hockey</p> <ul style="list-style-type: none"> - Apply basic defensive positions in the game - Know and apply the rules consistently in game situations - Use a block tackle in a game - Able to combine basic skills such as dribbling and passing - Apply basic marking in a game situation - Play in different positions with some success - Drag the ball left to right with some control and consistency - Use a range of skills to keep possession e.g., stop, control and send - Work as a team to attack and defend - Covering a variety of specific skills or concepts, discuss how they can improve 	<p>Gymnastics – Unit 1</p> <ul style="list-style-type: none"> - Can select a component for improvement and use guidance from others to do so - Take the lead in a group - Create longer and more complex sequences and adapt their performances - Attempt to perform more complex skills in isolation such as round-off - Make a dynamic sequence with contrasting shapes and actions and balances, demonstrating smooth transitions - Remember and repeat longer sequences with more difficult movements such as cartwheels, shoulder rolls - Work responsibly in trust exercises and when counterbalancing - Perform symmetry and asymmetry individually, in pairs and as a group - Compare performances and judge strengths and areas for improvement 	<p>Basketball</p> <ul style="list-style-type: none"> - Explain the need for different tactics and attempt these in a game situation - Make appropriate choices on when to pass, shoot or dribble - Combine skills such as passing and dribbling - Show 'blocking' in a game - Use correct foot placement to forward pivot - Use a push pass in a game situation - Use boxing out to win a rebound - Use w shape hand position to catch more consistently - Build an offence as a team - Apply knowledge of personal fouls in a competition setting 	<p>Athletics</p> <ul style="list-style-type: none"> - Identify how they can change an activity by using the STEP principle - Distinguish between good and poor performances and suggest ways to improve self and others - Sustain pace over shorter and longer distances such as running 100m and running for 2 minutes - Explore a range of baton handling activities and attempt to receive in a restricted area - Combine jumping sequences, e.g. hop, step, jump - Perform a range of jumps in different activities - Demonstrate a range of throwing actions using different equipment with some consistency and control - Able to run as part of a team in relay style events and demonstrate max effort pace - Compare own performance with previous ones and demonstrate improvement to achieve personal best
	<p>MPCT</p> <ul style="list-style-type: none"> - Demonstrate independent skills <ul style="list-style-type: none"> - Develop organisational skills - Improve mental resilience - Improve personal time management skills <ul style="list-style-type: none"> - Adopt a positive approach to challenge - Navigate new social situations and social adjustment 					

Year 6	<p>Swimming – Intermediate</p> <ul style="list-style-type: none"> - Enter and exit the water in a variety of ways - Attempt surface dive - Begin to use basic swimming techniques including correct arm and leg action - Attempt to use basic breathing patterns when swimming - Submerge, sink, roll and rotate underwater - Swim over greater distance of 10 and 20 metres with confidence in shallow water - Work in collaboration to perform group challenges such as group floats <p>Tag Rugby</p> <ul style="list-style-type: none"> - Use STEP principle to suggest, plan and lead a warm-up to complement the lesson objectives - Recognise the difference between attacking and defensive tactics - Support players when you are off the ball - Consistently catch/stop and control a ball - Make quicker decisions in games (on and off the ball) - Use a variety of techniques for passing, controlling and moving the ball - Use speed and agility in gameplay - Suggest ways to improve set plays - Offer suggestions for improvements on other's warm-up activities 	<p>Swimming – Advanced</p> <ul style="list-style-type: none"> - Surface dive and travel to the bottom of the pool to collect objects - Work up to crouching dive - Work in pairs to refine stroke technique and suggest ways they can improve - Bring control and fluency to at least two recognised strokes - Have attempted personal survival techniques as an individual and a group with success - Link lengths together with turns and attempt a tumble turn in isolation and during stroke - Swim competently, confidently and proficiently over a distance of at least 25 metres - Implement good breathing technique to allow for smooth stroke patterns - Compete as part of a team <p>Badminton</p> <ul style="list-style-type: none"> - Make appropriate choices in games about the best shot to use - Explain some of the tactics used in badminton - Attempt more technical shots such as smash, where able use in a game - Apply a range of defensive tactics in a game, individually and with a partner - Begin to use full scoring systems - Begin to use doubles service rules - Use forehand, backhand and overhead shots with more confidence in games - Develop doubles play further implement basic positioning tactics - Use speaking and listening skills to umpire and play with peers without dispute 	<p>OAA</p> <ul style="list-style-type: none"> - Use knowledge of games in PE to suggest adaptations and variations to games/activities - Follow instructions accurately - Use written description to identify objects - Use speed at appropriate times to complete a task quicker - Refine and adapt ideas in a group task - Use information given by others to complete a task and work collaboratively - Work collaboratively to perform a more complex task - Takes responsibility for a role in a task <p>Hockey</p> <ul style="list-style-type: none"> - Choose and implement a range of strategies to attack and defend, such as restricting attackers space or goal side marking - Suggest, plan and lead a warm-up or drill and use STEP technique to modify - Play confidently in a variety of positions (attacking and defensive) - Channel opposition players away from the middle of the pitch - Use and apply more rules such as where to take hit-outs and long corner rules - Use a variety of techniques for passing, controlling, dribbling and shooting the ball in games - Use simple set plays - Consistently stop and control a ball - Shoot from close range - Work as a team to identify and communicate players that need to be marked - Use and apply boundary rules such as corners, self pass and sideline 	<p>Basketball</p> <ul style="list-style-type: none"> - Implement a range of strategies to attack and defend, such as restricting attackers' space - Appraise own skill level and choose the distance for a free throw - Play with basketball rules recognising when they have committed a foul - Track and control a rebound from a shot (a penalty shot or open play) - Apply agility to a variety of basketball skills - Use a retreat dribble in a game - Perform a v-cut effectively - Attempt a 3 point shot - Counterattack with team using the fast break - Develop confidence to drive to the basket <p>Gymnastics – Unit 1</p> <ul style="list-style-type: none"> - Identify strengths and weaknesses of a performance - Explain why dismounting safely is so important - Experience flight on and off apparatus - Arrange own apparatus to enhance work - Devise a sequence that uses canon - Include a piece of equipment in sequence - Show awareness of how a sequence might need to be adapted when performing to music - Lead a group warm-up demonstrating the importance of strength and flexibility - Show good character when being lead as part of a group 	<p>Yoga</p> <ul style="list-style-type: none"> - Demonstrate physical strength in muscles to hold poses for prolonged periods - Demonstrate balance and coordination when moving through poses and holding them - Identify specific ways of calming the body and mind - Demonstrate focus and concentration through breath work and by holding poses - Demonstrate flexibility and mobility through recreating actions and poses <p>Athletics</p> <ul style="list-style-type: none"> - Accurately record scores in various track and field events - Assess their own ability to perform as part of a team - Demonstrate power and good technique when throwing for distance - Show a variety of jumping techniques with control - Use power to improve the start of a sprint and achieve a personal best - Use the correct footwork, showing coordination for the triple jump - Run consistently in a variety of running races - Collaborate with others to complete a race in the fastest time possible - Recognise success in their performance even when they do not win 	<p>Yoga</p> <ul style="list-style-type: none"> - Demonstrate physical strength in muscles to hold poses for prolonged periods - Demonstrate balance and coordination when moving through poses and holding them - Identify specific ways of calming the body and mind - Demonstrate focus and concentration through breath work and by holding poses - Demonstrate flexibility and mobility through recreating actions and poses <p>Dance – Unit 1</p> <ul style="list-style-type: none"> - Warm-up and cool down independently - Interpret different stimuli with imagination and flair - Work creatively and imaginatively on their own, in pairs and in a group, to create simple dances - Use recognised dance actions and adapt to develop motifs and movement patterns - Show tension and extension in dance movements - Perform a duet including a range of elements - Show appropriate facial expressions and gestures - Attempt to include dynamics in dance - When working in groups/pairs, take the lead suggesting ideas and refining actions of others - Work sensibly with others during contact and lift work
	Beech Tree – Ocean Class	<p>Run, Jump, Throw – Unit 1</p> <ul style="list-style-type: none"> - Demonstrate awareness for the need to improve and attempt to improve - Recognise and implement concepts such as waiting your turn - Select correct skill for the situation - Can start and stop at speed, run in straight lines using a variety of speeds - Attempt various jumps t asking off and landing on different foot combinations, e.g., 2 to 1, 1 to 2 etc. - Handle and throw a variety of different objects and attempt to throw for distance - Move a variety of objects quickly, showing a range of techniques - Developed agility and coordination skills to competently take part in a range of activities - Participate as part of a team to compete in running relays - Put in effort and stay motivated when challenged 	<p>Run, Jump, Throw – Unit 2</p> <ul style="list-style-type: none"> - Suggest links between types of exercises, e.g. training speed for different jumping activities - Select correct skill for the situation - Copy and repeat basic movements for extended periods developing stamina - Demonstrate some core strength to hold a variety of shapes and positions - Perform skills and tasks in set times - Move limbs in isolation and combination, such as when practising sprint technique - Undertake repetitive action and activities and show consistency across these movements - Work with a partner to help improve their performance - Apply knowledge of boundaries such as lanes & avoid impeding others 	<p>Hit, Catch, Run – Unit 1</p> <ul style="list-style-type: none"> - Make choices about where to hit the ball - Make tactical decisions about where to position themselves in the field - Has developed hitting skills with a variety of bats - Retrieve a ball back to base as part of a team - Practised bowling/feeding a ball to other players - Play as a batter, bowler and fielder - Run in a game to score points - Makes attempts to catch balls coming towards the player in games - Display sportsmanship when competing against others - Work as a team to score runs 	<p>Hit, Catch, Run – Unit 2</p> <ul style="list-style-type: none"> - Can choose where to send the ball to maximise the chance to score - Can make choices where to stand in the field to restrict runs scored - Intercept, retrieve and stop a beanbag and a medium-sized ball with some consistency - Catch a medium-sized ball thrown/hit over a short distance in a competitive scenario - Attempt to and with occasional success catch a ball from the air in a game - Run between and around bases to score points - Retrieve and return a ball to a base - Decide as a team the best positioning to intercept balls - Show awareness of teammates fielding positions to restrict runs in a simple game scenario 	<p>Send & Return – Unit 1</p> <ul style="list-style-type: none"> - Can describe how they worked with their partner to send and receive - Confident to explore different actions such as hitting other types of targets - With some accuracy and sensitivity, feed ball to a partner for them to hit - Score points against opposition over a line/net - Chase, stop and control balls and other objects such as beanbags and hoops - Use coordination and agility to keep rallies going in pairs and small groups - Track balls and other equipment sent to them, moving in line with the ball to collect or return - Work with a partner to send and return an object and play in a simple rally - Recognise your actions impact others, e.g. feeding a ball accurately and at the correct pace
<p style="text-align: center;">Swimming – Beginners</p> <ul style="list-style-type: none"> - Move with more confidence in water including submerging themselves fully <ul style="list-style-type: none"> - Enter and exit the water independently - Propel themselves over longer distances using swimming aids <ul style="list-style-type: none"> - Float and regain to standing confidently - Push and glide and transition from glide to stroke - Apply basic arm and leg action to 'doggy paddle' - Swim a short distance between 5 and 20 metres unaided using one consistent stroke <ul style="list-style-type: none"> - Attempt skill of sculling and use to propel themselves 						

- Basketball**
- Explain why we look to 1) shoot 2) pass, and 3) dribble
 - Apply contact rules when defending
 - Experiment with different ball-handling skills
 - Perform short passes
 - Show good defensive posture
 - Use two hands to play a basketball shot
 - Use a jump ball to start a game
 - Assist teammates to shoot
 - Take on the role of referee

- Football**
- Recognise the need to look forward when attacking a goal
 - Sometimes make good choices about when to pass and when to dribble
 - Send the ball using the inside of the foot
 - Control the ball and pass unchallenged
 - Use short passes to keep possession in a game
 - Sometimes move into space to receive the ball
 - Use the outside of the foot to control the ball and dribble
 - Show support, encouragement and good sportsmanship
 - Work as part of a team to attack towards a goal

- Netball**
- Play using basic netball rules
 - Show an understanding of the role of a goal shooter
 - Pass the ball in a variety of ways
 - Demonstrate dodging technique to get 'free' from a defender
 - Play in attacking and defending zones
 - Recognise which throws are used for different distances
 - Receive the ball without travelling
 - Create opportunities as a team to score, building an attack
 - Show support, encouragement and good sportsmanship

- Tag Rugby**
- Explore a range of techniques to avoid being tagged
 - Employ tactics to put opponents under pressure
 - Perform a range of ball handling skills
 - Show ways to avoid being tagged in a game
 - Use recognised passes in isolation
 - Can recall and show at least two key teaching points of a learned skill
 - Play using basic rules
 - Listen to others to work as an effective team
 - Show support, encouragement and good sportsmanship

- Tennis**
- Keep count/score of a game
 - Describe different types of shots using the terms short, long etc
 - Show tennis ready position
 - Play over a net
 - Play a continuous game using: throwing and catching or some simple hitting
 - Serve underarm to begin a game
 - Return a moving ball (hand or racquet)
 - Take part in a rally by working well with a partner
 - Play against an opponent

- Athletics**
- Take part in basic scoring of different events
 - When questioned, show understanding of their role in team relay performance
 - Compete with others and record points
 - Link running and jumping activities with some fluency and consistency
 - Control movements and body actions in response to specific instructions
 - Jump for height and distance with control and balance
 - Run at different speeds according to event and instruction
 - Throw a variety of objects using recognised throws
 - Throw more accurately and over greater distances
 - Run as part of a relay team
 - Identify how to improve their own, and others work and be tactful

- Swimming - Intermediate**
- Enter and exit the water in a variety of ways
 - Attempt surface dive
 - Begin to use basic swimming techniques including correct arm and leg action
 - Attempt to use basic breathing patterns when swimming
 - Submerge, sink, roll and rotate underwater
 - Swim over greater distance of 10 and 20 metres with confidence in shallow water
 - Work in collaboration to perform group challenges such as group floats