

PE Focus	Year 3	Year 4	Year 5	Year 6
Games	<ul style="list-style-type: none"> • Change speed and direction easily • Jog whilst dribbling a ball with hands, ball at feet and with stick and ball • Pass and receive using different techniques with hands, feet, stick • Choose appropriate places to stand when receiving • Throw and shoot a ball at a target with some accuracy • Throw underarm and overarm using different equipment and 1 and 2 hands, different heights and some different directions • Hit a ball with a racket using different methods • Hit a ball from a tee • Stop a ball and throw it back to a partner or into play quickly and with some accuracy • Keep possession within a team by passing and moving into space • Begin to think about marking a player and the space in games • Make some successful interceptions 	<ul style="list-style-type: none"> • Dodge to change direction easily • Travel with an object whilst running (dribbling with hands, feet, stick and ball) looking forward and keeping ball under close control. • Use a range of passes and techniques to send and receive accurately • Shoot a ball into targets (hoop, basket, net) often accurately • Throw 1 handed and 2 handed in different directions and at different heights with accuracy and some power. • Hit a ball from a tee accurately. • Stop a smaller ball and throw back to partner or into a fielder quickly and accurately. • Hit and ball with racket using varying techniques; (forehand, backhand, hard, soft) • Use different tactics to keep possession and get into positions to shoot. • Attempt to outwit an opponent by directing a ball 	<ul style="list-style-type: none"> • Change speed and direction easily whilst dribbling ball with hands, feet, stick. • Pass and receive with accuracy, confidence and control in isolated situations and sometimes games • Shoot accurately in a range of ways using different equipment • Shoot from close range and distance • Hit a ball accurately into space and in different parts of the playing area • Gauge when to run after hitting a ball • Bowl underarm and overarm • Intercept and retrieve a ball quickly when fielding and throw accurately into play • Play shots on both sides of the body and above head with reasonable accuracy • Keep a rally going with a partner • Position themselves well on court • Make decisions when to pass and when to travel with a ball in games 	<ul style="list-style-type: none"> • Change speed and direction easily whilst dribbling ball with hands, feet, stick keeping ball in close control • Use dribbling to successfully progress a ball forward in games • Pass and receive with consistency, accuracy, confidence and control and a degree of speed in isolated situations and often games • Shoot accurately in a range of ways using different equipment • Shoot from close range successfully and sometimes from different angles and distance • Hit a ball with purpose • Able to vary the speed, direction and height to avoid fielders • Gauge when to run after hitting a ball • Bowl underarm and overarm with increasing accuracy and speed

	<ul style="list-style-type: none"> • Know how to use space effectively in games • Make some good decisions on where to pass to in games • Explain how to keep possession and describe how they and others have achieved it • Explain some basic tactics that they use in games • Progress towards goal/target on own and with others by cooperating 	<p>into space/different speeds/heights</p> <ul style="list-style-type: none"> • Able to mark a player closely • Able to mark a space with some effect • Use different tactics to keep possession and get into positions to shoot. • Make good decisions when and where to pass and run. • Explain how they and others have kept possession successfully. • Choose effective places to stand as a fielder to make it difficult for a batter. • Keep and use rules given and make suggestions to improve the game. • Identify aspects of their game that need improving and say how they will go about improving them • Be confident to analyse and comment on what they see. • Work cooperatively in a team to keep possession 	<ul style="list-style-type: none"> • Use a variety of skills and tactics to keep possession • Know how to mark and defend a goal • Position themselves well on court • Make decisions when to pass and when to travel with a ball in games • Explain why a performance is good • Look for specific things in a game and explain how well they are being done i.e. marking an opponent • Communicate tactics to team members to keep possession • Recognise own and other strengths 	<ul style="list-style-type: none"> • Intercept and retrieve a moving ball quickly when fielding • Throw a ball effectively when fielding • Play shots on both sides of the body and above head with accuracy • Keep a rally going that is non cooperative • Move to the centre of the court after each shot • Use a variety of skills and tactics to keep possession • Choose when to pass and when to travel with a ball in games to progress the ball forward • Know how to mark and defend their goal successfully • Recognise and describe the best points in an individual's and team performance • Identify areas for improvement and suggest how they would improve them • Look for specific things in a game and explain how well they are being done
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				<p>using improved language i.e. marking an opponent</p> <ul style="list-style-type: none"> • Use a range of marking tactics in games (ball, player, space, goal) • Act as a good role model within a team, taking a lead role when required • Evaluate own and other’s performances using appropriate terminology to describe technique and tactics
<p>Health and fitness</p>	<ul style="list-style-type: none"> • Perform aerobic exercise skills demonstrating good body shape and able to link moves • Demonstrate control and accuracy when performing aerobic exercise skills • Explain why physical education is important for my physical and mental health • Link exercises with creativity • Use improved language describe how their bodies feel during different activities • Cooperate in small groups to create an activity • Identify what you like about a particular activity/game and why it is good for your physical or mental health 	<ul style="list-style-type: none"> • Copy and repeat pulse raising activities for sustained periods of time • Copy and repeat flexibility activities with improved coordination • Take part in a range of sport specific activities following instructions and demonstrations given by peers • Describe why warming up is important • Devise an activity to warm up heart muscles or brain to prepare them for exercise • Talk confidently about the effect exercise has on their body and why we need to exercise to stay fit and healthy 	<ul style="list-style-type: none"> • Take part in a range of aerobic actions for sustained periods of time • Demonstrate a range of exercise drills within a circuit • Perform exercises with safe and controlled technique • Describe why some activities can improve strength, power or stamina • Use parts of the body to describe effects of exercise • Explore different ways to do the same task • Explain why a performance/technique is good • Provide a partner with effective feedback to improve their performance 	<ul style="list-style-type: none"> • Perform muscular endurance activities for a sustained period of time • Improve performance based on what someone else tells me • Show good energy and able to change speeds smoothly and sustain performance levels over a period of time • Repeatedly perform methods of speed, agility and quickness training accurately and with control • Know some different components of fitness and why they are important

	<ul style="list-style-type: none"> • Cooperate with a partner during exercises • Use improved language to describe how their bodies feel during different activities 	<ul style="list-style-type: none"> • Know some muscle names we use when exercising • Cooperate in a group to devise and create an effective warm up • Talk about how different warm ups make your body feel and why they might be important 		<ul style="list-style-type: none"> • Identify sports that require good muscular endurance • Know what interval training is and why it can be effective • Identify key muscles groups used in a circuit training activity • Compare one performance to another and help make it better • Devise own fitness session using knowledge learnt • Show perseverance to beat personal bests • Evaluate own and other’s performances using appropriate terminology to describe technique
<p>Dance</p>	<ul style="list-style-type: none"> • Copy and remember a simple dance phrase accurately • Improvise freely translating ideas from a stimulus into movement • Show clear changes of speed/level/direction/tension as appropriate • Remember a simple dance phrase accurately’ 	<ul style="list-style-type: none"> • Remember and repeat a dance phrase with improved clarity and accuracy. • Respond imaginatively to a range of stimuli. • Use simple motifs and movement patterns to structure their own dance phrases on own, with partner and small groups. • Remember and repeat a dance phrase with 	<ul style="list-style-type: none"> • Remember and repeat a more challenging dance phrase with improved fluency • Responds with imagination to a range of stimuli • Remember a more challenging dance phrase with improved fluency • Responds with imagination to a range of stimuli 	<ul style="list-style-type: none"> • Repeat more challenging movement phrases showing fluency, accurate timing and expression • Uses appropriate criteria to evaluate and refine their own and others' work; talk about dance with understanding, using appropriate language and terminology • Compose motifs and structure simple dances

	<ul style="list-style-type: none"> • Use simple dance terminology to describe and interpret what they see • Recognise expressive qualities of dance • Make simple assessments using given criteria • Create a dance phrase with a partner and in a small group • Perform with improved confidence in front of others 	<p>improved clarity and accuracy.</p> <ul style="list-style-type: none"> • Relate character and narrative effectively. • Shows sensitivity to the dance idea/style by adapting the way they perform to suit. • Describe and interpret a dance that they see using appropriate language. • Identify aspects of their performance which need improving and state how they are going to improve it • Use simple motifs and movement patterns to structure their own dance phrases on own, with partner and small groups. • Shows sensitivity to the dance idea/style by adapting the way they perform to suit. • Be confident to analyse and comment on what they see. 	<ul style="list-style-type: none"> • Works imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances • Recognise own and other strengths • Explain why a performance is good • Identify which aspects were performed accurately, fluently, clearly etc • Works imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances. • Give effective feedback to partner or another group • Perform with improved confidence in front of others • Shows sensitivity to the dance idea/style by adapting the way they perform to suit 	<ul style="list-style-type: none"> • Include a range of dynamic qualities to improve the fluidity and appearance of the dance • Evaluate own and other’s performances using appropriate terminology to describe technique and composition • Perform with expression and emotion in response to different stimuli • Act as a good role model within a group, taking a lead role when required • Show sensitivity to other people’s ideas and expression in dance
<p>Gymnastics</p>	<ul style="list-style-type: none"> • Quality of actions on hands and feet in different directions on floor and apparatus 	<ul style="list-style-type: none"> • Take weight on hands and feet safely when squatting onto apparatus. 	<ul style="list-style-type: none"> • Choose and perform symmetrical and asymmetrical shapes and balances using different body parts on floor and 	<ul style="list-style-type: none"> • Move into and out of symmetrical and asymmetrical shapes using different actions on different levels

	<ul style="list-style-type: none"> • Straddle, pick, tuck, front/back support, dish arch on different levels • Point balances and moving in and out of balances smoothly • Balance on floor and apparatus • Develop quality in sideways, circle/teddy rolling • Jumping from apparatus showing shapes and controlled landings • Create and remember sequences of 4 or more actions • Adapt sequences onto apparatus • Change levels, speed or directions within sequence • Describe the difference between 2 performances • Make simple assessments based on given criteria • Work cooperatively with partner to create and perform paired sequence 	<ul style="list-style-type: none"> • Clarity of all shapes on different levels showing body tension. • Take body weight safely on different body parts inc; bottom, head and hands • Perform controlled partner balances taking some body weight • Link different balances on different levels. • Link balances with rolls i.e. front support into log roll, arabesque into forward roll • Improved control and quality when performing all sideways rolls, forward roll, teddy/circle roll. • Begin backward roll progressions. • Use rolls effectively within sequences to link balances or to change direction • Vaulting - Squat onto apparatus (hands then feet) shaped jumps from apparatus. Clarity of shape, controlled landings. • Increase length of sequence to include perform and remember 4+ actions showing clear beginning, middle and end. 	<p>apparatus showing control.</p> <ul style="list-style-type: none"> • Choose and perform matched and mirrored shapes and balances on floor and apparatus accurately. • Choose and perform counter balance and counter tension with a partner using different body parts in contact on floor and apparatus with control. • Use actions/balances to move into and out of rolls smoothly • Practice backwards rolls • Link a number of rolls smoothly showing control and changes of speed/direction. • Squat onto apparatus and jump off higher agility tables still landing with control. • Improved clarity of shape and body tension in the air. • Repeat accurately a longer more difficult sequence showing smooth links, 	<ul style="list-style-type: none"> • Improved quality of rolls in isolation and as part of a sequence; forward roll, backward roll, • teddy roll • Use rolls to smoothly link shapes/balances within longer sequences • Vaulting – squat onto apparatus and jump off higher agility tables with improved control and quality of shape • Choose appropriate contrasting actions to create longer more challenging sequences remaining controlled on floor and apparatus • Vary the composition of sequences to improve the overall look or fluidity. • Explain how a sequence is formed using appropriate terminology to describe technique and composition. • Evaluate own and other’s performances using appropriate terminology to describe technique • and composition
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<p>Athletics</p>	<ul style="list-style-type: none"> • Show greater control when running in different ways and in different directions • Use body effectively to run for speed • Run for longer periods of time without stopping understanding the importance of pacing • Pass items effectively to others when travelling at speed • Show improved control when taking off and landing • Use upper and lower body effectively to generate power when jumping for height and/or distance • Able to throw for distance in different ways showing accuracy and some power • Identify some key points to improve technique when running • Choose tactics to improve the distances jumped 	<ul style="list-style-type: none"> • Understands and clearly demonstrates the difference between sprinting and running for sustained periods. • Reacts quickly demonstrating improved sprinting technique. • Able to pace themselves more accurately when taking part in longer runs. • Shows a good understanding of different relays and beginning to think more tactically to support their team. • Performs a range of jumps for height and distance, showing consistent technique and sometimes using a short run-up. • Know and demonstrate a range of throwing techniques; inc 1 handed pull (javelin) 1 handed push (shot) underarm sling (discus) Throws with 	<ul style="list-style-type: none"> • Understand why pacing is important and uses knowledge when taking part in longer runs to judge their speed effectively. • Reacts fast and shows speed when running short distance. • Runs over hurdles at speed and often take off from their preferred leg • Jumps are consistently controlled and accurate when jumping for distance and height • Can link combination jumps smoothly together. • Demonstrates accurate technique when throwing using push, pull and sling techniques along with power to generate good distance. • Explain what I need to do with my body to generate and maintain speed. 	<ul style="list-style-type: none"> • Accurately mark a sprint start and use it to gain power • React quickly and sprint confidently using effective technique • Consistently pass the baton accurately using the specified method to ensure smooth changeovers • Good rhythm and speed when hurdling • Shows good control, speed and power when jumping • When combination jumping show control through each element and uses body effectively to generate height and distance • Push, pull and sling with improved technique and power

	<ul style="list-style-type: none"> • Identify key points to improve throwing technique • Cooperate as a team in pacing activities and relays 	<p>improved accuracy and power into a target area.</p> <ul style="list-style-type: none"> • Shows a good understanding of different relays and beginning to think more tactically to support their team. • Able to compare and contrast performances using appropriate language. • Explain the difference between 2 jumps, throws or runs • Identify aspects of their actions/performance that need improvement and describe how they will do so • Be confident to analyse and comment on what they see. • Support my team during relay activities by giving ideas to improve performance 	<ul style="list-style-type: none"> • Able to measure accurately. • Identify which aspects were performed accurately, fluently, clearly etc • Recognise own and other strengths • Explain clearly why a performance is good using improved language • Cooperates well with team during relays at speed using efficient baton exchanges 	<ul style="list-style-type: none"> • Uses a run up in javelin effectively and a shift in shot put • Chooses the best pace to sustain their running when taking part in longer runs • Gives partner accurate feedback to improve their performance • Able to adapt skills and techniques according to the task set • Identify and explain why certain techniques are more successful and why • Gives partner accurate feedback to improve their performance • Show improved team work skills when working on pace judgement activities
<p>OAA</p>	<ul style="list-style-type: none"> • Use simple plans and diagrams to assist them following a short trail and go from one place to another • Discuss and set strategies to overcome a challenge 	<ul style="list-style-type: none"> • Respond when the task or environment changes and the challenge increases. • Use compass directions to complete a task • Use maps and diagrams to orientate themselves 	<ul style="list-style-type: none"> • Can use ordinal and cardinal directions to complete a task with success • Follow co-ordinates with some success 	<ul style="list-style-type: none"> • To further develop and refine orienteering skills when working in groups to include more • challenging routes, plans and grid references

	<ul style="list-style-type: none"> • Reflect on strategies chosen and make simple adaptations to improve performance • Identify where they are using simple plans and diagrams or familiar environments • Respond to a challenge or problem they are set individually and as a group • Demonstrate cooperation as a group 	<p>accurately and to travel around a simple course at increasing speed.</p> <ul style="list-style-type: none"> • Use maps and diagrams to orientate themselves accurately and to travel around a simple course at increasing speed. • Plan suitable responses to physical challenges • Start to plan suitable responses to physical challenges by talking and working cooperatively with others. • Share ideas with a partner to successfully complete most challenges • Make judgements on performance and discuss collaboratively strategy changes needed to overcome new • situations • Be confident to analyse and comment on what they see. 	<ul style="list-style-type: none"> • Strategize as a team by deciding what approach to use to meet a challenge set. • Quickly adapt and refine strategies when faced with challenges. • To use a variety of verbal and non - verbal communication skills to answer a task • and understand the importance of clear, precise instructions • Plan the quickest and most efficient routes when orienteering. • To adapt skills and understanding when moving from familiar to unfamiliar surroundings. • Shares a variety of ideas with a partner to successfully complete most challenges • Shares ideas with their group to have some success in tasks • Strategize as a team by deciding what approach to use to meet a challenge set. 	<ul style="list-style-type: none"> • Evaluate strategies as a team and decide the most effective approach to use to meet a challenge set • Improve ability to quickly adapt and refine strategies when faced with difficult challenges • Evaluate the quickest and most efficient routes when orienteering • To adapt skills and understanding quickly and efficiently when moving from familiar to unfamiliar surroundings • Evaluate strategies as a team and decide the most effective approach to use to meet a challenge set. • Improve our ability to give precise instructions and lead a partner and small group • Act as a good role model within a team, taking a lead role when required
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Swimming (by the end of year 6):

- Know how to enter and exit the water safely.
- Know how to follow the swimming safety rules (e.g. no running etc.) and understand the emergency procedure for exiting the water.
- Know how to swim competently, confidently and proficiently using front crawl, back stroke and breast stroke over 25 metres (including deep and shallow water).
- Know how to tread water to keep afloat.
- Know how to turn onto back if struggling.
- Know how to get out of the swimming pool wearing clothing.
- Know how to stay safe in various outdoor swimming environments (such as sea, lakes and canals).