

The Skills in PE

Our goal for Physical Education and School Sport is that our children are inspired to lead active, healthy lives by developing:

- o physical literacy skills across a broad range of sports and activities;
- o an understanding of the body, its capabilities and the importance of a healthy, active lifestyle; and
- o sportsmanship, strategic engagement and enjoyment within competitive sports

Children at William Tyndale Primary also have the opportunity to develop essential **skills** throughout their PE learning. By intertwining the "hands, head and heart" approach with the Skills Builder 8 essential skills, our PE curriculum provides a balanced and enriching experience. With the wide variety of units children encounter throughout their time at the school, they are well prepared not only for athletic endeavors but also for life skills that extend beyond the primary school. The skills are vital to them making progress within the subject as they must demonstrate them in order to enjoy and become passionate about the subject. The skills also help them appreciate the knowledge and skills needed to be a professional athlete.



Hands - physical literacy skills, particularly the Fundamental Movement Skills, technical ability to perform the skills in both isolation and in a game situations. Whilst developing this area, children will build **creativity** and **problem solving**.

Head - knowledge of rules and strategies involved in different games, and understanding the body and how to keep it healthy, thinking skills, knowledge, problem solving and ethics. Whilst developing this area, children will build **speaking, listening** and **leadership**.

Heart - coping with a competitive contact and self-management within sport e.g. sharing, taking turns, sportsmanship, resilience and the ability to 'bounce back'. Whilst developing this area, children will build **teamwork, staying positive** and **aiming high**.

PE Whole School Overview 2024 2025

Our goal for Physical Education is that children are inspired to lead active, healthy lives by developing:
 o physical literacy skills across a broad range of sports and activities;
 o an understanding of the body, its capabilities and the importance of a healthy, active lifestyle; and
 o sportsmanship, strategic engagement and enjoyment within competitive sports

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Right of the month	September: Article 28 – the right to learn and go to school October: Article 12 – the right to be listened to	November: Article 19 – the right not to be harmed and to be looked after and kept safe December: Article 13 – the right to follow your own religion	January: Article 29 – the right to become the best you can be February: Article 42 – the right to learn about your rights	March: Article 7 – the right to a name and a nationality April: Article 24 – the right to food, water and medical care	April: Article 24 – the right to food, water and medical care May: Article 20 – the right to practise your own culture, language and religion	June: Article 22 – the right to special protection and help if you are a refugee July: Article 31 – the right to play and rest
Skill of the Month	September: Listening October: Speaking	November: Teamwork December: GLOBAL GOALS	January: Problem Solving February: Staying Positive	March: Creativity April: GLOBAL GOALS	April: GLOBAL GOALS May: Aiming High	June: Leadership July: GLOBAL GOALS
Whole school days/events linked to PE	Bike to School Week		Children’s Mental Health Week			National School Sports Week Sports Day
Nursery: Units and RTP (Ready to Progress) Objectives	Developing Physical Confidence I can use different ways to travel.	Negotiating Space I can move around the space by walking or running.	Ball Skills I can throw a variety of objects (hand-eye coordination).	Ball Skills I show increasing control over an object in pushing, throwing, catching or kicking it.	Dance I can respond to music.	Athletics I can work in a team with adult guidance.
Reception: Units and RTP Objectives	Using and Exploring Space I can use all the space available. Running Games I can change speed and direction.	Using and Exploring Space I can negotiate obstacles safely. Bat and Ball Skills I can aim a ball in a general direction with a bat.	Throwing and Aiming I can try a range of throwing techniques. Yoga I can copy adult movements and poses (developing coordination/strength/balance).	Gymnastics I can try a range of balances Big Ball Skills I can catch after bouncing/throwing up (hand-eye coordination).	Athletics I can complete a basic relay race with adult support. Dance I can make big clear actions and move in relation to the music.	Indoor Relay Races Athletics I can take part in practice races for Sports Day.
Year 1: Units and RTP Objectives	Locomotion - Jumping I can use my arms to help me jump, hop or leap. Dance - Growing I can begin to move in time with a simple control.	Ball Skills - Hands I can begin to dribble with control. Dance - Heroes I can create simple steps or movements.	Locomotion - Running I can keep my head up when I’m running. Gymnastics - Wide, Narrow, Curled I can point my fingers and toes and be still when creating balances.	Balls Skills - Feet I can begin to dribble with control. Gymnastics - Body Parts I can create short travelling sequences on a variety of apparatus.	Games for understanding I can begin to change direction to dodge Ball Skills - Hands I can begin to use my body to help me catch a ball e.g. hands out, standing on balls of feet	Team Building I can work together with other children to do something together Ball Skills - Racket Bats and Balls I can begin to understand why I must keep the ball close and controlled.

<p>Year 2: Units and RTP Objectives</p>	<p>Ball Skills - Hands I can name and use some different passes (e.g. chest, underarm, overarm) with accuracy.</p> <p>Dance - Explorers I can create a short sequence of movements.</p>	<p>Ball Skills - Feet I can jog while keeping the ball close to my feet.</p> <p>Dance - DDMix I can change the way I move to demonstrate different emotions.</p>	<p>Locomotion - Dodging I can run with correct technique. I can dodge with effective technique.</p> <p>Gymnastics - Linking I can do some small body part balances e.g. stork stand, arabesque.</p>	<p>Locomotion - Jumping I understand the roles of different body parts and muscles in jumping i.e. use of arms & legs.</p> <p>Gymnastics - Pathways I can travel creatively using different apparatus.</p>	<p>Games for understanding I understand the difference between defending and attacking.</p> <p>I can play the role of an attacker or a defender in a simple game and change my actions to suit the role e.g.blocking/dodging/cha nging speed.</p> <p>Health and Wellbeing I know why exercise is important for my body and my mind.</p>	<p>Ball Skills - Hands I can look at my partner when I pass to them</p> <p>Team Building I can define and identify good teamwork.</p>
<p>Year 3: Units and RTP Objectives</p>	<p>Invasion Games - Handball I can avoid defenders when passing.</p> <p>Athletics - Throwing and Jumping I can do a standing long jump and a standing triple jump I can discuss and use the correct stance for throwing a bean bag e.g. one foot forwards, releasing at the correct time.</p>	<p>Gymnastics - Symmetry and Asymmetry I can create small body parts balances alone and with a partner.</p> <p>Athletics - Running I can run with my arms bent using a pumping action. I can run on the balls of my feet and with driving leg action.</p>	<p>Invasion Games - Dodgeball I can throw accurately within the context of a game.</p> <p>Dance - DDMix I can use dynamics in my movements.</p>	<p>Invasion Games - Basketball I can dribble a ball with control.</p> <p>Communication and Tactics I can communicate kindly with my team.</p>	<p>Net and Wall Games - Tennis I can hit the ball accurately towards a partner with a racquet after it has bounced.</p> <p>Athletics - Competitions I can accelerate quickly to run for speed.</p>	<p>Striking and Fielding Games - Rounders I understand the different roles in the game e.g. bowler, fielder, backstop, batter.</p> <p>Athletics I understand the difference between how to throw for accuracy and how to throw for distance.</p>
<p>Year 4: Units and RTP Objectives</p>	<p>Invasion Games - Tag Rugby I can throw and catch a ball, following the rules of the game.</p> <p>Athletics I can use a javelin and a shot put safely and with correct technique.</p>	<p>Orienteering I can locate points with a partner.</p> <p>Invasion Games - Hockey I can jog with the ball whilst moving the ball from side to side (dribbling).</p>	<p>Invasion Games - Football I can dribble with the ball using correct technique (inside and outside of the feet, heads up and keep the ball close to feet).</p> <p>Gymnastics - Bridges I can design and complete a sequence of actions including travelling, balancing and jumping.</p>	<p>Problem Solving I can identify the attributes of a successful team.</p> <p>Swimming I can swim competently, confidently and proficiently over a distance of at least 25 metres.</p>	<p>Invasion Games - Netball I can use different passing types (e.g. chest, bounce, high).</p> <p>African Dance I can dance in unison with others.</p>	<p>Striking and Fielding Games - Cricket I can throw with accuracy over and underarm.</p> <p>African Dance I can change levels and directions while moving to music.</p>





























<p>Year 5: Units and RTP Objectives</p>	<p>Invasion Games - Handball I can use a range of techniques to defend e.g. 1-to-1, zonal.</p> <p>Athletics - Competitions I consistently use accurate running technique.</p>	<p>OAA - Problem Solving I can work effectively as part of a team with the focus on cooperation and responsibility.</p> <p>Dance - DDMix I can mirror another person's movements with accuracy.</p>	<p>Invasion Games - Basketball I can use a variety of attacking techniques e.g. passing, creating space.</p> <p>Gymnastics - Counter Balance and Counter Tension I can demonstrate fluidity and control in my movements.</p>	<p>Invasion Games - Football I can aim to shoot under pressure.</p> <p>Communication and Tactics I can think tactically to suggest ideas to help my team.</p>	<p>Net and Wall Games - Tennis I can take part in a rally where the ball consistently lands 'in' on the court.</p> <p>Athletics - Throwing and Jumping I can use the correct arm and leg technique to jump for distance.</p>	<p>Playmaker Leadership Award I can consider the role of PACE (participants, area, communication and equipment) in an activity.</p> <p>Striking and Fielding Games - Rounders I am aware of where the ball or batter will be while playing.</p>
<p>Year 6: Units and RTP Objectives</p>	<p>Invasion Games - Tag Rugby I can perform a sidestep and other evasive moves.</p> <p>Orienteering I can use a map to locate points in a set order.</p>	<p>Health Related Exercise I can complete a circuit without stopping by choosing appropriate difficulty levels.</p> <p>Striking and Fielding Games - Cricket I can judge a distance and throw accurately to cover it.</p>	<p>Invasion Games - Hockey I can change direction proficiently while keeping control of the ball.</p> <p>Gymnastics - Matching and Mirroring I can use apparatus competently, safely and creatively.</p>	<p>Invasion Games - Netball I can catch the ball whilst under pressure and moving at speed.</p> <p>Problem Solving I discuss tactics to seek a successful outcome.</p>	<p>Invasion Games - Dodgeball I can jump, duck or dodge to avoid a ball.</p> <p>Athletics I can use correct technique when throwing a javelin or shot put e.g. extend and release.</p>	<p>PGL I can help to encourage learning and confidence in others.</p> <p>I recognise and can adopt different roles in a range of practical activities.</p> <p>Dance - Y6 Show I can complete a group dance as part of a show</p>

Nursery: Physical Education Knowledge and Skills Progression

Our goal for Physical Education is that children are inspired to lead active, healthy lives by developing:
 o physical literacy skills across a broad range of sports and activities;
 o an understanding of the body, its capabilities and the importance of a healthy, active lifestyle; and
 o sportsmanship, strategic engagement and enjoyment within competitive sports

Physical Development Early Learning Goals (Gross Motor Skills)	Children at the expected level of development will: - 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.
--	---

Physical Development Early Learning Goals (Fine Motor Skills)	Children at the expected level of development will: -Use one handed tools and equipment -Use their developing fine motor skills to manage their needs
---	--

UNIT	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2			
	Developing Physical Confidence		Negotiating Space		Ball Skills		Ball Skills		Dance		Athletics			
Key Targets	I can use different ways to travel.		I can follow instructions		I can move around the space while carrying different sizes of balls		I can develop throwing a variety of objects		I can respond to music		I can take part in practice races for Sports Day			
			I can move around the space by walking or running		I can throw a variety of objects (small and large balls/bean bags)		I can send a ball away with some control		I can step forwards and backwards with some control		I can work in a team with adult guidance			
			I know the difference between stillness and movement		I can roll a ball towards a target		I show increasing control over an object in pushing, throwing, catching or kicking it		I can begin to make simple shapes with my body		I can wait for my turn with adult support			
			I can move in a variety of different ways around the space and stop when they hear the tambourine.		I can explore how a range of balls and beanbags can be moved and stopped.			I can explore moving large balls with my feet		I can move my body in a variety of ways, responding to instrumental music (linked to minibeasts topic e.g. scuttling, sliding, floating arms)			I can use the obstacle race equipment with adult support	
			I can find a space without touching objects or others.					I am beginning to aim and kick balls into space						
			I can begin to use running and jumping skills.					I can control my movements to kick ball towards a target						
					I can throw towards a target (e.g. into a hoop)		I can throw towards a target (e.g. into a hoop)		I can roll a ball away and towards target					

Reception: Physical Education Knowledge and Skills Progression

Our goal for Physical Education is that children are inspired to lead active, healthy lives by developing:

- o physical literacy skills across a broad range of sports and activities;
- o an understanding of the body, its capabilities and the importance of a healthy, active lifestyle; and
- o sportsmanship, strategic engagement and enjoyment within competitive sports

Physical Development Early Learning Goals (Gross Motor Skills)

















Children at the expected level of development will:

- 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.

Physical Development Early Learning Goals (Fine Motor Skills)

Children at the expected level of development will:

- Develop their upper arm, shoulder strength, core strength as well as stability to support their fine motor skills
- Use a range of tools competently, safely and confidently

Unit 1	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Using and Exploring the space		Using and Exploring the space.		Throwing/Aiming		Gymnastics		Athletics		Indoor relay races	
Key Targets	I can use different ways to travel.		I can move around using all areas of the hall		I can try a range of throwing techniques.		I can try a range of balances		I am learning to be in a team		I can take part in practice races for Sports Day	
	I can use all the space available		I can respond to signals		I can aim with different equipment (hand-eye coordination)		I can explore body shapes		I can complete a basic relay race with adult support			
	I can be aware of others		I can retrieve equipment on command				I am developing physical strength/confidence (e.g. using climbing frames)		I can use the obstacle course equipment			
	I can follow adult Instructions.											

Reception: Physical Education Knowledge and Skills Progression

Our goal for Physical Education is that children are inspired to lead active, healthy lives by developing:

- o physical literacy skills across a broad range of sports and activities;
- o an understanding of the body, its capabilities and the importance of a healthy, active lifestyle; and
- o sportsmanship, strategic engagement and enjoyment within competitive sports

Physical Development Early Learning Goals (Gross Motor Skills)
















Children at the expected level of development will:

- 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.

Physical Development Early Learning Goals (Fine Motor Skills)

Children at the expected level of development will:










































- Develop their upper arm, shoulder strength, core strength as well as stability to support their fine motor skills
- Use a range of tools competently, safely and confidently

Unit 2	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Running games		Bat and ball skills.		Yoga		Big Ball Skills		Dance		Athletics	
Key Targets	I have an awareness of others when running		I can send a ball away with basic control		I can focus on the activity for a short period of time (developing mindfulness)		I can send a ball away with basic control.		To explore a range of movements linked to water flow		I can take part in practice races for Sports Day	
	I can use all the space available		I can aim a ball in a general direction with a bat		I can copy adult movements and poses (developing coordination/strength/balance)		I can stop a ball with basic control		I can move my body in response to music			
	I can change speed and direction				I can stretch parts of my body with adult guidance		I can catch after bouncing/throwing up					
	I can respond to signals											

Year 1: Physical Education Knowledge and Skills Progression





































Our goal for Physical Education is that children are inspired to lead active, healthy lives by developing:

- o physical literacy skills across a broad range of sports and activities;
- o an understanding of the body, its capabilities and the importance of a healthy, active lifestyle; and
- o sportsmanship, strategic engagement and enjoyment within competitive sports

Unit 1	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Locomotion - Jumping		Ball Skills - Hands		Locomotion - Running		Ball Skills - Feet		Games for Understanding		Team Building	
Key Targets	I can use my arms to help me jump, hop or leap		I can pass a ball with increasing control		I can run on the spot		I can begin to dribble with control		I can begin to change direction to dodge		I am happy to take turns with other children	
	I can bend my knees to improve my jumping		I can begin to dribble with control		I can run on the balls of my feet		I can pass a ball with increasing control		I can play the role of an attacker or a defender in a simple game		I can work with other children to do something together	
	I can keep my head up when I jump		I can begin to use my body to help me aim (feet, arms, fingers)		I can keep my head up when I'm running		I can use my non-kicking foot to help me aim		I can focus on the ball		I can describe how I am feeling to my team	
	I can begin to understand how to avoid defenders				I can run at different speeds, avoiding objects and people around me		I can count my own score honestly with some adult support		I understand why games have rules		I can help others during a challenge	
Personal Development Targets	I can work with a partner and begin to listen to their ideas		I can follow the rules of a game		I can use equipment safely and collaboratively		I can accept defeat e.g. stopping when tagged		I can count my own score honestly with some adult support		I can try my best even when something is tricky	
Link to Skills	 	 	 	 	 	 						

Year 1: Physical Education Knowledge and Skills Progression








































Our goal for Physical Education is that children are inspired to lead active, healthy lives by developing:
 o physical literacy skills across a broad range of sports and activities;
 o an understanding of the body, its capabilities and the importance of a healthy, active lifestyle; and
 o sportsmanship, strategic engagement and enjoyment within competitive sports

Unit 2	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Dance - Growing		Dance - Heroes		Gymnastics - Wide, Narrow, Curled		Gymnastics - Body Parts		Ball Skills - Hands		Ball Skills - Rackets Bats and Balls	
Key Targets	I can move my whole body with increasing control		I can create simple steps or movements		I can balance with different large body parts e.g. dish, arch, shoulder stand		I can safely perform a teacher led warm-up		I can throw and catch a bean bag successfully		I can push (hit) a ball towards a target	
	I can move in response to sounds and music		I can coordinate and control my body to perform movements		I can jump or roll using wide, narrow or curled shapes e.g. teddy bear roll, pencil jump, egg roll		I can step with a straight and a bent leg		I can send and receive a ball using some control		I can keep a ball controlled using a racket.	
	I can begin to move in time with a simple rhythm/beat		I can respond to the music with expression		I can begin to use posture when moving and holding shapes e.g. pointed toes and fingers		I can move creatively over, under, through, along, across different apparatus		I can begin to use my body to help me catch a ball e.g. hands out, standing on balls of feet		I understand the importance of being accurate when hitting a ball using a racket.	
Personal Development Targets	I can work with a partner and begin to listen to their ideas		I can follow the rules of a game		I can describe and discuss others' work		I can use equipment safely and collaboratively		I can try my best even when something is tricky		I can use equipment safely and collaboratively	
Link to Skills	 	 	 	 	 	 						

Year 2: Physical Education Knowledge and Skills Progression

Our goal for Physical Education is that children are inspired to lead active, healthy lives by developing:






































- o physical literacy skills across a broad range of sports and activities;
- o an understanding of the body, its capabilities and the importance of a healthy, active lifestyle; and
- o sportsmanship, strategic engagement and enjoyment within competitive sports

Unit 1	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Ball Skills - Hands		Ball Skills - Feet		Locomotion - Dodging		Locomotion - Jumping		Games for understanding		Ball Skills - Hands	
Key Targets	I can name and use some different passes e.g. chest, underarm, overarm		I can jog with the ball keeping the ball close to my feet		I can run with correct technique		I can leap in different ways (1-1, 1-2, 2-1, 2-2, 1-other)		I can play the role of an attacker or a defender in a simple game and change my actions to suit the role e.g. blocking/dodging/changing speed		I can show the difference between an under-arm throw and an overarm throw and know that an overarm throw is best for throwing longer distances	
	I can throw and catch a ball to/from someone else with accuracy		I can stop a ball with my feet when jogging		I can dodge with effective technique		I understand the roles of different body parts and muscles in jumping i.e. use of arms & legs		I understand the difference between defending and attacking		I can look at my partner when I pass to them	
	I can dribble a ball with control		I can pass a ball to someone else using the inside of my foot		I know how to avoid defenders during a game		I can jump, hop and leap with confidence (including jumping for distance and height)		I can create and employ simple defensive and attacking strategies		I can begin to use my body to help me catch a ball e.g. hands out, standing on balls of feet	
	I can use an over or under arm pass						I can explore the difference between standing and running jumps				I can use my body to help me aim (feet, arms, fingers)	
Personal Development Targets	I can describe and discuss others' work		I can give constructive feedback		I can stay positive when I lose a game		I can challenge myself to try new things		I can work in a team to share ideas		I can try my hardest to win a game (whilst maintaining respect for others)	
Link to Skills	 	 	 	 	 	 						

Year 2: Physical Education Knowledge and Skills Progression

Our goal for Physical Education is that children are inspired to lead active, healthy lives by developing:













































- o physical literacy skills across a broad range of sports and activities;
- o an understanding of the body, its capabilities and the importance of a healthy, active lifestyle; and
- o sportsmanship, strategic engagement and enjoyment within competitive sports

Unit 2	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	<u>Dance - Explorers</u>		<u>Dance - DDMix (more in Complete PE - Water)</u>		<u>Gymnastics - Linking</u>		<u>Gymnastics - Pathways</u>		<u>Health and Wellbeing</u>		<u>Team Building</u>	
Key Targets	I can use my whole body when I move		I understand the importance of warming up the body		I can perform a teddy bear roll		I can complete a half and full turn jump		I understand the importance of warming up the body		I am happy to take turns with other children	
	I can create a short sequence of movements		I can change the way I move to demonstrate different emotions		I can step forwards, sideways and backwards with bent and straight legs		I can travel creatively using different apparatus		I know why exercise is important for my body and my mind		I can work with other children to do something together	
	I can remember simple dance steps & perform them		I can remember simple dance steps & perform them		I can do some small body part balances e.g. stork stand, arabesque		I can travel into and out of a balance both on the ground and on a platform		I can explain the ways I feel different after exercise		I can describe how my teammates are feeling	
											I know why teams are sometimes better than working by myself	
Personal Development Targets	I can describe and discuss others' work		I can give constructive feedback		I can stay positive when I lose a game		I can challenge myself to try new things		I can work in a team to share ideas		I can try my hardest to win a game (whilst maintaining respect for others)	
Link to Skills	 	 	 	 	 	 						

Year 3: Physical Education Knowledge and Skills Progression

Our goal for Physical Education is that children are inspired to lead active, healthy lives by developing:







































- o physical literacy skills across a broad range of sports and activities;
- o an understanding of the body, its capabilities and the importance of a healthy, active lifestyle; and
- o sportsmanship, strategic engagement and enjoyment within competitive sports

Unit 1	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Invasion Games - Handball		Gymnastics - Symmetry and Asymmetry		Invasion Games - Dodgeball		Invasion Games - Basketball		Net and Wall Games - Tennis		Striking and Fielding Games - Rounders	
Key Targets	I begin to pass in different ways (right and left hand, two handed, short, long, static, on the move)		I can travel into and out of a balance		I can throw accurately towards a target		I can jog with the ball whilst dribbling with control		I can use both forehand and backhand technique		I can stop the ball effectively as it rolls along the floor using my hands and my leg to block	
	I can show that I am ready catch e.g. use my hands as a target for the thrower		I can spin on a point and while travelling		I can change direction at speed (dodging)		I can name and use different passes e.g. chest, underarm, overarm, bounce		I can hit the ball with a racket after it has bounced and send it towards a partner		I can catch a high ball	
	I can consider avoiding a defender when passing		I can create small body part balances alone and with a partner (including symmetrical and asymmetrical balances)		I can throw accurately within the context of a game		I can pass and receive a ball with confidence		I can begin to serve the ball		I can throw a ball overarm and underarm during a game	
	I can discuss and try out strategies for keeping possession		I can create sequences including travelling, rolling and balancing		I can begin to understand the rules of the game		I can use the space around me to help my team		I understand how to create space on the opponent's side of the court		I understand the different roles in the game e.g. bowler, fielder, backstop, batter	
	I can begin to understand the rules of the game										I can begin to bowl with accuracy	
Personal Development Targets	I keep trying to improve my own performance		I can encourage others		I can explain other people's strengths and use these to improve my own performance		I can think of ways to outwit an opponent		I can work positively with a partner		I can concentrate on my role in a team	
Link to Skills	 	 	 	 	 	 						

Year 3: Physical Education Knowledge and Skills Progression

Our goal for Physical Education is that children are inspired to lead active, healthy lives by developing:











































- o physical literacy skills across a broad range of sports and activities;
- o an understanding of the body, its capabilities and the importance of a healthy, active lifestyle; and
- o sportsmanship, strategic engagement and enjoyment within competitive sports

Unit 2	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Athletics - Throwing and Jumping		Athletics - Running		Dance - DDMix (more in Complete PE - Wild Animals)		Communication and Tactics		Athletics - Competitions		Athletics	
Key Targets	I can throw a javelin and a shot put safely		I can run with my arms bent using a pumping action		I can travel in time with music		I can discuss my own and others' performances kindly		I can accelerate quickly to run for speed			
	I can do a standing long jump		I can run on the balls of my feet and with driving leg action		I can replicate actions to a rhythmic pattern		I know how to get on well with my team and know some ways to resolve a disagreement		I understand the difference between how to throw for accuracy and how to throw for distance			
	I can do a standing triple jump		I can run at fast, medium and slow speeds		I can begin to use dynamics in my movements		I know why teams are sometimes better than working by myself		I can use my body to jump for distance e.g. legs bent, arms swinging			
	I can discuss and use the correct stance for throwing a bean bag e.g. one foot forwards, releasing at the correct time		I know the difference between running for speed and distance		I can create a short dance sequence in a group/pair		I can listen to other students and ask questions about what I heard		I can pace myself when running longer distances			
Personal Development Targets	I keep trying to improve my own performance		I can encourage others		I can explain other people's strengths and use these to improve my own performance		I can think of ways to outwit an opponent		I can work positively with a partner		I can concentrate on my role in a team	
Link to Skills	 	 	 	 	 	 						

Year 4: Physical Education Knowledge and Skills Progression

Our goal for Physical Education is that children are inspired to lead active, healthy lives by developing:






































- o physical literacy skills across a broad range of sports and activities;
- o an understanding of the body, its capabilities and the importance of a healthy, active lifestyle; and
- o sportsmanship, strategic engagement and enjoyment within competitive sports

Unit 1	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Invasion Games - Tag Rugby		Orienteering		Invasion Games - Football		Problem Solving		Invasion Games - Netball		Striking and Fielding Games - Cricket	
Key Targets	I can run and weave around obstacles whilst holding a ball 	I can complete orienteering skills tasks effectively in a team 	I can pass and receive a ball while moving 	I can complete a challenge with my team 	I can use pivoting to help my passing 	I can throw with accuracy over- and underarm 						
	I can weave around/dodge an opponent 	I can locate points with a partner 	I can dribble with the ball using correct technique (inside and outside of the feet, heads up and keep the ball close to feet) 	I can identify the attributes of a successful team 	I can receive a ball while moving and stop before passing 	I can throw with accuracy over- and underarm 						
	I can throw ball backwards to partner and receive a ball from a partner from both directions 	I can orient the map correctly 	I can shoot using correct technique (inside of the foot, non-kicking foot next to the ball and leaning over the ball) 	I can listen to others' ideas and communicate effectively during a challenge 	I can use different passing types (e.g. chest, bounce, high) 	I can hold the bat safely and correctly 						
	I can make a touch tackle 	I can balance effectiveness and speed when working with a partner or team 	I understand how to keep control of the ball under pressure from defenders 	I can generate ideas to solve a problem 	I can use different passing types (e.g. chest, bounce, high) 	I understand the rules of the game 						
Personal Development Targets	I can compare and contrast performances using appropriate language 	I can make sure everyone in my team is included 	I understand what excellent technique looks like and can begin to replicate it 	I can maintain a positive attitude, even when I find things tricky 	I can respect the rules of the game 	I can perform different roles within a team 						
Link to Skills	 		 		 		 		 		 	

Year 4: Physical Education Knowledge and Skills Progression

Our goal for Physical Education is that children are inspired to lead active, healthy lives by developing:

- o physical literacy skills across a broad range of sports and activities;
- o an understanding of the body, its capabilities and the importance of a healthy, active lifestyle; and
- o sportsmanship, strategic engagement and enjoyment within competitive sports

Unit 2	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Athletics		Invasion Games - Hockey		Gymnastics - Bridges		Swimming		African Dance			
Key Targets	I can throw competently for aim and distance		I can use long and short passes with some technique and I understand when to use each pass		I can do a forward roll with some control		I can swim competently, confidently and proficiently over a distance of at least 25 metres		I can dance in unison with others			
	I can jump for distance (including triple jump)		I am beginning to understand the rules of small sided games		I can use apparatus safely and creatively (springboard, vaults, climbing frames)		I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]		I can use different dynamics in my movements			
	I can understand and demonstrate the difference between sprinting and running for sustained periods		I can jog with the ball whilst moving the ball from side to side (dribbling)		I can design and complete a sequence of actions including travelling, balancing and jumping		I can perform safe self-rescue in different water-based situations		I can change levels and directions while moving to music			
	I can use a javelin and a shot put safely and with some correct technique		I can stop a ball when running at speed using the correct hand grip		I can create balances alone and with a partner				I can work in a group to apply simple and cumulative canon			
Personal Development Targets	I can compare and contrast performances using appropriate language		I can make sure everyone in my team is included		I understand what excellent technique looks like and can begin to replicate it		I can maintain a positive attitude, even when I find things tricky		I can respect the rules of the game		I can perform different roles within a team	
Link to Skills	 		 		 		 		 		 	

Year 5: Physical Education Knowledge and Skills Progression







































Our goal for Physical Education is that children are inspired to lead active, healthy lives by developing:
 o physical literacy skills across a broad range of sports and activities;
 o an understanding of the body, its capabilities and the importance of a healthy, active lifestyle; and
 o sportsmanship, strategic engagement and enjoyment within competitive sports

Unit 1	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Invasion Games - Handball		OAA - Problem Solving		Invasion Games - Basketball		Invasion Games - Football		Net and Wall Games - Tennis		Playmaker Leadership Award	
Key Targets	I can pass the ball accurately using a variety of techniques e.g. overarm, bouncing, on the move		I can think tactically and suggest good ideas for completing challenges		I can use a variety of attacking techniques e.g. passing, creating space		I can pass and dribble accurately to keep possession		I can serve accurately by throwing the ball into the air		I can give instructions with confidence	
	I can move around defenders while focussing on the ball		I can make accurate observations about effective team work		I can be ready to dodge		I can aim to shoot under pressure		I can take part in a rally where the ball consistently lands 'in' on the court		I can consider the role of PACE (participants, area, communication and equipment) in an activity	
	I can use a variety of techniques to defend e.g. 1-to-1, zonal		I can continue to try my best and control my emotions even when I find an activity challenging		I can switch between attacking and defending during a game		I can mark players who are off the ball		I can force my opponent to move around the court to create space		I can lead, or assist in leading, an activity, making appropriate decisions about PACE	
	I can switch between attacking and defending during a game				I can throw with power and accuracy		I can use defensive strategies to gain possession		I can move quickly around the court to meet the ball		I can complete a minimum of 5 leadership challenges	
Personal Development Targets	I can use agreed criteria to identify good performance and explain why it is good		I can work effectively with a partner or group		I can communicate positively with a partner or team		I can discuss game situations and use this to improve my own performance		I can strive to improve my performance even when something is difficult		I can manage discussions and disagreements and reach a decision efficiently with my team	
Link to Skills												

Year 5: Physical Education Knowledge and Skills Progression

Our goal for Physical Education is that children are inspired to lead active, healthy lives by developing:
























- o physical literacy skills across a broad range of sports and activities;
- o an understanding of the body, its capabilities and the importance of a healthy, active lifestyle; and
- o sportsmanship, strategic engagement and enjoyment within competitive sports



















Unit 2	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Athletics - Competitions		Dance - DDMix (more on Complete PE - The Circus)		Gymnastics - Counter Balance and Counter Tension		Communication and Tactics		Athletics - Throwing and Jumping		Striking and Fielding Games - Rounders	
Key Targets	I consistently use accurate running technique 	I can mirror another person's movements with accuracy 	I can travel creatively into and out of a balance e.g. roll, cartwheel, spin 	I can work with a team to complete a challenge effectively 	I can use correct arm and leg technique to jump for distance 	I am aware of where the ball is while I am running 						
	I can use a javelin and a shot put safely and with good technique 	I can include different dynamics in the same dance sequence 	I can complete a balance in a group using small body parts 	I can think tactically to suggest ideas to help my team 	I can show accuracy and good technique when throwing for distance e.g. correct stance, well timed release 	I can predict where the batter will be able to run to and pass the ball to a sensible base 						
	I can maintain positivity in a competitive context 	I can select dynamics for my movements based on the music I hear 	I can demonstrate fluidity and control in my movements 	I can take responsibility for my role in a team 	I can perform a smooth triple jump 	I can control the ball with the bat to ensure it travels close to the floor 						
			I can design and complete a sequence using the apparatus (including travelling, balancing, rolling and jumping) 			I can communicate with my teammates while fielding and take responsibility for my role on the field 						
Personal Development Targets	I can use agreed criteria to identify good performance and explain why it is good 	I can work creatively with a partner or group 	I can communicate positively with a partner or team 	I can discuss game situations and use this to improve my own performance 	I can strive to improve my performance even when something is difficult 	I can manage discussions and disagreements and reach a decision efficiently with my team 						
Link to Skills	 	 	 	 	 	 						

Year 6: Physical Education Knowledge and Skills Progression

Our goal for Physical Education is that children are inspired to lead active, healthy lives by developing:

- o physical literacy skills across a broad range of sports and activities;
- o an understanding of the body, its capabilities and the importance of a healthy, active lifestyle; and
- o sportsmanship, strategic engagement and enjoyment within competitive sports



























Unit 1	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	<u>Invasion Games - Tag Rugby</u>		<u>Health Related Exercise</u>		<u>Invasion Games - Hockey</u>		<u>Invasion Games - Netball</u>		<u>Invasion Games - Dodgeball</u>		<u>PGL</u>	
Key Targets	I can perform a sidestep and other evasive moves		I can warm up and cool down effectively and independently		I understand the difference between attacking and defending strategies and can switch between them during a game		I can catch the ball whilst under pressure and moving at speed		I can jump, duck or dodge to avoid a ball		PGL I can help to encourage learning and confidence in others.	
	I can take part in a lineout		I can complete a circuit without stopping by choosing appropriate difficulty levels		I can block a pass effectively		I can shoot with accuracy under pressure		I can be ready to dodge		I recognise and can adopt different roles in a range of practical activities.	
	I understand how to take part in a defensive formation		I understand and can discuss the effects that exercise has on my body		I can change direction proficiently while keeping control of the ball		I can select and successfully use different passing techniques within the context of a game		I can switch between attacking and defending during a game		As I encounter new challenges and contexts for learning, I can demonstrate my ability to select, adapt and apply movement skills and strategies, creatively, accurately and with control	
	I can pass and catch while moving to support my team to create opportunities to score				I can pass the ball accurately under pressure using a variety of passing techniques		I understand how to force errors in my opponent to regain possession		I can throw with power and accuracy		I can follow and understand rules and procedures, developing my ability to achieve personal goals.	

Personal Development Targets	I can take responsibility for my role in a team		I can take part in accurate self- and peer-assessments		I can communicate positively to teach someone else a dance sequence I have created		I can contribute to group decision making		I can identify and appropriately communicate the strengths and weaknesses of others		I can encourage and support others to challenge themselves and take responsibility for my role in a group	
Link to Skills	 		 		 		 		 		 	

Year 6: Physical Education Knowledge and Skills Progression

Our goal for Physical Education is that children are inspired to lead active, healthy lives by developing:

- o physical literacy skills across a broad range of sports and activities;
- o an understanding of the body, its capabilities and the importance of a healthy, active lifestyle; and
- o sportsmanship, strategic engagement and enjoyment within competitive sports

Unit 2	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Orienteering		Striking and Fielding Games - Cricket		Gymnastics - Matching and Mirroring		Problem Solving		Athletics		Dance - Year 6 Show	
Key Targets	I can use a map to locate points in a set order		I can judge a distance and throw accurately to cover it		I can explore and select interesting and challenging movements		I can control my emotions in challenging situations		I can use correct technique when throwing a javelin or shot put e.g. extend and release		I can use scales/sizes of movements	
	I can keep moving throughout a task		I can strike a bowled ball away from fielders		I can use apparatus competently, safely and creatively		I understand and can discuss what tactics are and can use them to seek a successful outcome		I can use the correct technique for sprinting		I can add expression to my movements to create a character	
	I can plan a route before beginning a task		I can throw overarm accurately over distance		I can create a creative and challenging mirror sequence with a partner		I can take responsibility for ensuring that everyone in my team feels included and motivated		I can take part in a relay (including passing a baton successfully)		I can create a dance that clearly fits with a particular piece of music, using contrasting dynamics, levels, scales/size and shapes	
			I can bowl accurately and consistently						I can understand and apply pacing			
Personal Development Targets	I can take responsibility for my role in a team		I can identify and appropriately communicate the strengths and weaknesses of others		I can take part in accurate self- and peer-assessments		I can contribute to group decision making		I understand the responsibility of being a good role model for other children in the school		I can communicate positively to teach someone else a dance sequence I have created	
Link to Skills	