

Our Curriculum for PE

Aims

At Totley All Saints, we aim to ensure that all pupils:

- develop confidence, skills and knowledge to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- develop their physical literacy
- lead healthy, active lives
- are involved in quality sporting opportunities
- are proud of their achievements.
- understand fair play and respect.

PE: Key Stage 1

Knowledge, Skills & Vocabulary

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

NC Programme of Study	<p><u>Gymnastics/Athletics</u></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 	<p><u>Games</u></p> <ul style="list-style-type: none"> • participate in team games, developing simple tactics for attacking and defending 	<p><u>Dance</u></p> <ul style="list-style-type: none"> • perform dances using simple movement patterns

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FS2	<ul style="list-style-type: none">• Describe how the body feels when still and when exercising• Copy actions• Create a short sequence of movements• Sit like a gymnast• Standing balances• Tiptoe, step, jump and hop and roll:• Straight jump• Jumping Jack• Log roll (pencil roll)• Move around, under, over, and through different objects and equipment.• Run in different ways• Roll equipment in different ways• Throw underarm• Throw an object at a target	<ul style="list-style-type: none">• Start to catch equipment using two hands• Move a ball in different ways, including bouncing and kicking and rolling.• Use equipment to control a ball.• Kick an object at a target• Move safely around the space and equipment.• Travel in different ways, including sideways and backwards.• Play chasing games• Follow simple rules.	<ul style="list-style-type: none">• Put two movements together• Change the speed of their movements• Create a short sequence which shows their own ideas.•
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Year 1	<ul style="list-style-type: none"> • Describe how the body feels before, during and after exercise. • Carry and place equipment safely. • Respond to instruction • Recognise and copy contrasting actions e.g (tall, small) • Move and change directions using: Tiptoe, step, jump and hop, skip, gallop, Bunny hop • Balance with some control. • Can link 2 movements with simple transitions. • Hold shapes and balances including standing and kneeling. • Carry out simple stretches • Move around, under, over different objects and equipment. • Perform jumps: Straight jump, Tuck jump, Jumping Jack • Half turn jump • Perform rolls with care: Log roll Curled side roll (egg roll) • Run at different speeds. • Jump from a standing position. • Run for varied amounts of time • recognise changes in their body when they do exercise. 	<ul style="list-style-type: none"> • Hit the ball with a racquet • Catch and bounce a ball with more control • Use rolling skills in a game • Can travel in a variety of ways including running and jumping. • Use at least 2 throws (Underarm and overarm). • Receive a ball with basic control. • Begin to develop hand-eye coordination. • Participate in simple games. • Begin to develop spatial awareness • Begin to communicate to others (simple language) • Travel with a ball in different ways and directions. • Use kicking skills in a game. 	<ul style="list-style-type: none"> • Copy and repeat basic actions • Remembers simple movements and dance steps. • Links movement to sounds and music. • Use movements to communicate feelings. • Copy and explore basic movements with some control and coordination. • Can perform different body shapes. . • Begin to improvise to create a simple dance. • Perform using some actions and body parts with some coordination.
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<h2 style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 2</h2>	<ul style="list-style-type: none"> • Recognise and describe how the body feels during and after different physical activities. • Explain why they need to stay healthy • Explore and create different movements and shapes with some control. • Link movements together to create a sequence • Change speed and direction whilst running. • Jump from a standing position with accuracy and stability. • Perform a variety of throws • Can perform a 2 footed jump • Begin to use vocabulary to describe sequences. • Climb onto and jump off the equipment safely. • Build on Hold balances from Y1 including: balances with a partner • Build on Y1 travel in a variety of ways, including rolling: log roll (pencil), curled side roll (egg), teddy bear roll and rocking forward roll • Build on jumps from Y1 in a variety of ways and land with increasing control and balance including: half turn jump, cat spring, cat spring to straddle • Perform basics movements such as: Bunny hop, Front support wheelbarrow with partner, Scissor kic • Introduce jumping off raised gymnastics equipment. 	<ul style="list-style-type: none"> • Strike or hit a ball with increasing control. • Learn skills for playing striking and fielding games • Position the body to strike a ball. • Throw different types of equipment in different ways • Use throwing and catching skills in a game • Throw a ball for distance • Bounce and kick a ball whilst moving • Develop strong spatial awareness. • Understand the importance of rules. • Develop simple tactics and use them appropriately. • Beginning to develop an understanding of attacking/defending. • Communication is clearer and using simple commands. • Begin to provide feedback using key words. • Dribble a ball with hands and feet with some control • Roll and throw a ball to hit a target 	<ul style="list-style-type: none"> • Copy, remember, repeat and explore basic movements with clear control • Vary levels and speed in sequences. • Vary sizes of body shapes. • Show change of direction in a sequence. • Use space well and begin to use effectively. • Use counts to stay in time to the music • Start to show confidence in performances • Use vocabulary to describe a short dance. •
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PE: Key stage 2

Knowledge, Skills & Vocabulary

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

NC Programme of Study	<p><u>Gymnastics</u> develop flexibility, strength, technique, control and balance</p>	<p><u>Dance</u> perform dances using a range of movement patterns</p>	<p><u>Games</u> play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p><u>Athletics</u> use running, jumping, throwing and catching in isolation and in combination</p>	<p><u>OAA</u> take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p><u>Swimming</u> Swim confidently over a distance of 25m, perform safe self-rescue and perform a range of strokes effectively</p>

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<h2 style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 3</h2>	<ul style="list-style-type: none"> • Copy, explore and remember a variety of movements and uses these to create a sequence. • Begin to evaluate their work using simple gym vocabulary. • Use turns and change of directions whilst moving in a variety of ways. • Begin to show flexibility in movements. • Hold balances such as: contrasting partner balances Pike, tuck, star, straight, straddle shapes • Climb onto and jump off the equipment safely. • Develop on new travels from Y2, including rolling: Chassis steps, crouched forward roll, tucked backward roll • Build on jumps from Year 2 including: Straddle jump, Pike jump, Straight jump half-turn, Cat leap • Perform other movements such as: Handstand, Lunge into handstand, cartwheel <ul style="list-style-type: none"> • Begin to Vault off raised gymnastics equipment: Star jump off 	<ul style="list-style-type: none"> • Recognise and describe the effects of exercise on the body. • Know the importance of strength and flexibility for physical activity. • Explain why it is important to warm-up and cool-down. • Begin to improvise independently and with a partner to create a simple dance. • Translate ideas from a stimuli into movement with support. • Begin to adapt movements and create longer sequences. • Use simple dance vocabulary to compare and improve work (Begin to evaluate) 	<ul style="list-style-type: none"> • Use skills with coordination and control. • Work well in a group to develop various games. • Begin to understand how to compete with each other in a controlled manner. • Strike the ball for distance • Throw and catch with increasing accuracy • Practise the correct throwing technique and use it in a game • Throw a ball in different ways (e.g. slow, fast, high, low) • Develop a safe overarm bowl • Move with a ball with control • Pass the ball in a variety of different ways • Know how to keep and win back possession in a game. • Learn simple attacking and defending skills • Develop fielding skills • Understand and begin to play invasion games fairly • Understand and begin to play striking and fielding games 	<ul style="list-style-type: none"> • Run Consistently for 3 minutes • Begin to run at speeds appropriate for the distance. • Perform a variety of throws using a selection of equipment. • Use equipment safely and with good control. • Use one and two feet technique to take off and land with • Develop effective take off for long jump • Develop effective flight for long jump • Work on arm and leg technique for running • Begin to apply running to jumping over hurdles 	<ul style="list-style-type: none"> • Orientate themselves with confidence around a short trail • Use effective communication to begin to work as a team • Complete activities in set time • Communicate with others 	
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 4</p>	<ul style="list-style-type: none"> • Use an increasing range of actions, directions and levels in their sequences • Move with clarity, fluency and expression. • Show changes of direction, speed and level during a performance • Begin to use gym vocabulary to improve and refine performances. • Create sequences using various body shapes and equipment effectively. • Combine equipment with movement to create sequences. • Build on Jumps, balances and Vaulting from Y3 including: 1, 2, 3 and 4- point balances, Balances on apparatus, balances with and against a partner Tuck jump off vault, straddle jump off, pike jump off Forward roll from standing Straddle forward roll Tucked backward roll 	<ul style="list-style-type: none"> • Compose and perform longer routines in small groups and individually • Confidently know dance vocabulary e.g. improvise, sequence, routine, fluency, expression • Demonstrate rhythm and spatial awareness • Know how to change a routine through self evaluation • Perform and create routines with fluency and expression. • Know some reasons for warming up and cooling down 	<ul style="list-style-type: none"> • Use a bat, racket or stick to hit a ball/shuttlecock with accuracy and control. • Use at least two different shots/passes in a game situation. • Use hand-eye coordination to strike a moving and a stationary ball. • Develop different ways to throw and catch a ball • Move the ball with control and fluency • Pass the ball with increasing speed • Make the best use of space to pass and receive a ball • Use a range of attacking and defending skills in a game • Know how to vary the tactics they use in a game. 	<ul style="list-style-type: none"> • Run consistently for 4 minutes to develop stamina • Demonstrate an improved technique of sprinting • Carry out an effective sprint finish • Perform a relay focusing on hand over technique • Know how to combine a hop, skip, jump to perform standing triple jump • Know how to measure distances for jumps and throws 	<p>Orienteering with accuracy around a short trail</p> <p>Plan and create short trails for others</p> <p>Know symbols and features of a course</p> <p>Change roles within a team</p> <p>Know how to communicate clearly with others when working in a team</p> <p>Use maps to complete a course</p> <p>Complete a course more than once improving completion times.</p>	<p>Swim backstroke over 25m</p> <p>Swim front crawl over 25m</p> <p>Swim breaststroke over 25m</p> <p>Know how to perform a rescue</p> <p>Know how to perform a self rescue</p> <p>Use the vocabulary: hypothermia and self rescue,</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 5</p>	<ul style="list-style-type: none"> • Demonstrate mirroring and contrasting movements during a sequence. • Apply combined skills accurately and consistently showing control and fluency. • Draw on what they know composition when performing and evaluating. • Analyse and comment on skills and techniques and how these are applied in their own work. • Uses more complex gym vocabulary to describe how to improve and refine performances. • Link skills with control, technique, co-ordination and fluency. • Build on Year 4 balances, jumps and rolls including: Pike forward roll, tucked backward roll, backward roll to straddle • Perform the following: Lunge into handstand, lunge into cartwheel, lunge into round-off 	<ul style="list-style-type: none"> • Begin to use exaggerate movements through expressions. • Develop fluency through varied transitions between movements. • Use strong movements through a sequence. • Move appropriately and using controlled movements to a stimuli. • Develop a change of pace in movements throughout a routine. • Use the space provided to a maximum. • Improvise with confidence • Begin to evaluate sequences using more complex dance vocabulary 	<ul style="list-style-type: none"> • Vary skills, actions and ideas in a way which suits the game. • Shows confidence in ball skills in various ways and can link them together. • Use skills with coordination, control and fluency. • Take part in competition with a strong understanding of tactics. • Apply attacking and defending knowledge to improve performance. • Compare skills using technical vocabulary 	<ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and combination. • Begin to build a variety of running techniques and use with confidence. • Can perform a running jump with more than one component. • Begin to record peers performances and evaluate these. • Demonstrate accuracy and confidence in throwing and catching activities. • Describe good athletic performance using correct vocabulary. • Can use equipment safely and with good control. • Run consistently for 6 minutes 	<ul style="list-style-type: none"> • Start to use navigation equipment including a compass and map to navigate around a course • Design a trail that offers some challenge • Complete a trail individually and as part of a team • Communicate clearly and effectively with others • Work effectively in a team • Improve a course to add a challenge element <p>Chose equipment for an outdoor activity</p>	
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Year 6	<ul style="list-style-type: none"> Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and direction. Perform difficult actions showing extension, clear body shape and changes in direction. Adapt sequences to include a partner or a small group. Gradually increase the length of sequences with a partner using the floor, mats and apparatus showing clarity of movement. Use more complex gym vocabulary to describe how to improve and refine performances. 	<ul style="list-style-type: none"> Confidently use expression to exaggerate movements and express feelings. Perform with confidence using a range of movements. Demonstrate strong imagination when creating dance sequences thinking about shapes, height, direction, speed and transitions. Move appropriately and use controlled movements to a stimuli. Move accurately to the beat in a dance sequence. Dance with fluency, balance and control, linking movements to ensure they flow. Evaluate sequences using complex dance vocabulary. 	<ul style="list-style-type: none"> Vary skills, actions and ideas in a way which suits the game. Show confidence in ball skills in various ways and can link them together. Maintain possession during game situations. Use skills with coordination, control and fluency. Take part in competition with a strong understanding of tactics. Compare skills using technical vocabulary and provide suggestions to improve performance. Can make suggestions to differentiate games with resources or changing factors (e.g. space). Apply attacking and defending skills demonstrating strong communication skills. 	<ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and combination. Begin to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. Begin to record peers performances and evaluate these. Demonstrate accuracy and confidence in throwing and catching activities. Can use equipment safely and with good control. Run consistently for 8 minutes Describe good athletic performance using correct vocabulary. 	<ul style="list-style-type: none"> Orientate themselves under pressure. Use navigation equipment including a compass and map to navigate around a course Design a course for others to follow Use clear communication to complete a role in a team Complete a course independently and as a team Identify quickest routes Set up a course for others to follow Manage a course for others to complete 	
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