

Whole School Subject Overview: Physical Education (PE)



End Point Expectations

Nursery	<p>Educational Programme</p> <p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives⁷. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>	<p>3-4 years old: Children will be learning to: Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps or climb apparatus using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities, which they make up themselves. Increasingly be able to remember sequences and patterns of movements, which are related to music and rhythm. Choose the right resources to carry out their own plan e.g a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Use one-handed tools and equipment e.g snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting on coats and doing up zips.</p>
Reception		<p>ELG: Managing self (PSED)</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>ELG: Gross Motor (Physical Development)</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>ELG: Fine Motor (Physical Development)</p> <p>To demonstrate expected levels of physical development, i.e:</p> <ul style="list-style-type: none"> • Holding a pencil effectively in preparation for fluent writing- using a tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing. <p>ELG: Being Imaginative and Expressive (Expressive arts and design)</p> <p>Perform songs, rhymes, poems and stories with others and try to move in time with music (when appropriate).</p>
KS1 NC	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns. 	
KS2 NC	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders 	

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and tennis], and apply basic principles suitable for attacking and defending

- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team

Swimming

- compare their performances with previous ones and demonstrate improvement to achieve their personal best. Physical education 200
Swimming and water safety All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:
- swim competently, confidently and proficiently over a distance of at least 25 meters
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

Purpose of study:

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims:

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

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The model of PE at Springfield: The rationale.

In the early years gross motor and healthy lifestyle (Physical Development) will be taught through the continuous and enhanced provision. There will also be the option additional adult led activities to supplement needs and skills.

Each KS1 and KS2 PE scheme of work is underpinned by a child's physical literacy and aims to focus on building a child's understanding of these **concepts**:

- **Competence** – The relationship between skill, the selection and application of skills, tactics and compositional ideas and the readiness of body and mind to cope with physical activity.
- **Performance** – Using physical competence and knowledge and understanding of physical activity to produce effective outcomes when participating in physical activity.
- **Creativity** – Exploring and experimenting with techniques, tactics and compositional ideas to produce efficient and effective outcomes.
- **Healthy, active lifestyles** – Understanding the positive contribution that regular, fit for purpose physical activity makes to the physical and mental health of the individual.

With their understanding of these key concepts developing, our curriculum will hopefully give children the understanding and motivation to:

- Develop new skills and techniques.
- Improve their decision making e.g. which pass to make, how can the activity be made easier/ harder.
- Improve their physical and mental capacity to perform activities.
- Allow them to evaluate and improve on their performance and offer their peers constructive feedback.
- Make informed choices about active, healthy lifestyles.

The school website will be used to document these processes. Photographs of their Physical Activity (PA) will be documented and displayed on the school website. Children will be given the opportunity to lead at Springfield and help their peers develop. Children will represent Springfield Primary School at competitions, both inter and intra competitions (Outside and inside school). Each child will have access to a Sports Day at the end of the year where they can showcase their skills to their peers, teachers and parents, whilst competing in their own team.

Assessment in the Early years will be made against the Early learning goals for Fine motor, gross motor (physical development), Managing self (PSED) and by being imaginative and expressive (Expressive Arts and Design) In KS1 and KS2, assessments will be made based on objectives from the Get Set 4 PE Scheme (In line with NC objectives). To progress, children will revisit sports and other areas through their learning journey at Springfield. Each unit of work will follow a sequence, tailored to our school context, to allow children develop their skills. At the end of each unit. Teachers will be able to assess their class, based on the end of MTP assessments and end of year assessments. This will help class teacher to pinpoint children who are: Working Towards the expected standard (WTS), Working at Age Related expectations (ARE) and Exceeding Age-Related expectations (EXS). These assessments will be ongoing through our spiral curriculum and be passed onto the next class teacher.

During their learning journey at Springfield, most children from Nursery - Y6 will experience the following: (Please turn page)



Key- colour coded- in line with PE Scheme Get Set 4 PE

Dance

Ball skills

Fundamentals

Invasion games

Gymnastics

Net and Wall

Target Games

Fitness

Sending and Receiving

Athletics

Striking and fielding

Swimming

Yoga

Outdoor and Adventurous Activities (OAA)

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 Outdoor and Adventurous Activities= **OAA**



<p>Striking and fielding Y1-Y2</p>  <p>Y2</p>	<p>Invasion games Y1-Y2</p> 	<p>Net and Wall games Y1-Y2</p>  <p>Y2</p>	<p>Athletics Y1-Y6</p> 
<p>Cricket Y3 and Y5</p> 	<p>Hockey Y3 and Y5</p> 	<p>Tennis Y3-Y6</p> 	<p>Ball skills Y1-Y3</p> 
<p>Rounders Y4 and Y6</p> 	<p>Football Y3 and Y6</p> 	<p>Target Games Y1-Y2</p> 	<p>Fitness Y1-Y2 and Y5-Y6</p> 
<p>Netball Y4 and Y6</p> 	<p>Basketball Y3 and Y5</p> 	<p>Golf Y5 and Y6</p> 	<p>OAA Y5 and Y6</p> 
<p>Dance Rec-Y6</p> 	<p>Tag Rugby Y3 and Y6</p> 	<p>Dodgeball Y3 and Y5</p> 	<p>Fundamentals Y1-Y3</p> 
<p>Sending and receiving Y1-Y2</p>	<p>Swimming Y4</p> 	<p>Yoga Y5 and Y6</p> 	<p>Gymnastics Y1-Y6</p> 

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PE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Possible Trips, Visits/competitions
Nursery	<p>Finding a safe space. Throw, catch, crawl and cross lateral skills. Using equipment safely indoor and outdoor (Supplied through continuous provision).</p>	<p>Travelling in different ways. Create simple movements and dances. Developing independence with self-care. Increased confidence on steps and stairs. (Supplied through continuous provision).</p>	<p>Developing independence with zips and coats. Moving energetically and increased rhythm for movement. (Supplied through continuous provision).</p>	<p>Negotiating space with increasing skill. Increased timing when moving to music. (Supplied through continuous provision).</p>	<p>Balancing and throwing and catching with increased accuracy. Increased confidence for riding bikes. (Supplied through continuous provision).</p>	<p>Independence when changing. A developed coordination for moving and negotiating space. Ability to create movements for dance (Supplied through continuous provision).</p>	
Reception	<p>Finding a safe space. Throw, catch, crawl and cross lateral skills. Using equipment safely indoor and outdoor (Supplied through continuous provision).</p> <p>Intro to PE</p>	<p>Travelling in different ways. Create simple movements and dances. Developing independence with self-care. (Supplied through continuous provision).</p>	<p>Developing independence with zips and coats. Moving energetically and increased rhythm for movement. (Supplied through continuous provision).</p> <p>Dance</p>	<p>Negotiating space with increasing skill. Increased timing when moving to music. (Supplied through continuous provision).</p>	<p>Balancing and throwing and catching with increased accuracy. Increased confidence for riding bikes. (Supplied through continuous provision).</p>	<p>Independence when changing. A developed coordination for moving and negotiating space. Ability to create movements for dance (Supplied through continuous provision).</p>	

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	Ability to create movements for dance Supplied through PE lesson.	Increased confidence on steps and stairs. Fundamentals		Ball skills	Gymnastics	Games	
Y1	Indoor Dance Outdoor Fundamentals	Indoor Ball skills Outdoor Invasion	Indoor Dance Indoor Gymnastics	Indoor Net and Wall Outdoor Sending and Receiving	Indoor Target Games Outdoor Fitness	Outdoor Athletics Outdoor Striking and fielding	
assessment	Indoor Dance Actions: copy, remember and repeat actions to represent a theme. Create my own actions in relation to a theme. Dynamics: explore varying speeds to represent an idea. Space: explore pathways within my performance. Relationships: begin to explore actions and pathways with a partner.	Indoor Ball skills Sending: roll and throw with some accuracy towards a target. Catching: begin to catch with two hands. Catch after a bounce. Tracking: track a ball being sent directly. Dribbling: explore dribbling with hands and feet. Outdoor Invasion Sending & receiving: explore s&r with	Indoor Dance Actions: copy, remember and repeat actions to represent a theme. Create my own actions in relation to a theme. Dynamics: explore varying speeds to represent an idea. Space: explore pathways within my performance. Relationships: begin to explore actions and pathways with a partner.	Indoor Net and Wall Hitting: explore hitting a dropped ball with a racket Feeding: throw a ball over a net to land into the court area. Rallying: explore sending a ball with hands and a racket. Footwork: use the ready position to move towards a ball. Outdoor Sending and Receiving Begin to send an receive a ball with my feet	Indoor Target Games Throwing overarm: explore technique when throwing overarm towards a target. Throwing underarm: explore technique when throwing underarm towards a target. Outdoor Fitness Agility: change direction whilst running. Balance: explore balancing in more challenging activities with some success. Co-ordination: explore co-ordination when	Indoor Running: Run at different speeds. Jumping: Develop balance i.e. jump, land, hop, leap. Throwing: Throw with accuracy and distance Outdoor Striking and fielding Striking: explore striking a ball with their hand and equipment. Fielding: develop tracking and retrieving a ball. Throwing: explore technique when	

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	<p>Performance: perform on my own and with others to an audience</p> <p>Outdoor Fundamentals</p> <p>Running: explore changing direction and dodging. Discover how the body moves at different speeds.</p> <p>Balancing: move with some control and balance. Explore stability and landing safely.</p> <p>Jumping: demonstrate control in take-off and landing when jumping.</p> <p>Hopping: begin to explore hopping in different directions.</p> <p>Skipping: show co-ordination when turning a rope. Use rhythm to jump continuously in a French rope</p>	<p>hands and feet to a partner.</p> <p>Dribbling: explore dribbling with hands and feet.</p> <p>Space: recognise good space when playing games.</p> <p>Attacking: explore changing direction to move away from a partner.</p> <p>Defending: explore tracking and moving to stay with a partner</p>	<p>Performance: perform on my own and with others to an audience.</p> <p>Indoor Gymnastics</p> <p>Shapes: explore basic shapes straight, tuck, straddle, pike.</p> <p>Balances: perform balances making my body tense, stretched and curled.</p> <p>Rolls: explore barrel, straight and forward roll progressions.</p> <p>Jumps: explore shape jumps including jumping off low apparatus.</p>	<p>Catch a ball with some success.</p> <p>Roll a ball towards a target.</p> <p>Throw a ball to a partner.</p> <p>Track a ball.</p>	<p>using equipment.</p> <p>Speed: explore running at different speeds.</p> <p>Strength: explore exercises using my own body weight.</p> <p>Stamina: explore moving for longer periods of time and identify how it makes me feel.</p>	<p>throwing over and underarm.</p> <p>Catching: develop co-ordination and technique when catching.</p>	
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Y2	<p>Indoor Dance L1-6 Option to do lessons 7-12 in Spring 1.</p> <p>Outdoor Fundamentals L1-6</p>	<p>Indoor Ball skills L1-6</p> <p>Outdoor Invasion L1-6</p>	<p>Indoor Gymnastics L1-12 If doing dance as well- only do lessons 2,4,5,8,10 and 12</p>	<p>Indoor Net and Wall L1-6</p> <p>Outdoor Sending and Receiving L1-6</p>	<p>Indoor Target Games L1-6</p> <p>Outdoor Fitness L1-6</p>	<p>Outdoor Athletics L1-6</p> <p>Outdoor Striking and fielding L1-6</p>	
assessment	<p>Indoor Dance</p> <p>Actions: accurately remember, repeat and link actions to express an idea.</p> <p>Dynamics: develop an understanding of dynamics.</p> <p>Space: develop the use of pathways and travelling actions to include levels.</p> <p>Relationships: explore working with a partner using unison, matching and mirroring.</p>	<p>Indoor Ball skills</p> <p>Sending: roll, throw and kick a ball to hit a target.</p> <p>Catching: develop catching a range of objects with two hands. Catch with and without a bounce.</p> <p>Tracking: consistently track and collect a ball being sent directly.</p> <p>Dribbling: explore dribbling with hands and feet with increasing control on the move.</p> <p>Outdoor Invasion</p>	<p>Indoor Gymnastics</p> <p>Shapes: explore using shapes in different gymnastic balances.</p> <p>Balances: remember, repeat and link combinations of gymnastic balances.</p> <p>Rolls: explore barrel, straight and forward roll and put into sequence work.</p> <p>Jumps: explore shape jumps and take off combinations.</p>	<p>Indoor Net and Wall</p> <p>Hitting: develop hitting a dropped ball over a net.</p> <p>Feeding: accurately underarm throw over a net to a partner.</p> <p>Rallying: explore underarm rallying with a partner catching after one bounce.</p> <p>Footwork: consistently use the ready position to move towards a ball.</p> <p>Outdoor Sending and Receiving</p> <p>Trap and cushion a ball.</p>	<p>Indoor Target Games</p> <p>Throwing overarm: develop co-ordination and technique when throwing overarm towards a target.</p> <p>Throwing underarm: develop co-ordination and technique when throwing underarm towards a target.</p> <p>Striking: develop striking a ball with equipment with some consistency.</p> <p>Outdoor Fitness</p> <p>Agility: demonstrate improved technique when changing direction on the move.</p>	<p>Outdoor Athletics</p> <p>Running: Develop their sprinting, jumping, hopping and skipping actions with coordination.</p> <p>Jumping: Safely jump for distance and height.</p> <p>Throw: Develop overarm thrown for distance</p> <p>Outdoor Striking and fielding</p> <p>Striking: develop striking a ball with their hand and equipment with some consistency.</p>	

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	<p>Performance: develop the use of facial expressions in my performance.</p> <p>Outdoor</p> <p>Fundamentals</p> <p>Running: demonstrate balance when changing direction. Clearly show different speeds when running.</p> <p>Balancing: demonstrate balance when performing movements.</p> <p>Jumping: demonstrate jumping for distance, height and in different directions.</p> <p>Hopping: demonstrate hopping for distance, height and in different directions.</p> <p>Skiping: explore single and double bounce when jumping in a rope.</p>	<p>Sending & receiving: developing s&r with increased control.</p> <p>Dribbling: explore dribbling with hands and feet with increasing control on the move.</p> <p>Space: explore moving into space away from others.</p> <p>Attacking: developing moving into space away from defenders.</p> <p>Defending: explore staying close to other players to try and stop them getting the ball</p>		<p>Accurately throw and kick a ball to a partner.</p> <p>Catch a ball with and without it bouncing</p> <p>Hit a target by rolling a ball.</p> <p>Track a ball and stop with my hands and feet.</p> <p>Safely send a ball towards a partner using a piece of equipment.</p>	<p>Balance: demonstrate increased balance whilst travelling along and over equipment.</p> <p>Co-ordination: perform actions with increased control when co-ordinating my body with and without equipment.</p> <p>Speed: demonstrate running at different speeds.</p> <p>Strength: demonstrate increased control in body weight exercises.</p> <p>Stamina: show an ability to work for longer periods of time.</p>	<p>Fielding: develop tracking a ball and decision making with the ball.</p> <p>Throwing: develop co-ordination and technique when throwing over and underarm. Catching: catch with two hands with some co-ordination and technique.</p>	
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Y3	Indoor <u>Ball skills</u> Outdoor <u>Tag Rugby</u>	Indoor <u>Fundamentals</u> Outdoor <u>Football</u>	Indoor <u>Dance</u> Outdoor <u>Hockey</u>	Indoor <u>Gymnastics</u> Outdoor <u>Basketball</u>	Indoor <u>Dodgeball</u> Outdoor <u>Tennis</u>	Outdoor <u>Athletics</u> Outdoor <u>Cricket</u>	
assessment	Indoor <u>Ball skills</u> Sending: send a ball with accuracy and increasing consistency to a target. Catching: catch a range of objects with increasing consistency. Tracking: track a ball not sent directly. Dribbling: dribble a ball with hands and feet with control. Outdoor <u>Tag Rugby</u> Sending & receiving : explore s&r abiding by the rules of the game. Dribbling: explore dribbling the ball	Indoor <u>Fundamentals</u> Running: change direction. Show an increase and decrease in speed. Balancing: demonstrate balance when performing other fundamental skills. Jumping and hopping: link jumping and hopping actions. Skipping: jump and turn a skipping rope. Outdoor <u>Football</u> (See Tag rugby) Attacking:	Indoor <u>Dance</u> Actions: create actions in response to a stimulus individually and in groups. Dynamics: use dynamics effectively to express an idea. Space: use direction to transition between formations. Relationships: develop an understanding of formations. Performance: perform short, self- choreographed phrases showing an awareness of timing. Outdoor	Indoor <u>Gymnastics</u> Shapes: explore matching and contrasting shapes. Balances: explore point and patch balances and transition smoothly into and out of them. Rolls: develop the straight, barrel, and forward roll. Jumps: develop stepping into shape jumps with control. Outdoor <u>Basketball</u> (See Tag rugby)	Indoor <u>Dodgeball</u> Throwing: explore throwing at a moving target. Catching (dodgeball): begin to catch whilst on the move. Outdoor <u>Tennis</u> Shots: explore returning a ball using shots such as the forehand and backhand. Rallying: explore rallying using a forehand. Footwork: consistently use and return to the	Outdoor <u>Athletics</u> Running: Apply sprinting to relay events. Jumping: Jump for distance in a range of approaches and take off positions. Throwing: Explore the technique for a pull throw. Outdoor <u>Cricket</u> Striking: begin to strike a bowled ball after a bounce with different equipment. Fielding:	

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	<p>abiding by the rules of the game under some pressure.</p> <p>Space: develop using space as a team.</p> <p>Attacking: develop movement skills to lose a defender.</p> <p>Defending: develop tracking opponents to limit their scoring opportunities.</p>	<p>Explore shooting actions in a range of invasion games.</p>	<p>Hockey</p> <p>(See Tag rugby)</p> <p>Attacking: Explore shooting actions in a range of invasion games.</p>	<p>Attacking: Explore shooting actions in a range of invasion games.</p>	<p>ready position in between shots.</p>	<p>explore bowling to a target and fielding skills to include a two-handed pick up.</p> <p>Throwing: use overarm and underarm throwing in game situations.</p> <p>Catching: catch with some consistency in game situations.</p>	
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Y4	Indoor Swimming Outdoor Rounders	Indoor Swimming Indoor Dance	Indoor Swimming Indoor Gymnastics	Indoor Swimming Outdoor Netball	Indoor Swimming Outdoor Tennis	Indoor Swimming Outdoor Athletics	
assessment	Outdoor Rounders Striking: develop batting technique with a range of equipment. Fielding: develop bowling with some consistency, abiding by the rules of the game. Throwing: use overarm and underarm throwing with increased consistency in game situations. Catching: begin to catch with one and two hands with some consistency in game situations.	Indoor Dance Actions: respond imaginatively to a range of stimuli related to character and narrative. Dynamics: change dynamics confidently within a performance to express changes in character. Space: confidently use changes in level, direction and pathway. Relationships: use action and reaction to represent an idea. Performance: perform complex dances that communicate narrative	Indoor Gymnastics Shapes: develop the range of shapes I use in my sequences. Inverted movements: develop strength in bridge and shoulder stand. Balances: develop control and fluency in individual and partner balances. Rolls: develop the straight, barrel, forward and straddle roll and perform them with increased control. Jumps: develop control in performing	Outdoor Netball Sending & receiving: develop passing techniques appropriate to the game with increasing success. Catch a ball using one and two hands and receive a ball with feet/object with increasing success. Dribbling: link dribbling the ball with other actions and change direction whilst dribbling with some control. Space: develop moving into space to help my team. Attacking: change direction to lose an opponent with some success.	Outdoor Tennis Shots: demonstrate technique when using shots playing co-operatively and beginning to execute this competitively. Rallying: develop rallying using both forehand and backhand with increased technique. Footwork: begin to use appropriate footwork patterns to move around the court.	Outdoor Athletics Running: Develop an understanding of speed and pace in relation to distance. Develop power and speed in the sprinting technique. Jumping: Develop technique when jumping for distance. Throwing: Explore power and technique when throwing for distance in a pull and heave throw.	

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		and character well, performing clearly and fluently.	and landing rotation jumps	Defending: develop defending one on one and begin to intercept.			
Y5	Indoor Gymnastics Lessons 1, 3, 5, 7, and 9 Outdoor Cricket	Indoor Yoga Lessons 1 - 6 Outdoor Golf	Indoor Dance Outdoor Hockey	Indoor Fitness Lessons 1 - 6 Outdoor Basketball	Indoor Dodgeball Lessons 1 - 6 Outdoor Tennis	Outdoor Athletics Lessons 1 - 6 Outdoor OAA	KS2 Sports hall Athletics at EIS interschool competition.
assessment	Indoor Gymnastics Shapes: perform shapes consistently and fluently linked with other gymnastic actions. Inverted movements: explore progressions of a cartwheel. Balances: explore symmetrical and asymmetrical balances. Rolls: develop control in the straight, barrel, forward, straddle and backward roll. Jumps: select a range of jumps to include in sequence work. Outdoor Cricket	Indoor Yoga Balance: explore using my breath to maintain balance within a pose. Flexibility: demonstrate increased extension in poses. Strength: demonstrate increased control and strength when in a pose. Mindfulness: engage with mindfulness activities with increased focus. Outdoor Golf Striking: develop a wider range of striking techniques and begin to use them under pressure	Indoor Dance Actions: choreograph dances by using, adapting and developing actions and steps from different dance styles. Dynamics: confidently use dynamics to express different dance styles. Space: confidently use direction and patterning to express different dance styles. Relationships: confidently use formations, canon and unison to express a dance idea. Outdoor Hockey	Indoor Fitness Agility: demonstrate improved body posture and speed when changing direction. Balance: change my body position to maintain a controlled centre of gravity. Co-ordination: demonstrate increased speed when co-ordinating my body. Speed: apply the best pace for a set distance or time. Strength: demonstrate increased technique in body weight exercises. Stamina: use a steady pace to be able to move for sustained periods of time.	Indoor Dodgeball Throwing: demonstrate clear technique and accuracy when throwing at a target. Catching (dodgeball): demonstrate good technique and consistency in catching skills. Outdoor Tennis Shots: develop the range of shots used in a variety of games. Serving: develop the range of serving techniques appropriate to the game.	Outdoor Athletics Running: Apply fluency and co-ordination when running for speed in relay changeovers. Effectively apply speeds appropriate for the event. Jumping: Explore technique and rhythm in the triple jump. Throwing: Develop technique and power in javelin and shot put. Outdoor OAA Problem solving: explore tactical planning within a team to overcome	

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	<p>Striking: explore defensive and driving hitting techniques and directional batting.</p> <p>Fielding: develop over and underarm bowling technique. Develop long and short barrier and two handed pick up.</p> <p>Throwing: demonstrate good technique when using a variety of throws under pressure.</p> <p>Catching: explore catching skills (close/deep and wicket keeping) and apply these with some consistency in game situations.</p>		<p>Sending & receiving: develop control when s&r under pressure.</p> <p>Dribbling: dribble with some control under pressure.</p> <p>Space: explore moving to create space for themselves and others in their team.</p> <p>Attacking: use a variety of techniques to lose an opponent e.g. change of direction or speed.</p> <p>Defending: develop tracking and marking with increased success.</p>	<p>Performance: perform dances expressively, using a range of performance skills, showing accuracy and fluency.</p> <p>Outdoor Basketball</p> <p>(See Hockey)</p> <p>Defending: Explore intercepting a ball using one and two hands.</p>	<p>Rallying: use a variety of shots to keep a continuous rally.</p> <p>Footwork: demonstrate effective footwork patterns to move around the court.</p>	<p>increasingly challenging tasks.</p> <p>Navigational skills: develop navigational skills and map reading in increasingly challenging tasks.</p> <p>Communication: explore a variety of communication methods with increasing success</p>	
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Whole School Subject Overview: **Physical Education (PE)**



Y6	<p>Indoor Fitness Lessons 1 - 6</p> <p>Outdoor Rounders Lessons 1 - 6</p>	<p>Indoor Dance Lessons 1 - 3 Lessons 4 - 6 Bhangra</p> <p>Outdoor Football Lessons 1 - 6</p>	<p>Indoor Yoga Lessons 1 - 6</p> <p>Outdoor Tag Rugby Lessons 1 - 6</p>	<p>Indoor Gymnastics Lessons 1, 3, 5, 7, and 9</p> <p>Outdoor Netball Lessons 1 - 6</p>	<p>Outdoor Golf Lessons 1 - 6</p> <p>Outdoor Tennis Lessons 1 - 6</p>	<p>Outdoor Athletics Lessons 1 - 6</p> <p>Outdoor OAA Lessons 1 - 6</p>	KS2 Sports hall Athletics at EIS interschool competition.
assessment	<p>Indoor Fitness</p> <p>Agility: change direction with a fluent action and transition smoothly between varying speeds.</p> <p>Balance: show fluency and control when travelling, landing, stopping and changing direction.</p> <p>Co-ordination: co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge.</p> <p>Speed: adapt running technique to meet the needs of the distance.</p>	<p>Indoor Dance</p> <p>Actions: show controlled movements which express emotion and feeling.</p> <p>Dynamics: explore, improvise and combine dynamics to express ideas fluently and effectively on my own, with a partner or in a small group.</p> <p>Space and relationships: use a variety of compositional principles when creating my own dances.</p> <p>Performance: demonstrate a clear understanding of timing in relation to</p>	<p>Indoor Yoga</p> <p>Balance: link combinations of poses for balance with increased control in transition.</p> <p>Flexibility: confidently transition from one pose to another showing extension connected to breath.</p> <p>Strength: explore poses that challenge my strength and work to maintain increased control and strength when in and transitioning between poses.</p> <p>Mindfulness: explore methods to control how I feel with some success.</p> <p>Outdoor</p>	<p>Indoor Gymnastics</p> <p>Shapes: combine and perform gymnastic shapes more fluently and effectively.</p> <p>Inverted movements: develop control in progressions of a cartwheel and a headstand.</p> <p>Balances: explore counter balance and counter tension.</p> <p>Rolls: develop fluency and consistency in the straddle, forward and backward roll.</p> <p>Jumps: combine and perform a range of gymnastic jumps more fluently and effectively.</p>	<p>Outdoor Golf</p> <p>Striking: use a variety of striking techniques with control and under pressure.</p> <p>Outdoor Tennis</p> <p>Shots: demonstrate increased success and technique in a variety of shots.</p> <p>Serving: serve accurately and consistently.</p> <p>Rallying: successfully apply a variety of shots to keep a continuous rally.</p> <p>Footwork: demonstrate a variety of footwork patterns relevant to the game I am playing.</p>	<p>Outdoor Athletics</p> <p>Running: demonstrate a clear understanding of pace and use it to develop their own and others sprinting technique.</p> <p>Jumping: develop power, control and technique in the triple jump.</p> <p>Throwing: develop power, control and technique when throwing discus and shot put</p> <p>Outdoor OAA</p> <p>Problem solving: pool ideas within a group, selecting and applying</p>	

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	<p>Strength: complete body weight exercises for increased repetitions with control and fluency.</p> <p>Stamina: use my breath to increase my ability to move for sustained periods of time.</p> <p>Outdoor Rounders</p> <p>Striking: strike a bowled ball with increasing accuracy and consistency.</p> <p>Fielding: use a wider range of fielding skills with increasing control under pressure.</p> <p>Throwing: consistently demonstrate good technique in throwing skills under pressure.</p> <p>Catching: consistently demonstrate good technique in catching skills under pressure.</p>	<p>the music and other dancers throughout my performance.</p> <p>Outdoor Football</p> <p>Sending & receiving : s&r consistently using a range of techniques with increasing control under pressure.</p> <p>Dribbling: dribble consistently using a range of techniques with increasing control under pressure.</p> <p>Space: move to the correct space when transitioning from attack to defence or defence to attack and create and use space for self and others.</p> <p>Attacking: confidently change direction to lose an opponent.</p> <p>Defending: use a variety of defending skills (tracking, interception, jockeying) in game situations</p>	<p>Tag Rugby</p> <p>(See football)</p>	<p>Outdoor Netball</p> <p>(See football)</p>		<p>the best method to solve a problem.</p> <p>Navigational skills: orientate a map efficiently to navigate around a course with multiple points.</p> <p>Communication: inclusively communicate with others, share job roles and lead when necessary.</p>	
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