

**Subject Leader Planning Grid Subject: PE Leader: Miss Haynes**

	Year	Skills	Knowledge	Key Vocabulary
<b>Year 1</b>				
<b>Autumn</b>	Dance (starry skies – focus on movement and fluidity) Aut 1+2	<p><b>Basic body actions</b></p> <p>I can follow shapes and follow patterns shown to me, I can travel safely and use the heel toe movement. I can use various jumps: pencil jump, half star. I can move to stimuli with different actions. I can justify my choices. e.g., I want to _____ because _____.</p> <p><b>Sequences</b></p> <p>I can link movements together and explain my choice. I can follow the leader’s movements e.g., walking, skipping, jumping. I can include swirling, spinning, turns, sinking movements. I can change direction I can link my own created movements to a known story e.g., Toy story.</p>	<p>I know how to land and take off safely using bended knees. I know how to effectively join movements together to create a short, simple sequence.</p>	<p>Shape Pattern Sequence Movements Walking/skipping/jumping Spinning/swirling/turning Direction</p>
	Teamwork (focus on turn taking, sharing, PSHE targets)	<p>I can follow rules of a game I can support others to follow rules of a game I can apply PE skills (Y1) to a game.</p>	<p>I know why it is important to follow the rules of a game. I know why it is important to work as part of a team. I know that sportsmanship is supporting others and recognising successes in others.</p>	<p>Rules Teamwork Sportsmanship</p>
<b>Spring</b>	Gymnastics Spring 1+2	<p><b>Travelling/rolling</b></p> <p>I can travel safely e.g., on feet, all fours, slide, roll (pencil, log without finesse). I can jump from stationary.</p> <p><b>Shapes and balance</b></p> <p>I can hold shapes shown to me for 3 seconds without falling over. I can begin to use different parts of my body to balance upon. e.g., one foot, all fours, back</p> <p><b>Sequences</b></p> <p>I can use travelling, rolling, shapes and balance techniques to create a simple sequence and remember it independently.</p>	<p>I know how to keep myself and others safe when travelling. e.g., keep a safe distance, speed, watch out for other’s movements I know how to use something to keep me from falling over. I can counteract my body weight when I start to fall. I know that a sequence is two or more movements or balances once after each other to create a pattern.</p>	<p>Travel (tiptoe, step, jump, hop, hopscotch, skipping, galloping, bunny hop) Shape Jumps (straight, tuck, jumping jack, half turn, cat spring) Balance (standing balances, kneeling balances,) Body parts Sequence Roll (log roll, curled side roll, teddy roll)</p>

	Sending and receiving Spring 1	I can roll a ball using my hands and begin to use my feet. e.g., use push with hands, use toe/side of foot with feet. I can use equipment to make a ball travel (roll). e.g., racket, sticks, bats.	I know that I need to use the right amount of force to make the ball move. I know how to hold and use the equipment safely.	Roll Travel Kick Push
	Defending Spring 2	I can intercept a ball as it is being rolled across the ground by getting it its path. e.g., using hands or feet to stop it from moving, they know what path the ball will take.	I know how to step/stand/use hands or feet to stop a ball. I know how to do this safely.	Intercept Path
Summer	Running and jumping	I can move in different ways showing some control and purpose e.g., forwards and backwards changing speeds, hopping, walking, jogging, running. I can strive to beat my personal best. I can jump into the air and I know how to land safely.	I know that by moving in different ways I can show control and purpose. I know that competition can be against myself. e.g., personal best I know that to land safely I need to land on two feet with bended knees.	Move Control Purpose Changing Hopping Walking Jogging Running Personal best Jump Land Bended knees
	Throwing and catching	I can roll a ball with control I can use both hands to throw/roll a ball in the right direction. e.g., chest push, underarm. I can scoop catch with both hands. e.g., scoop from the floor, scoop in the air.	I know that I need to use the right amount of force to make the ball move. I know that the ball needs to remain on the floor. I know that both hands need to be on each side of the ball. I know that to scoop catch I need to use both to stop the ball from moving.	Chest push Underarm Scoop catch

Year 2

Autumn	Gymnastics  Aut 1 + 2	<p><b>Travelling/rolling</b></p> <p>I can use a variety of different travelling methods safely independently and with a partner e.g., mirror each other. e.g1 travel on hands, feet, push, pull, slide, rolls</p> <p>I can jump from apparatus and I know how to keep myself safe.</p> <p>I can begin to use a variety of rolls e.g., teddy roll, gambol.</p> <p>Shapes and balances</p> <p>I can begin to use different parts of my body to balance upon. e.g., bottom, knees, three parts of the body.</p> <p>I can counterbalance my own weight to stop myself from falling over.</p> <p>I can begin to tense my core to support a successful balance.</p> <p>I can begin to perform paired and mirror balances.</p> <p>Sequences</p> <p>I can link all known movements fluidly. e.g., without a pause.</p> <p>My sequences are simple yet refined.</p> <p>I can use a change in speed to emulate the change in a piece of music or a story.</p> <p>I can show a starting and finishing position.</p> <p>I can use a balance, a method of travelling and a roll within my sequence/routine.</p>	<p>I know how to keep myself safe when travelling and jumping. I keep my knees bend on take-off and landing and I only move/jump into a free and available space and when working with a partner, I keep myself and that other person safe.</p> <p>I know when I roll, I need to protect my head and I roll down each vertebrae in my spine.</p> <p>I know how to counterbalance by shifting my weight to the opposite side that I am falling.</p> <p>I know what my core is and its purpose within my body.</p> <p>I know what fluid means and how to start a movement from the finishing position of the las movement.</p>	<p>Mirror</p> <p>Teddy roll</p> <p>Gam bowl/gambol</p> <p>Balance</p> <p>Counterbalance</p> <p>Core muscles</p> <p>Fluid/refined</p> <p>Sequence/routine</p>
	<p><b>Typical expectations at this level:</b></p> <p>In 2s or individually, create and perform a sequence to include up to 3 actions that include travelling, jumping, balance and roll. They can be three of the same or a mixture.</p> <p>Sequence must show a change of level and direction.</p>			
	Running and jumping  Aut 1	<p>I can move in different ways with control and purpose e.g., as above + side steps</p> <p>I can jump into the air and land safely e.g., bended knee, one foot.</p> <p>I can jump forwards and land safely. e.g., using arms to propel</p> <p>I enjoy finding my personal best and striving to beat it.</p>	<p>I know how to control my movements and use them with purpose</p> <p>I know how to stay safe when jumping and moving in any way</p> <p>I know how to use my arms to propel e.g., to swing them to create momentum.</p>	<p>Control</p> <p>Purpose</p> <p>Side steps</p> <p>Propel</p> <p>Personal best</p> <p>Strive</p>
Throwing and catching  Aut 2	<p>I can use one hand (start to show a dominant hand) to throw a ball in the right direction with the correct force e.g., over arm, under arm</p> <p>I have the correct stance to receive a ball.</p> <p>I can bounce a ball and catch it at the top of the bounce.</p> <p>Note: balls can be of varying size at this stage.</p>	<p>I know what a dominant hand is, and I know how to explain which is mine.</p> <p>I know that my feet need to be apart, and my knees bent slightly when receiving a ball.</p>	<p>Dominant hand</p> <p>Direction</p> <p>Over arm</p> <p>Under arm</p> <p>Bounce</p> <p>Top of the bounce</p>	

<b>Spring</b>	<p>Dance (improvisation and interpretation to stimulus)</p> <p>Spr 1 + 2</p>	<p><b>Basic body actions</b></p> <p>I can travel safely using a variety of different movements</p> <p>I can perform a variety of jumps safely.</p> <p>I can roll with control</p> <p>I can twist my body when in the air. e.g., quarter 90 degree, half 180 degree, full 360-degree jump.</p> <p>I can use a piece of music and move appropriately to it. e.g., using simple emotions inferred from the music (happy = upbeat/fast movements, sad = slow)</p> <p>I can begin to justify why I chose certain movements.</p> <p><b>Sequences</b></p> <p>I can link all known movements fluidly. e.g., without a pause.</p> <p>My sequences are simple yet refined.</p> <p>I can use a change in speed to emulate the change in a piece of music or a story.</p> <p>I can show a starting and finishing position.</p>	<p>I know how to keep myself safe when travelling and jumping. I keep my knees bend on take-off and landing and I only move/jump into a free and available space.</p> <p>I know that pieces of music have an emotion and I know how to make my movements match a simple emotion.</p> <p>I know how to link movements together.</p>	<p>Travel (tiptoe, step, jump, hop, hopscotch, skipping, galloping, straight jump half tern, bunny hop, Rolls (log roll, curled side roll, teddy roll, rocking forward roll)</p> <p>Jumps (Straight jump, tuck, jumping jack, half turn jump, cat spring, scissor kick, cat spring to straddle)</p> <p>Balance (standing, kneeling, large body part balances, balances on apparatus, balances with partners)</p> <p>Safe</p> <p>Emotion</p> <p>Fluid</p> <p>Sequence</p> <p>Refined</p> <p>Position</p>
	<p>Sending and receiving</p> <p>Spr 1</p>	<p>I can use the side of my foot to send a ball towards a target. e.g., towards a net, hoop, spot, person.</p> <p>I can use a variety of equipment to send a ball to a target through the air. e.g., bat, racket</p> <p>I understand the link between body position and aim with throwing. e.g., When I stand facing a direction, my ball will mainly travel in that direction.</p> <p>I can balance a ball on a racket without it falling off using wrist strength. e.g., tennis racket and tennis ball.</p> <p>Note: balls can be of varying size at this stage.</p>	<p>I know which part of my foot is the side, and I know how to 'push' the foot with it.</p> <p>I know how my body position links to aim. I know the if I'm facing one direction then the object with probably go in that direction.</p> <p>I know that my force behind and object doesn't just come from my hand. My wrist, forearm, upper arm, shoulder, back, legs all come into it depending on the throw.</p>	<p>Side of the foot</p> <p>Target</p> <p>Body position</p> <p>Aim</p> <p>Direction</p> <p>Balance</p> <p>Wrist strength</p>
	<p>Circuits/ Aerobics</p> <p>Spr 2</p>	<p>I can perform &amp; create motifs in a variety of aerobic/fitness/circuit moves with accuracy and consistency (star jumps, press-ups, triceps dips, plank, running, ski jumps, shuttle runs, etc.)</p> <p>I can select &amp; use a wide range of compositional skills to demonstrate ideas.</p> <p>I can participate for at least 90% of the lesson with full</p>	<p>I know that aerobics is designed to get the heart rate elevated and to work all muscles in the body through different movements.</p> <p>I know that a warmup and cool down is essential to prevent injury.</p>	<p>Warm up</p> <p>Cool down</p> <p>Muscle groups</p> <p>Arms: forearms, triceps, biceps, shoulders</p> <p>Legs: quads, hamstrings, calves, glutes</p>

		<p>enthusiasm.</p> <p>I can stretch my muscles, using my knowledge of which muscles will be used. I am able to touch my toes both standing and sitting and can guide others to follow suit.</p> <p>I can lead my own warm up &amp; demonstrates all round safe practice. My performance will have style and I am able to offer constructive self and peer evaluation.</p>		Core: abdominal, chest, back
Summer	Recap of throwing, catching, running and jumping. Sports day practise Sum 1 + 2	See above for missed skills, or skills that need revisiting and improving. Teacher assessed.		
	Defending Sum 1 + 2	<p>I can intercept a ball while it is travelling using my body or another object.</p> <p>- Link to netball/cricket/football -staying away from a target, tennis – sending it back.</p>	I know how to intercept a ball safely. I can get in the path of travel, and stop the object from moving with my hand, foot or other object.	Intercept
	Teamwork Sum 1 + 2	<p>I can follow rules of a game</p> <p>I can support others to follow rules of a game.</p> <p>I can adapt rules to a game.</p> <p>I can apply PE skills (Y2) to a game.</p>	<p>I know why it is important to follow the rules of a game.</p> <p>I know why it is important to work as part of a team.</p> <p>I know that by adapting rules it is necessary to still have them</p> <p>I know that sportsmanship is supporting others and recognising successes in others.</p>	<p>Rules</p> <p>Teamwork</p> <p>Sportsmanship</p>
<b>Year 3</b>				
Autumn	Gymnastics Aut 1 + 2	<p>I can copy, remember, explore &amp; repeat simple actions, and link &amp; vary ideas with control &amp; co-ordination</p> <p>I can apply compositional ideas to sequences alone &amp; with others</p> <p>I can describe my own &amp; others work noting similarities &amp; differences and make suggest improvements</p> <p>I can work safely; I recognise changes in my body and can give reasons why PE is good for health</p> <p>I am starting to use my core muscles to balance on one foot, transferring my weight when moving.</p> <p>I can begin to perform a basic forwards roll.</p>	<p>I know how to control my body and make sure that I am coordinated. e.g., each part of my body work with each other</p> <p>I know how to give feedback to a peer or group in a polite and constructive manner.</p> <p>I know how to keep myself safe when beginning to perform a forward's roll. e.g., head is securely tucked under, the arms are there to protect and provide balance.</p>	<p>Travel (tiptoe, step, jump, hop, chassis step, straight half turn, cat leap)</p> <p>Balance (large and small body part, on apparatus matching and contrasting partner balances)</p> <p>Rolls (crouched forwards roll, tucked backwards roll)</p> <p>Jumps (straight, tuck, star,</p>

				<p>jumping jack, straddle, pike, straight half turn, cat leap) – jumps can start to be off apparatus.</p> <p>Control Coordination Composition Peer assess Core muscles Forwards roll</p>
	Hockey Autumn 1	<p>I can show safety skills while holding the hockey stick correctly.</p> <p>I can push the puck/ball towards a desired location varying the distance due to pressure.</p> <p>I can receive the puck/ball when it comes close to me, starting to match its speed and decelerate it.</p> <p>I can use my body position and my wrist action to change the puck/balls direction</p> <p>I know that each game starts with a centre pass and I can score effectively for my team.</p> <p>I can begin to lead a team using speaking and listening skills while always showing great sportsmanship.</p>	<p>I know that when holding a hockey stick my dominant hand is further down the hockey stick than my other hand.</p> <p>I know that I ‘push’ the puck, not just ‘hit it’.</p> <p>I know that to do this my stick starts touching the puck/ball and I do not use a swing technique like golf.</p>	<p>Hockey stick Puck Push the puck Pressure/force Wrist action</p>
	Tennis Autumn 2	<p>I can use the forehand/backhand correctly.</p> <p>I can hold the racket correctly and able to maintain a rally with another player.</p> <p>I can move my body to the backhand position and using my wrist I am able to hit the ball.</p> <p>During a rally, I can hit the ball with force to ensure it reaches my partner’s side of the court.</p> <p>I can use ‘light feet’ to move quickly around the court when a ball is coming towards me.</p>	<p>I know that forearm is hitting the ball with my palm facing my opponent, and backhand is when I hit the ball and the back of my hand is facing my opponent.</p> <p>I know that when using forehand or backhand I take a step forward first.</p> <p>I know that my body position effects the direction</p>	<p>Forehand Backhand Rally Court Net Light feet</p>
Spring	Dance Spr 1+2	<p>I can improvise freely on my own &amp; with a partner</p> <p>I can translate ideas from a variety of stimuli into movement.</p> <p>I can compare, develop &amp; adapt movement &amp; motifs to create longer dances. I can use dance vocabulary to compare &amp; improve my work</p> <p>I understand working safely, I recognise changes in my body, and I can give reasons why PE is good for my health.</p>	<p>I know that improvising is off the duff movements based on stimuli.</p> <p>I know how to move safely alongside a partner or group.</p> <p>I know how to adapt sequences I’ve made for better effect, either with ideas given from feedback or independently.</p>	<p>Improvise Height Movements and rolls as previous years.</p>
	Football	I can pass the ball using different parts of my foot (inside,	I know that my foot is split into sections and	Toe, side, laces

	Spr 1+2	<p>outside) in the general direction of my partner.</p> <p>I understand that the direction of the ball depends on the direction that I kick the ball.</p> <p>I am beginning to use a weighted pass to control the distance of my kick.</p> <p>I am starting to use the 'step-kick' technique.</p> <p>I can use the correct positioning (goalkeepers and attackers)</p> <p>I am beginning to include tactics to outwit my opponent.</p> <p>I can be a part of a 4v4 (3 attackers and a goalkeeper)</p> <p>I am able to take instruction from a team captain and I am beginning to be a captain in a team.</p>	<p>I can use different parts to create different results when kicking a ball.</p> <p>I know that for a weighted pass, I need to be able to 'push' the ball rather than just kick it.</p> <p>I know how to intercept a ball (using prior knowledge year2).</p>	<p>Direction</p> <p>Weighted pass</p> <p>Step-kick</p> <p>Position</p> <p>Attackers</p> <p>Goalkeeper</p>
Summer	Swimming Sum 1 + 2			
	Athletics Sum 1	<p>I can change speed &amp; direction whilst running.</p> <p>I can jump accurately from a standing position using my arms as propulsion.</p> <p>I can throw a variety of objects with one hand using the correct stance to ensure the correct direction of throw.</p> <p>I can recognise a change in temperature &amp; heart rate during exercise</p>	<p>I know how to use my arms to help propel me when jumping (standing long jump)</p> <p>I know that when throwing my feet need to be shoulder width apart and knees slightly bent.</p> <p>I know that my stance changes when doing javelin to shot putt.</p> <p>I know when my body is in need of water or a rest.</p>	<p>Propel</p> <p>Standing long jump</p> <p>Javelin</p> <p>Shot putt</p> <p>Stance</p> <p>Temperature</p> <p>Heart rate</p>
	Rounders Sum 2	<p>I can throw the ball using the correct under arm technique with one hand using the correct stance to ensure the correct direction of throw.</p> <p>I can use the 'cup' technique to catch the ball stationary, starting to move towards the direction of the ball first.</p> <p>I can stand on the side, holding the bat in one hand. When I strike the ball, I can usually hit it with force and direction.</p> <p>I can catch the ball and know which base would be the most appropriate to stump a player out.</p> <p>I understand the role of each player during a game and can take part.</p> <p>I can begin to lead a team using speaking and listening skills while always showing great sportsmanship.</p>	<p>I know that when throwing under arm, I release the ball in the 'middle of the throw', so that the ball travels in the desired direction – not behind me.</p> <p>I know how to use the 'scoop catch' from year 1 to catch the ball when fielding.</p>	<p>Batter</p> <p>Bowler</p> <p>Fielding</p> <p>Bases</p> <p>stump</p> <p>Backstop</p> <p>Underarm</p> <p>Scoop catch</p>
	Outdoor adventurous activities	<p>I can identify my location upon the plan.</p> <p>I can follow a set of instructions that are more complex using problem solving skills.</p>	<p>I know how to find my location on a map by using key landmarks I can see around me.</p> <p>I know how to use instructions and listen to</p>	<p>Map</p> <p>Key</p> <p>location</p>

	Through other area of the curriculum	I can use a key to identify objects and use this to determine its location and other objects. I can begin to lead a team using speaking and listening skills while always showing great sportsmanship.	instructions to follow a route	
<b>Year 4</b>				
<b>Autumn</b>	Tag rugby Aut 1+2	I can hold the ball correctly and I will use my body to twist and throw backwards whilst moving. I can form the 'w' position to catch the ball effectively while stationary and beginning to move. I can safely tag another player during a game and I am beginning to understand how to correctly and politely return a tag. I can use 'quick feet' during a game situation to avoid being 'tagged'. I am starting to understand how to twirl away from the opposition. I can pass backwards and score by placing the ball on the floor behind my try line. I understand that fouls may take place and I accept the decisions. I can begin to lead a team using speaking and listening skills while always showing great sportsmanship.	I know that I need to pass the ball 'behind' me opposite direction of my goal line. I know that it is non-contact and that I need to grab the tags. I know that the score the ball must be placed on the floor, not thrown.	Ball Tags Starting line Try line W catch
	Gymnastics (Beam focus) Aut 1+2	I can link ideas, skills & techniques with control when performing basic skills I understand composition by performing more complex sequences, using different heights and apparatus. I can describe how to refine, improve & modify performances I can demonstrate specific aspects of warm-up & describe effects of exercise on the body I can use my core to maintain a balance and poise during a sequence. My arms are used for balance as well as for finesse. Begin arabesque. I can perform a forward's roll, beginning to use my legs to push into the movement.	I know how to compose a routine with a variety of movements I know how to politely give and receive feedback and I am supportive in my feedback to others. I know how and why I need to warm up certain parts of my body and the effects if I do not. I know for an arabesque that my back needs to be straight and my supporting leg is straight. My arms are used for balance and I can apply my counterbalance knowledge. I know how to keep my head and my spine safe when performing a forward's roll (head tucked under, roll down each vertebrae and stand at the end).	Rolls (forward roll from standing, tucked backwards roll,) Jumps (straight, tuck, star, straddle, pike, straight half turn, straight full turn, cat leap, cat leap half turn) – off apparatus to. Travel (cartwheel, tiptoe, step, jump, hop, skipping, chassis, pivot) Balances (1,2,3,4 point, on apparatus, with and against partner, arabesque) Routine Rhythm Poise Finesse

		<p>Typical expectations at this level:          In 2s create and perform a sequence to include up to 6 actions. e.g., 3 travelling actions (must be on different body parts, 1 jumping actions (must show either different shapes/rotation/direction), 1 balance (moving into and out of balance with fluency and control) and a roll. Sequences must show a change of level, direction, speed and some choreographic devices – unison, canon, opposition.</p>		
Spring	Tri golf Spr 1+2	<p>I can hold the putter correctly and use the correct 'tick tock' motion for the ball to travel a short distance.</p> <p>I can hold the chipper correctly and use the correct 'tick tock' motion in order for the ball to travel. I know that the more pressure, quicker and higher the club is raised the further the ball will go.</p> <p>I can start to vary the pressure behind the ball in order for it to travel the desired distance.</p> <p>I can change my body direction and concentration in order to aim for a target. I understand my club also controls the direction.</p> <p>I can hold the club correctly when it is use and when I am standing still.</p> <p>I know when to use both clubs and I can apply the knowledge of distance independently.</p>	<p>I know that when holding either the chipper or the putter, I hold it in the same way as a hockey stick. The dominant hand is further down the club. I may interlock my little finger on the dominant hand and the first finger on the other hand.</p> <p>I know that my putter using the 'tick tock' motion (like the pendulum on a grandfather clock) and doesn't get raise above ankle height.</p> <p>I know that the chipper doesn't get raised above hip height.</p>	<p>Chipper          Putter          Tick tock          Height          Distance          Force          Target/aim</p>
	Swimming Spr 1+2			
Summer	Athletics Sum 1+2	<p>I can choose a running speed appropriate to the distance I am running and apply the skills learnt to sports day.</p> <p>I can use my whole body and mind to achieve personal bests and apply the skills learnt to sports day.</p> <p>I can demonstrate a range of throwing actions using a variety of objects using the correct stance and force behind the object to achieve further distances and apply the skills learnt to sports day.</p> <p>I can recognise a change in heart rate, temperature and breathing rate. I am able to apply the skills learnt to sports day.</p>	<p>I know how to vary my running speed based upon distance. e.g., short distance = sprint, long distance = start jogging and build up speed.</p> <p>I know that my stance and the force in my legs help an object propel through the air.</p>	<p>Sprint, jog          Distance (marathon cross country)</p>
	Dance (Gumboot dancing) Sum 1	<p>I can demonstrate precision, control &amp; fluency in response to stimuli</p> <p>I can vary dynamics &amp; develop actions with a partner or as part of a group</p> <p>I continually demonstrate rhythm &amp; spatial awareness</p> <p>I can modify my performance &amp; that of others as a result of observation &amp; basic understanding of the structure of the body</p>	<p>I know how to be precise in my movements and control each part of my body.</p> <p>I know how to vary the dynamics (speed, height, movements) for a desired effect.</p> <p>I know for a successful dance I need to follow the rhythm of the music and my movements need to be in time.</p>	<p>Precision          Control          Fluency          Dynamics          Spatial awareness          rhythm</p>
	Rounders Sum 2	<p>I can take charge of being the bowler during a game, using the correct under arm technique, the correct stance and force behind</p>	<p>I know that I need to aim towards the batter bat and aim between their shoulder and</p>	<p>Batter          Bowler</p>

		<p>the ball.</p> <p>I can apply my skills of catching to any activity, moving my body to the location of the ball when being thrown across to me.</p> <p>I can consistently use the correct stance, holding the bat in one hand. When I strike the ball, I can hit it with force and starting to hit with direction.</p> <p>I can spot spaces to aim towards when batting. I know where my team must be spaced out to minimise the other team's rounders.</p> <p>I understand the role of each player during a game and can take part.</p> <p>I can begin to lead a team using speaking and listening skills while always showing great sportsmanship.</p>	<p>knee.</p> <p>I know how to use tactics – hit the ball in the direction of space and field in the spaces.</p>	<p>Fielding</p> <p>Bases</p> <p>stump</p> <p>Backstop</p> <p>Underarm</p> <p>Scoop catch</p> <p>tactics</p>
	<p>Outdoor adventurous activities</p> <p>Collapsed day, or through other subjects.</p>	<p>I can identify my location upon the plan and able to orientate it correctly.</p> <p>I can follow a set of instructions that are more complex using problem solving skills. I can begin to read coordinates and follow the map in order to locate items.</p> <p>I can write instructions for another to follow using correctly terminology and skill.</p> <p>I can use a key to identify objects and use this to determine its location and other objects.</p> <p>I can begin to lead a team using speaking and listening skills while always showing great sportsmanship.</p>	<p>I know how to find my location on a map by using key landmarks I can see around me, and I can orientate (rotate) it so that it's in situ.</p> <p>I know how to use instructions and listen to instructions to follow a route.</p> <p>I know how to read coordinates (maths link) and apply it to PE.</p>	<p>Map</p> <p>Key</p> <p>Location</p> <p>Coordinates</p>
<b>Year 5</b>				
<b>Autumn</b>	<p>Netball</p> <p>Aut 1+2</p>	<p>I can hold the netball correctly and able to use my body and hands to throw the ball with aim. My chest pass is starting to vary in distance due to the force behind the ball.</p> <p>I can catch the ball accurately while standing and I am beginning to move my body around the court to catch the ball.</p> <p>I can block/mark my opposition correctly and I am able to change directions quickly in order to doge and weave whoever is marking me.</p> <p>I can aim using control and concentration using the overhead stance and throw. I mainly make the shot.</p> <p>I understand all positions of the team and whom they should be marking. I can move around the court, stopping at appropriate lines and helping my team to score. I am able to find space for my team to pass and I can identify the most appropriate person</p>	<p>I know that my feet – when I have the ball – should never move.</p> <p>I know that whichever foot I land on first, is the foot that remains in contact with the floor, and I can pivot round it using the other foot</p> <p>I know that I can keep possession of the ball for three seconds before I need to pass it.</p> <p>I know that I need to maintain a metre distance between myself and the person I am marking when they have the ball.</p> <p>I know that when I'm marking, it is a non-contact sport, and I must not touch my opponents.</p>	<p>Positions – centre, goal attack, goal shooter, goal defence, goalkeeper, wind attack, wind defence.</p> <p>Mark</p> <p>Pivot</p> <p>Shoot</p> <p>aim</p>

		<p>to pass towards.</p> <p>I can begin to lead a team using speaking and listening skills while always showing great sportsmanship.</p>	<p>I know I can use two hands to shoot, or I can use one arm as a guide while I shoot using the other hand.</p> <p>I know that in netball the net doesn't have a back board – basketball does.</p>	
	Swimming Aut 1+2			
Spring	Gymnastics (parkour focus) Spr 1+2	<p>I can link ideas, skills &amp; techniques with precision &amp; fluency when performing basic skills.</p> <p>I have poise and style to please the audience.</p> <p>I understand composition by performing more complex sequences, using different heights and apparatus.</p> <p>I can describe how to refine, improve &amp; modify performances</p> <p>I can run a supported warm up and cool down.</p> <p>I can use my core to maintain a balance and poise during a sequence. My arms are used for balance as well as for finesse.</p> <p>Use arabesque.</p> <p>I can do a forward's roll, beginning to use my legs to push into the movement.</p> <p>I act upon other's advice to improve my performance and skill; I am also able to offer points for development to others.</p>	<p>I know how to compose a routine with a variety of movements</p> <p>I know how to politely give and receive feedback and I am supportive in my feedback to others.</p> <p>I know how and why I need to warm up certain parts of my body and the effects if I do not.</p> <p>I know for an arabesque that my back needs to be straight and my supporting leg is straight. My arms are used for balance and I can apply my counterbalance knowledge.</p> <p>I know how to keep my head and my spine safe when performing a forward's roll (head tucked under, roll down each vertebrae and stand steady at the end).</p>	<p>Jumps (straight, tuck, star, straddle, split leap) – focus on japing off apparatus safely.</p> <p>Rolls (parkour roll, backwards roll in sequence)</p> <p>Routine</p> <p>Rhythm</p> <p>Poise</p>
	Dance (Hakka) Spr 1	<p>I can demonstrate precision, control &amp; fluency in response to stimuli</p> <p>I can vary dynamics &amp; develop actions with a partner or as part of a group</p> <p>I continually demonstrate rhythm &amp; spatial awareness</p> <p>I can modify my performance &amp; that of others as a result of observation &amp; basic understanding of the structure of the body</p>	<p>I know how to be precise in my movements and control each part of my body.</p> <p>I know how to vary the dynamics (speed, height, movements) for a desired effect.</p> <p>I know for a successful dance I need to follow the rhythm of the music and my movements need to be in time.</p> <p>I know how to work alongside others without causing harm and creating an effect (mirror, cannon)</p>	<p>Precision</p> <p>Control</p> <p>Fluency</p> <p>Dynamics</p> <p>Spatial awareness</p> <p>Rhythm</p> <p>Mirror</p> <p>cannon</p>

	Tennis Spr 2	<p>I can use the overhead hit correctly throw with aim and vary the distances due to the force behind the throw.</p> <p>I can hold the racket correctly, maintain a rally and able to direct the ball to a desired location (my partner or an open space during a game).</p> <p>Using the backhand position, I can extend my arm during a game to hit the ball to a desired location.</p> <p>During any activity, I can vary the distance needed by varying the pressure/force behind the racket.</p> <p>I can use my body position and wrist movement to change the direction of the ball tactically.</p>	<p>I know when to use the forehand and back hand based on the side of the court the ball is travelling towards.</p> <p>I know that the overhead hit is used to start a game and I vary the speed and distance through force behind the racket when it contacts the ball.</p>	<p>Forehand Backhand Rally Court Net Light feet Overhead</p>
Summer	Athletics Sum 1+2	<p>I can improve and sustain running technique at different speeds and apply the skills learnt to sports day. I know how I must improve and will listen and implement advice.</p> <p>I can demonstrate accuracy &amp; technique in a range of jumping actions and apply the skills learnt to sports day. I know how I must improve and will listen and implement advice.</p> <p>I can identify &amp; explain good athletic performance and apply the skills learnt to sports day. I can vary the force behind the object in order to push for personal bests. Starting to develop own technique.</p> <p>I can describe the changes in my body when running, jumping &amp; throwing. I am able to apply the skills learnt to sports day.</p>	<p>I know how to vary my running speed based upon distance. e.g., short distance = sprint, long distance = start jogging and build up speed and maintain it. I know the purpose of a pace setter and I can follow one.</p> <p>I know that my stance and the force in my legs help an object propel through the air.</p> <p>I know that my arms and wrists are just as important when throwing an object in order to propel it further.</p>	<p>Sprint, jog Distance (marathon cross country) Javelin Shot putt Force propulsion</p>
	Cricket Sum 1	<p>I can begin to use the over arm cricket throw technique from a stationary position with aim and direction.</p> <p>I can form a 'cup' with my hands and begin to move my body to catch the ball during a game.</p> <p>I can lean forwards to hit the ball, using one leg as support, while understanding that my body position moves the direction of the ball.</p>	<p>I know when to release the ball during a cricket throw, so that the ball travels towards the batter (just before the down stroke).</p> <p>I know that to catch when fielding is similar to that in rounders, a scoop/cup motion to catch from a height and position myself under the ball.</p> <p>I know that the cricket bat always remains pointing towards the ground and my arms are kept straight. I step into the hit.</p>	<p>Bowler Batter Runs Fielding</p>
	Outdoor adventurous activities Sum 2	<p>I can orientate the plan correctly and explain to others the location and justify the reasons.</p> <p>I can follow a map with symbols in order to identify the location needed. I can then solve problems off topic then return to map</p>	<p>I know how to find my location on a map by using key landmarks I can see around me and I can orientate (rotate) it so that it's in situ.</p>	<p>Map Location Coordinates Compass</p>

		<p>work seamlessly. I am starting to use a compass and 6 figure grid references.</p> <p>I can use a map and coordinates to create a course for my peer to follow.</p> <p>I can create my own key to use with my plan that is effective, simple and is appropriate.</p> <p>I can manage a team during activities with effective teamwork and knowledge of the expectations.</p>	<p>I know how to read coordinates (maths link), 6 figure grid reference and apply it to PE.</p> <p>I know how to use a compass to follow degrees and direction.</p>	<p>Degrees</p> <p>North, north-east, east, south east, south, south west, west, north west,</p>
Year 6				
Autumn	<p>Outdoor adventurous activities</p> <p>Aum1 -4 weeks</p> <p>Rest completed during residential</p>	<p>I can use a map correctly and I can point out positions based upon the 6-figure grid reference.</p> <p>I can use a compass correctly and I am beginning to follow compass directions and 6 figure grid references within simple routes.</p> <p>I can use a compass and coordinates to create a route for my peer to follow, testing it out for accuracy.</p> <p>I can create my own key using correct map symbols that is effective and appropriate.</p> <p>I can work with a variety of personalities effectively and lead/support/guide them during group work effectively.</p>	<p>I know how to find my location on a map by using key landmarks I can see around me and I can orientate (rotate) it so that it's in situ.</p> <p>I know how to read coordinates (maths link), 6 figure grid reference and apply it to PE.</p> <p>I know how to use a compass to follow degrees and direction.</p> <p>I know that there are more possibilities in terms of compass points e.g., north-north-west, north-west-west etc.</p>	<p>Map</p> <p>Location</p> <p>Coordinates</p> <p>Compass</p> <p>Degrees</p> <p>North, north-east, east, south east, south, south west, west, north west,</p>
	<p>Football</p> <p>Aut 1 (after OAA) +2</p>	<p>I can use different parts of my foot to pass the direct with aim. (include sole.) These skills are used confidently within a game.</p> <p>I kick the ball in various directions due to my foot direction and my body direction confidently.</p> <p>I can judge the distance and used a weighted pass based upon the distance required.</p> <p>I can use the 'step kick' technique to pass to my partner both stationary and during movement. (towards the goal)</p> <p>I can use my whole body maintaining a low position and shift body weight to balance while using all defence techniques. (standing, block and jockey-ing)</p> <p>I can use my knowledge of the rules to referee a match with precision and confidence.</p> <p>I manage conflict with diplomacy and democracy.</p> <p>I understand how to create a 5v5/7v7 including goalkeepers, defenders' midfielders and attackers.</p> <p>I am able to be part of a team and lead it with great</p>	<p>I know that I use different parts to create different results when kicking a ball and wherever I make contact with the ball, that it the direction the ball will travel in.</p> <p>I know that for a weighted pass, I need to be able to 'push' the ball rather than just kick it.</p> <p>I know how to intercept a ball (using prior knowledge year2/3) and do it without contact.</p> <p>I know that jockeying is where I stand opposite my opponent and move backwards maintaining my line with my opponent's ball.</p> <p>I know that when I tackle, I must be safe in my movements and avoid control with my opponent's foot.</p>	<p>Toe, side, laces</p> <p>Direction</p> <p>Weighted pass</p> <p>Step-kick</p> <p>Position</p> <p>Attackers</p> <p>Goalkeeper</p> <p>Jockeying</p> <p>Block tackle</p> <p>Standing tackle</p> <p>Non-contact</p> <p>Referee</p>

		sportsmanship, diplomacy and democracy.	I know that being a referee is a position of authority, but I must be clear in my instructions, advice and support. I know that I must use Moorhill values when speaking to my peers.	
	Swimming Aut 1+2			
Spring	Cricket Spr 1+2	<p>I can hold the ball correctly and take a run up and overhead bowl. It is with aim, direction and begins to include a spin upon the ball.</p> <p>I can correctly catch the ball during game play and can reach out to the side with one hand and catch accurately.</p> <p>I can step forwards and hit the ball with the correct technique, using my wrist and body position to change the direction and distance of my shot.</p> <p>I can undertake the role of umpire with knowledge and understanding and I can fully emerge myself within any position of the game. I can also use my skills to support those around me.</p> <p>I can manage a team during a game with effective teamwork and knowledge of the rules.</p>	<p>I know when to release the ball during a cricket throw, so that the ball travels towards the batter (just before the down stroke).</p> <p>I know that by twisting the hand and wrist slightly, that the ball will spin as it travels – increasing speed)</p> <p>I know that to catch when fielding is similar to that in rounders, a scoop/cup motion to catch from a height and position myself under the ball.</p> <p>I know that the cricket bat always remains pointing towards the ground and my arms are kept straight. I step into the hit.</p>	<p>Bowler</p> <p>Batter</p> <p>Runs</p> <p>Fielding</p> <p>Spin</p>
	Dance (WWII inspired – Charleston, Lindy hop, Rock and Roll) Spr 1	<p>I can perform &amp; create motifs in a variety of dance styles with accuracy and consistency</p> <p>I can select &amp; use a wide range of compositional skills to demonstrate ideas</p> <p>I can suggest ways to improve quality of performance showing sound knowledge and understanding and correct vocabulary.</p> <p>I can lead my own warm up &amp; demonstrates all round safe practice. My performance will have style and I am able to offer constructive self and peer evaluation.</p>	<p>I know how to be precise in my movements</p> <p>I know how to create motifs/routines that complement each other.</p> <p>I know for a successful dance I need to follow the rhythm of the music and my movements need to be in time.</p> <p>I know how to work alongside others without causing harm and creating an effect (mirror, cannon)</p>	<p>Precision</p> <p>Control</p> <p>Fluency</p> <p>Dynamics</p> <p>Spatial awareness</p> <p>Rhythm</p> <p>Mirror</p> <p>Cannon</p>

	Badminton Spr 2	<p>I can hold the racket correctly, maintain a rally and able to direct the shuttlecock to a desired location (my partner or an open space during a game).</p> <p>Using the backhand position, I can extend my arm during a game to hit the shuttlecock to a desired location.</p> <p>During any activity, I can vary the distance needed by varying the pressure/force behind the racket.</p> <p>I can use my body position and wrist movement to change the direction of the shuttlecock tactically.</p> <p>I can move to the desired location when a shuttlecock is coming towards me quickly and efficiently. Once returned, I remain alert and ready to receive again.</p>	<p>I know when to use the forehand and back hand based on the side of the court the shuttlecock is travelling towards.</p> <p>I know that the overhead hit is used to start a game and to propel the shuttlecock further into the other side of the court and I vary the speed and distance through force behind the racket when it contacts the shuttlecock.</p> <p>I understand the differences in racket (tennis and badminton)</p>	<p>Forehand Backhand Rally Court Net Light feet Overhead Shuttlecock racket</p>
Summer	Athletics Sum 1+2	<p>I have good control, strength, speed &amp; stamina in athletic events. I know how I must improve and will listen and implement advice. I understand how to apply athletic skills &amp; tactics to the competitive situation. I can demonstrate successful jumping techniques as well as guide others to follow suit. I know how I must improve and will listen and implement advice.</p> <p>I can explain how to improve technique in a variety of events to my peers.</p> <p>I can demonstrate successful throwing skills and will complete activity with flare and fluid motions. I will strive to personal bests.</p> <p>I understand the need for specific warm up &amp; cool down. I will lead the class in a successful warm up/cool down.</p>	<p>I know how to vary my running speed based upon distance. e.g., short distance = sprint, long distance = start jogging and build up speed and maintain it. I know how to regulate pace and be a pace setter to support other's running style.</p> <p>I know that my stance and the force in my legs help an object propel through the air.</p> <p>I know that my arms and wrists are just as important when throwing an object in order to propel it further.</p>	<p>Sprint, jog Distance (marathon cross country) Javelin Shot putt Force propulsion</p>
	Gymnastics Spr 1+ 2  Recap Year 3/4/5 gym. Routine, balance, sequence, beam and parkour.	<p>I can perform &amp; create movement sequences with some complex skills &amp; displaying accuracy &amp; consistency</p> <p>I can select &amp; use a wide range of compositional skills in complex sequences alone &amp; in groups.</p> <p>I show an ability to use innovative moves and use the floor and apparatus with confidence.</p> <p>My performance will have flare and finesse and with capture the audience's attention.</p> <p>I can lead effective warm up and cool downs.</p> <p>My core is engaged to stabilise myself when balancing. I use my whole body to create a fluid movement.</p> <p>I can hold an arabesque, headstand, handstand for a period of time, maintaining perfect balance.</p>	<p>I know finesse is needed and I use other body parts to create clean lines and delicate movements (soft, pointed hands, pointed toes)</p> <p>I know for an arabesque that my back needs to be straight and my supporting leg is straight. My arms are used for balance and I can apply my counterbalance knowledge.</p> <p>I know how to keep my head and my spine safe when performing a forward's roll (head tucked under, roll down each vertebrae and stand steady at the end).</p> <p>I know that for a backwards roll, I need to</p>	<p>Travel (cartwheel, round off, year 4's) Balances (1,2,3,4-point, part weight partner balances, groups formations) Rolls (forwards roll from straddle, dive forwards roll, backwards roll to straddle) Jumps (straight, tuck, star, pike straddle, stag jump/leap, split leap) Routine Rhythm</p>

		<p>My forwards roll is fluid and is performed with own style.  I can perform a backwards roll that may still need practise in order for it to become more fluid.  I reflect on my own performance, pick out key areas for development to improve.  I can provide constructive feedback for my peers and support them in improving.</p>	<p>protect my head. I keep it tucked into my chest and my teeth closed (so that I don't bite my tongue). I need to push with my legs and then my bottom to push myself over my head. I keep my feet on the floor and roll to stand.  I know that I need to maintain a tight, engaged core for my balances to be maintained.</p>	<p>Arabesque  Poise  Finesse  Forward's roll  Backwards roll</p>
		<p>Typical expectations at this level:  Create and perform a sequence to include up to 10 actions. e.g., 4 travelling actions (must be on different body parts, 1 jumping actions (must show either different shapes/rotation/direction), 3 balance (1 non-contact, 1 counterbalance and 1 counter tension balance) and 1 roll.  Sequence must show a change of level, speed (can include acceleration and deceleration), direction, shape (symmetrical/asymmetrical) and different choreographical devices – unison, canon, and opposition.</p>		