



Physical Education Autumn 1

	1	2	3	4	5	6			
Reception		EYFS- FMS- Rosie's Walk Jumping and landing appropriately Different ways of travelling using hands and feet							
		<i>D</i> .		ler using equipment	ject				
Year 1	To demonstrate the FMS of underarm throwing and hopping.	To demonstrate the FMS of jumping and skipping.	To demonstrate the FMS of an catching and bouncing a ball	To demonstrate the FMS of rolling a ball and kicking.	To demonstrate the FMS of running and overarm throw.				
	To demonstrate a travel and pencil roll To show a jump 2 feet to 2 feet with a straight shape Self-belief - To focus on what I can do to improve.	To demonstrate travelling actions i.e. frog & bunny hop. To show an egg roll To show a jump 2 feet to 2 feet with a tuck shape. Self-belief - To focus on what I can do to improve.	To demonstrate travelling actions To show a travel and roll with a shape To jump 2 feet to 2 feet with a wide shape Self-belief - To know that I can learn new things and improve if I try.	To apply the skills of travelling, rolling, jumping into a sequence. Concentration - To focus on the task of creating a sequence of a travel, roll and jump with a shape.	To apply the skills of travelling, rolling, and jumping into a sequence with two different shapes Concentration - To focus on the task of creating a sequence of a travel, roll and jumps with two different shapes.	To show the skills of travelling, rolling, and jumping into a sequence with two different shapes using apparatus. Concentration - To focus on the task of creating and performing a sequence with control.			





Year 2	To develop the skill of	To develop the skill	To demonstrate	To throw a ball	To show the ready	To catch a ball from
	dodging/changing	of hopping when	catching a ball with	underarm to a	position	the ready position.
	direction when	playing a game.	some control. To	partner with some	To catch a ball	To strike a ball to a
	playing a tig game.	Curiosity - To	throw underarm	accuracy.	To perform a side	partner
	Curiosity - To	explore different	with some	To catch a ball.	gallop	Co-operation - To
	explore different	ways of playing	accuracy.	To demonstrate a	Co-operation - To	work in a small
	ways of playing tig	playground	Co-operation - To	side gallop.	work in a small	group cooperatively
	games.	games.	work together in a	Determination -	group	and encourage each
	J	J	game.	To keep trying at	cooperatively to	other.
			J	a skill I find	make as many	
				difficult.	passes as possible.	
	To demonstrate	To demonstrate	To demonstrate	To demonstrate	To demonstrate	To show a simple
	bouncing a ball with	bouncing a ball	bouncing a ball and	throwing a ball at	passing a ball with	tactic in a game.
	some control.	with some control	passing in a simple	a target with some	accuracy then move	Resilience - To keep
	Resilience - To	while moving.	game.	accuracy.	into a space.	trying in a game
	improve my	Resilience - To	Resilience - To	Resilience - To	To use a simple	even if things aren't
	performance in	persevere and try	willingly have a go	learn from my	tactic in a game	working.
	bouncing a ball and	to improve	at dribbling a ball	mistakes and ask	Resilience - To keep	
	not worry about	dribbling a ball	and persevere when	for feedback so	trying in a game	
					ti ginig in a game	
		through sustained	things get hard.	that I can	even if things	
	what other people can do.	_		• •		
Year 3	what other people	through sustained		that I can	even if things	To adapt and
Year 3	what other people can do.	through sustained effort.	things get hard.	that I can improve.	even if things aren't working.	To adapt and demonstrate a
Year 3	what other people can do. To demonstrate	through sustained effort. To show balances	things get hard. To demonstrate	that I can improve. To demonstrate	even if things aren't working. To create and	
Year 3	what other people can do. To demonstrate travelling with	through sustained effort. To show balances with stillness on	things get hard. To demonstrate basic rolls with	that I can improve. To demonstrate jumping and	even if things aren't working. To create and demonstrate a	demonstrate a
Year 3	what other people can do. To demonstrate travelling with control on 4 points.	through sustained effort. To show balances with stillness on 1,2,3 and 4 points	To demonstrate basic rolls with accuracy and	that I can improve. To demonstrate jumping and landing safely.	even if things aren't working. To create and demonstrate a gymnastic sequence of at least six actions using	demonstrate a gymnastic sequence
Year 3	what other people can do. To demonstrate travelling with control on 4 points. To show balances on	through sustained effort. To show balances with stillness on 1,2,3 and 4 points of the body.	To demonstrate basic rolls with accuracy and control.	that I can improve. To demonstrate jumping and landing safely. To create and	even if things aren't working. To create and demonstrate a gymnastic sequence of at least six	demonstrate a gymnastic sequence of at least six actions
Year 3	what other people can do. To demonstrate travelling with control on 4 points. To show balances on 2 and 3 points of the	through sustained effort. To show balances with stillness on 1,2,3 and 4 points of the body. To combine	things get hard. To demonstrate basic rolls with accuracy and control. To move from one	that I can improve. To demonstrate jumping and landing safely. To create and demonstrate a	even if things aren't working. To create and demonstrate a gymnastic sequence of at least six actions using	demonstrate a gymnastic sequence of at least six actions using travelling,
Year 3	what other people can do. To demonstrate travelling with control on 4 points. To show balances on 2 and 3 points of the body.	through sustained effort. To show balances with stillness on 1,2,3 and 4 points of the body. To combine actions of	things get hard. To demonstrate basic rolls with accuracy and control. To move from one action to another smoothly. Trust- To willingly	that I can improve. To demonstrate jumping and landing safely. To create and demonstrate a sequence to a	even if things aren't working. To create and demonstrate a gymnastic sequence of at least six actions using travelling, rolling,	demonstrate a gymnastic sequence of at least six actions using travelling, rolling, jumping and
Year 3	what other people can do. To demonstrate travelling with control on 4 points. To show balances on 2 and 3 points of the body. Trust - To willingly accept feedback from my partner to	through sustained effort. To show balances with stillness on 1,2,3 and 4 points of the body. To combine actions of travelling and balance. Trust - To	things get hard. To demonstrate basic rolls with accuracy and control. To move from one action to another smoothly. Trust- To willingly accept feedback	that I can improve. To demonstrate jumping and landing safely. To create and demonstrate a sequence to a partner Trust- To willingly accept	even if things aren't working. To create and demonstrate a gymnastic sequence of at least six actions using travelling, rolling, jumping and balancing on small body parts.	demonstrate a gymnastic sequence of at least six actions using travelling, rolling, jumping and balancing on small body parts with a change of direction
Year 3	what other people can do. To demonstrate travelling with control on 4 points. To show balances on 2 and 3 points of the body. Trust - To willingly accept feedback	through sustained effort. To show balances with stillness on 1,2,3 and 4 points of the body. To combine actions of travelling and balance. Trust - To willingly accept	things get hard. To demonstrate basic rolls with accuracy and control. To move from one action to another smoothly. Trust- To willingly accept feedback from my partner to	that I can improve. To demonstrate jumping and landing safely. To create and demonstrate a sequence to a partner Trust- To willingly accept feedback from my	even if things aren't working. To create and demonstrate a gymnastic sequence of at least six actions using travelling, rolling, jumping and balancing on small body parts. Evaluation - To	demonstrate a gymnastic sequence of at least six actions using travelling, rolling, jumping and balancing on small body parts with a change of direction and speed.
Year 3	what other people can do. To demonstrate travelling with control on 4 points. To show balances on 2 and 3 points of the body. Trust - To willingly accept feedback from my partner to	through sustained effort. To show balances with stillness on 1,2,3 and 4 points of the body. To combine actions of travelling and balance. Trust - To willingly accept feedback from my	things get hard. To demonstrate basic rolls with accuracy and control. To move from one action to another smoothly. Trust- To willingly accept feedback from my partner to help me improve	that I can improve. To demonstrate jumping and landing safely. To create and demonstrate a sequence to a partner Trust- To willingly accept feedback from my partner to help	even if things aren't working. To create and demonstrate a gymnastic sequence of at least six actions using travelling, rolling, jumping and balancing on small body parts. Evaluation - To recognise strengths	demonstrate a gymnastic sequence of at least six actions using travelling, rolling, jumping and balancing on small body parts with a change of direction and speed. Evaluation - To
Year 3	what other people can do. To demonstrate travelling with control on 4 points. To show balances on 2 and 3 points of the body. Trust - To willingly accept feedback from my partner to	through sustained effort. To show balances with stillness on 1,2,3 and 4 points of the body. To combine actions of travelling and balance. Trust - To willingly accept	things get hard. To demonstrate basic rolls with accuracy and control. To move from one action to another smoothly. Trust- To willingly accept feedback from my partner to	that I can improve. To demonstrate jumping and landing safely. To create and demonstrate a sequence to a partner Trust- To willingly accept feedback from my	even if things aren't working. To create and demonstrate a gymnastic sequence of at least six actions using travelling, rolling, jumping and balancing on small body parts. Evaluation - To	demonstrate a gymnastic sequence of at least six actions using travelling, rolling, jumping and balancing on small body parts with a change of direction and speed.





	Explore different throwing actions. To consolidate throwing actions and practise catching.	Explore different ways of throwing. Consolidate catching skills. To suggest ideas and practices to improve their play.	Strike the ball using their hand or small bat.	Improve movement skills and body positions.	Familiarise them with a racquet and practise striking skills using a racquet.	To devise their own game. Consolidate striking and ball control skills.
Year 4	To demonstrate passing a ball using a one handed pass accurately. To move into space after using a one handed pass in a game. Determination - To show determination by simply not giving up.	To pass a ball accurately to a teammate using a one handed bounce pass. To demonstrate a simple tactic in a game. Determination - Keep trying to dribble a ball even if it is difficult.	To demonstrate passing a handball with some accuracy. To find space to receive a pass. Determination - To show willpower when dribbling a handball.	To demonstrate one handed passing with some control To use simple tactics to outwit an opponent. Determination - To not give up trying to dribble a handball when it gets hard. To evaluate how determined they were when dribbling and when playing a game.	To shoot a ball with accuracy. To use tactics to outwit an opponent. Evaluation - To use the success criteria to identify strengths of the attacking team.	To use tactics to outwit an opponent. To evaluate what worked well in a team. Evaluation - To use the success criteria to identify strengths of the attacking team.
	Pupils understand uses for electricity. Pupils can think creatively and create their own movement using words as inspiration.	Pupils can name the key components of an electrical circuit. Pupils can create and perform their own dance	Pupils will demonstrate CANON and UNISON. Pupils will demonstrate developing performance skills.	Pupils can explain the difference between conductors and insulators.	Pupils will have creatincreased choreograp Encouragement - To support a partner to	hic skills. work with and







	Encouragement - To motivate all group members to share ideas and create movement ideas.	movements from the inspiration given, being as imaginative as possible. Encouragement - To support and reassure others to create a group sequence.	Encouragement - To support others to create a sequence and give constructive feedback.	Pupils can demonstrate performance skills. Encouragement - To support and motivate each other to rehearse and refine group dance.	
Year 5	To perform partner balances. To create a simple sequence of matched and mirrored partner balances. Communication - To speak clearly, with confidence, when demonstrating a shape.	To perform a range of counterbalance actions with a partner. A willingness to try out different partner balances with a partner.	To know the difference between counter balance and counter tension. To perform a range of counter-tension actions with a partner. A willingness to try out different partner balances with a partner.	To create a gymnastic sequence with counter balances and counter tension with a partner. Evaluation - To identify strengths and areas for improvement through using the success criteria.	To create a gymnastic sequence with counter balances and counter tension with a partner. To evaluate and recognise their own success. Evaluation - To recognise strengths and areas for improvement in their performance.
			Swimming	Autumn 1	
Year 6	To demonstrate passing and catching a rugby ball with consistency, accuracy and control.	To pass and catch rugby ball with consistency, accuracy and control.	To apply simple tactics when playing a rugby type game.	To apply simple tactics when playing a rugby-type game.	To apply simple attacking and defending tactics when playing a rugby-type game.





Decision Making - To make a definite conclusion of when to pass the ball when playing 3v1.	Decision Making - To make decisions on when to pass the ball.	Decision Making - To make decisions on when to pass the ball in a game situation.	Evaluation - To evaluate own work and that of others and suggest ways to improve.	Evaluation - To evaluate own work and that of others and suggest ways to improve.	
To perform shapes and balances with a partner. Resourcefulness - To make positive suggestions to my partner and experiment with different shapes and balances.	To demonstrate counter balance and counter tension paired balances using apparatus. Resourcefulness - To make positive suggestions to my partner and experiment with different shapes and balances using apparatus.	To demonstrate a group counter balance. To create a gymnastic sequence with counter balances and counter tension in a group. Responsibility- To plan and organise so that as a group we complete the group balance to the best of our	To create a gymnastic sequence with counter balances and counter tension with a partner Responsibility- To plan and organise so that as a group we complete the group balance to the best of our ability.	To demonstrate paired and group counter balances in unison. To create a sequence of gymnastic actions, paired and group balances. Evaluation - To recognise strengths and areas for improvement in their performance.	To create a sequence of gymnastic actions, paired and group balances. Evaluation - To recognise strengths and areas for improvement in their performance.





Physical Education Autumn 2

	1	2	3	4	5	6		
Reception	EYFS - FMS - Transport							
Year 1	To link movements to show different character of a variety of different toys. Collaboration - To start to understand the term Collaboration.	To convey the different emotions within a relationship. Collaboration - To value and respect other people's ideas.	To link travel, turn and stillness within a sequence depicting a different mood. Collaboration - To work together to perform a whole class sequence.	To travel from one space to another using different pathways and levels. Collaboration - To work with a friend to think of lots of different ways to travel across the hall.	To work in a group to create a sequence. Collaboration - To work in a small group to create a sequence and celebrate success.	To combine all the dance sequences in order to retell aspects of the story. Collaboration - To understand how collaborating together can improve a dance sequence.		
	To demonstrate rolling a ball with some accuracy. Concentration - To keep focused when practising a skill I find difficult.	To demonstrate rolling different equipment with some accuracy. Concentration - To focus on the task of rolling different equipment	To demonstrate rolling different equipment with some accuracy. To show the skill of rolling equipment in different ways. Character - Cooperation - To work in a small group cooperatively	To demonstrate a simple tactic in a rolling game. Character - Cooperation - To work in a small group cooperatively and to encourage each other.	To show two simple tactics in a game. Character - Selfbelief - To focus on applying a tactic in a game to outwit an opponent.	To show two simple tactics in a game. Character - Self- belief - To focus on applying a tactic in a game to outwit an opponent.		





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Year 2			Gymsto	ırs- MFC		
	To demonstrate jumping actions with different shapes in the air.	To show travelling actions using hands and feet.	To show an egg roll, pencil and teddy bear roll. To create and	To perform jumping and rolling actions. To create a sequence using	To create a sequence using travelling, balancing rolling,	To create a sequence using travelling, balancing rolling,
	Courage - To	To demonstrate	demonstrate a	rolling, jumping	and jumping.	and jumping.
	overcome the challenge of jumping high with a shape.	balancing on large body parts. Concentration - To focus on keeping still in my balances	sequence using rolling, jumping and travelling. Courage - To control my fears when trying a new roll.	and travelling. Self-belief - To recognise that I can improve my sequence if I try.	Concentration - To focus on the task of creating a sequence of a travel, roll and jumps and large body part halance	Concentration - To focus on the task of creating a sequence of a travel, roll and jumps and large body part balance.
Year 3	To adapt and demonstrate a gymnastic sequence of at least six actions using travelling, rolling, jumping and balancing on small body parts with a change of direction and speed. Evaluation - To recognise strengths and areas for improvement in a partner's performance	To show different travelling and balancing actions using the apparatus. Courage - To try new experiences through travelling and balancing on the apparatus.	To use the apparatus to perform jumping actions. To evaluate successful transitions between actions. To control my fears when jumping from a height. To try new experiences.	To use the apparatus to perform rolling actions. To demonstrate successful transitions between travelling, balancing on small body parts, jumping and rolling. To try new experiences.	To evaluate successful transitions between travelling, balancing on small body parts, jumping and rolling. Evaluation - To recognise strengths and areas for improvement in a partners performance.	





	To demonstrate passing a ball using a swing pass. To move into space after using a swing pass in a game. Honesty - To give the actual number of passes made with a partner / group.	To demonstrate passing a ball using a swing pass. To perform a feint when passing to outwit a defender. Honesty - To give the actual number of passes made with a partner / group	To perform a swing pass and bounce pass in a game. To apply a feint when passing to outwit a defender. Honesty - To give the actual number of passes made with a group.	To perform a pass in an invasion game using a swing pass To apply a simple tactic to outwit a defender. Honesty - As a player - to agree to play by the rules and not to cheat. As an official - to recognise and enforce the rules.	To perform a pass in an invasion game using a swing pass. To apply a simple tactic to outwit a defender. Honesty - As a player - to agree to play by the rules and not to cheat. As an official - to recognise and fair play and award points for it.	
Year 4	To demonstrate passing a ball using a one handed pass accurately. Determination - To show determination by simply not giving up.	To pass a ball accurately to a teammate using a one handed bounce pass. To demonstrate a simple tactic in a game. Determination - Keep trying to dribble a ball even if it is difficult.	To demonstrate passing a handball with some accuracy. To find space to receive a pass. Determination - To show willpower when dribbling a handball.	To demonstrate one handed passing with some control To use simple tactics to outwit an opponent. Determination - To not give up trying to dribble a handball when it gets hard. To evaluate how determined they were when dribbling and when playing a game.	To shoot a ball with accuracy. To use tactics to outwit an opponent. Evaluation - To use the success criteria to identify strengths of the attacking team.	To use tactics to outwit an opponent. To evaluate what worked well in a team. Evaluation - To use the success criteria to identify strengths of the attacking team.







Pupils understand Pupils can name Pupils will Pupils can explain	Pupils will have created a duet using
uses for electricity. the key demonstrate the difference	increased choreographic skills.
Pupils can think components of CANON and between conductor	s Encouragement - To work with and
creatively and create an electrical UNISON. Pupils and insulators.	support a partner to create a duet.
their own movement circuit. will demonstrate Pupils can	
using words as Pupils can developing demonstrate	
inspiration. create and performance skills. performance skills.	
Encouragement - To perform their Encouragement - Encouragement -	
motivate all group own dance To support others To support and	
members to share movements from to create a motivate each	
ideas and create the inspiration sequence and give other to rehearse	
movement ideas. given, being as constructive and refine group	
imaginative as feedback. dance .	
possible.	
Encouragement	
- To support	
and reassure	
others to create	
a group	
sequence.	
Year 5 To explore the To convey the To explore To create sequence	•
qualities of different emotions, mood movements using props	create an ending to the story sequence.
characters. and feelings of showing a conflict showing a conflict	To link all sequences to produce a
the characters in using props. between contrasting	g complete story dance.
the story. characters.	
Swimming- Unit 2	





						
Year 6	To demonstrate a part weight bearing balance. Problem Solving - To generate ideas and explore different balances with a partner without fear of failure.	To create a sequence of gymnastic actions, paired and group balances using apparatus. Resourcefulness - To make positive suggestions to my partner/group and experiment with adapting the sequence by using different apparatus.	To create and perform a sequence of gymnastic actions, paired and group balances using apparatus. Evaluation - To identify strengths and areas for improvement in a group sequence and provide.	To create and perform Evaluation - To recogs sequence through us	gnise ways to impro	ve the group
	To demonstrate passing and catching a netball with consistency, accuracy and control. Decision Making - To make a definite conclusion of when to pass the ball.	To demonstrate a shoulder pass. To shoot a netball with some accuracy. Decision Making - To make a definite conclusion of when to pass the ball.	To apply simple tactics when playing a netball type game. Decision Making - To make decisions on when to pass the ball in a game situation.	To apply simple tactics with and without the ball when playing a netball-type game. Evaluation - To identify strengths and areas for improvement when playing a netball-type game.	To apply simple tactics when playing a netball-type game, including defending. Evaluation - To evaluate own work and that of others, and suggest ways to improve.	To apply simple attacking and defending tactics when playing a netball-type game. Evaluation - To evaluate own work and that of others, and suggest ways to improve.





Physical Education Spring 1

	1	2	3	4	5	6		
Reception	EYFS – FMS							
-	Jump for distance							
			Land app	ropriately				
			•	both feet				
				ow for distance				
				w for distance				
				easing accuracy				
		Climb wit	•	under and through equ	ıipment			
				erance/Stickability				
Year 1	Dance – Robots	Dance – Robots	Dance - Robots	Dance – Robots	Dance – Robots	Dance – Robots		
	To explore the	To explore	Create mirroring	Explore	Link all our			
	quality of robots and	travelling, use of	dance with your	transformers	dance together			
	copy and repeat	levels and different	partner and	characters and	and perform all			
	movements precisely	settings as a robot	perform to the	work with others to	our robot ideas			
	Imagination - To	and try mirroring	class.	create interesting	as a whole class.			
	create imaginative	with a partner.	Imagination –	transformer shapes.	Imagination – To			
	ways of moving like	Imagination – To	To work with α	Imagination – To	imaginatively try			
	a robot.	try a variety of	partner in an	use your	a variety of ways			
		imaginative ways	imaginative way	imagination to	to switch off.			
		of travelling using	to create	create a group				
	others ideas to mirrored transformer							
		help	dancing.					
			Team Te	ach MFC				
			rount re					





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Year 2	To be able to create	To be able to	To be able to	To be able to use a	To be able to	To be able to
	travelling patterns.	create travelling	create a	stimulus effectively.	recall and	participate in a
	To be able to select	patterns using a	pathway using a	To be able to	perform session's	whole class
	effective movements.	stimulus.	stimulus.	remember work and	work.	performance. To be
	To be able to develop	To be able to select	To be able to	recreate it	To be able to use	able to demonstrate
	and improve their	effective	develop and	repetitively.	a stimulus	spatial awareness,
	work.	movements.	improve work. To	To be able to work	effectively.	confidence and
		To be able to	be able to	effectively within a	To be able to	expression and
		develop and	remember work	group.	work effectively	expression.
		improvements.	and recreate it		on our own and	To be able to
			repetitively. To		within a group	respond to own
			be able to		to create	work using dance
			contribute to a		travelling	words.
			whole class		phrases.	
			performance.			
	To demonstrate how	To show the ready	To show how to	To strike a ball with	To strike a ball	To demonstrate a
	to catch a ball. To	position. To	hold a bat. To	some accuracy. To	with accuracy.	simple tactic in a
	show a side gallop	demonstrate how	demonstrate	show α simple	To apply a simple	net/wall game to
	with some rhythm.	to catch a ball.	catching a ball	tactic in competitive	tactic in a	outwit an opponent.
	Concentration – To	Concentration –	from the ready	fours.	net/wall game.	Self belief – To
	focus on the	To focus on	position. To	Self belief – To	Self belief – to	focus on applying a
	performing the skills	getting into the	strike a ball to a	recognize that I	recognize	tactic in a game to
	of side gallop and	ready position.	partner.	can learn new	improve striking	outwit an
	catching.		Concentration-	things and improve	a ball into space	opponent.
			To listen	if I practice.	if I practice.	
			carefully to			
			instructions and			
			focus on the			
			task.			





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Year 3	Dance –	Dance –	Dance –	Dance –	Dance –	Dance –
	Rock and Roll	Rock and Roll	Rock and Roll	Rock and Roll	Rock and Roll	Rock and Roll
	Co-operation	Co-operation	Co-operation	Co-operation	Co-operation	Co-operation
	Net and Wall Games	Net and Wall	Net and Wall	Net and Wall	Net and Wall	Net and Wall
	-	Games –	Games –	Games –	Games –	Games
	Warming up	Throwing actions	Strike the ball	Simple tactics	Striking skills	
Year 4	To select travelling	To use a range of	To create a	To create a	To explore the	To create a full
reur 4		To use a range of			•	2
	actions to convey	traveling steps	sequence with a	mirrored sequence	qualities of	performance from
	different characters,	following a	partner.	with a partner that	different	both of the
	along varied	planned pathway.	To link sequences	tells a story.	characters.	sequences made and
	pathways.	Reflection - To	together.	Reflection - To	Reflection - To	demonstrate strong
	Reflection - To think	stop and think	Reflection - To	understand why it	listen and	character skills
	about what you	about what you	reflect on how to	is important to	respond to	throughout.
	have read, heard	are doing and	link three	reflect on what you	feedback.	Reflection – To
	and seen and reflect	how you are doing	sequences	are doing to		understand how
	that in your	it.	together	improve.		reflecting helps us
	sequence.		effectively.			in life.
	To demonstrate	To pass a ball	To demonstrate	To demonstrate one	To shoot a ball	To use tactics to
	passing a ball using	accurately to a	passing a	handed passing	with accuracy.	outwit an opponent.
	a one handed pass	teammate using a	handball with	with some control.	To use tactics to	To evaluate what
	accurately.	one handed	some accuracy.	To use simple	outwit an	worked well in a
	To move into space	bounce pass.	To find space to	tactics to outwit an	opponent.	team.
	after using a one	To demonstrate a	receive a pass.	opponent.	Evaluation – To	Evaluation – To use
	handed pass in a	simple tactic in a	Determination –	Determination – To	use the success	the success criteria
	game.	game.	To show	not give up trying	criteria to	to identify
	Determination – To	Determination –	willpower when	to dribble a	identify	strengths of the
	show determination	Keep trying to	dribbling a	handball when it	strengths of the	attacking team.
	by simply not giving	dribble a ball even	handball.	gets hard.	attacking team.	
	up.	if it is difficult.				





Year 5	To demonstrate	To strike a ball	To demonstrate a	To bowl overarm	To strike a ball	To demonstrate
	bowling underarm	with a cricket bat	bowl overarm	with accuracy in a	with a cricket bat	bowling overarm
	with accuracy.	off a tee.	with accuracy.	game.	in a game.	with accuracy and
	To catch a ball when	To bowl overarm	To strike a ball	To apply a tactic in	To use tactics in	consistency in a
	fielding.	with accuracy.	with a cricket	a cricket type game.	a cricket type	game.
	Encouragement - To	Encouragement -	bat off a tee with	Decision-making –	game.	To apply tactics in a
	offer practical	To offer practical	consistency.	To make definite	Evaluation – To	modified
	solutions to help	solutions to help	Self-motivation	decision choice of	refer to the	competitive cricket
	teammates improve.	teammates	- to set myself a	where to strike the	objectives and	game.
		improve.	goal when	ball.	success criteria	Evaluation – To
			practicing		when evaluating	identify strengths
			bowling and		a performance.	and areas for
			practice to			improvement.
			improve.			
			Swimmir	ng- Unit 2		
Year 6	RAISING	To demonstrate	To strike a ball	To demonstrate a	To bowl overarm	To strike a ball
	ASPIRATIONS	bowling underarm	with a cricket	bowl overarm with	with accuracy in	with a cricket bat
	PROGRAM	with accuracy.	bat off a tee.	accuracy.	a game.	in a game.
		To catch a ball	To bowl overarm	To strike a ball	To apply a tactic	To use tactics in a
		when fielding.	with accuracy.	with a cricket bat	in a cricket type	cricket type game.
		Encouragement -	Encouragement -	off a tee with	game.	Evaluation - To
		To offer practical	To offer	consistency.	Decision Making -	refer to the
		solutions to help	practical	Self- Motivation -	To make a	objectives and
		teammates	solutions to help	To set myself α	definite choice of	success criteria
		improve.	teammates	goal when	where to strike	when evaluating a
		•	improve.	practising bowling	the ball.	performance.
			•	and practice to		
				improve.		





OAA Greg Sykes	OAA Greg Sykes	To show passing	. To demonstrate	To demonstrate	To demonstrate
		a ball to a	dribbling and	shooting a ball at	dribbling and
		teammate using	passing a ball using	a goal.	shooting a ball
		a hockey stick.	a hockey stick.	To select	using a hockey
		Responsibility -	Responsibility - To	attacking tactics	stick. To select
		To organise	complete my goal	when playing a	attacking tactics
		myself and the	safely and to the	hockey type	when playing a
		equipment and	best of my ability	game.	game
		complete tasks		Decision Making	Decision Making -
		to the best of my		- To make a	To make decisions
		ability and		definite	on when to pass
		safely.		conclusion of	the ball in a game
				when to pass	situation
				playing a hockey	
				type game.	





Physical Education Spring 2

	1	2	3	4	5	6				
Reception	EYFS - Jack and the Beanstalk									
		PE Passport								
				ıning						
				rm throw						
				for distance						
				ands and feet						
Year 1	Catching and	Catching and	Catching and	Catching and	Catching and	Catching and				
	bouncing	bouncing	bouncing	bouncing	bouncing	bouncing				
	To bounce and catch	To bounce a ball	To bounce a ball	To bounce a ball	To bounce a ball in	To bounce a ball in				
	a ball.	to a partner	with accuracy	with accuracy	a game	a game				
	Concentration Concentration Co-operation Co-operation									
			Team Te	each MFC						
Year 2	To explore actions	To explore	To explore and	To explore fighting	To work together a	s individuals, pairs,				
	related to work.	contrasting	travel along	actions.	small groups and a	class to convey the				
	To link 2 travelling	gestures and	different	To link movements	story through mov	ement using travel,				
	actions to a gesture.	travelling actions.	pathways.	through travel,	jump, turn, gest	ure and stillness.				
				jump, turn,						
				gesture and						
				stillness.						
	To demonstrate and	To strike a ball for	To strike a bo	ıll for distance.	To play a simple s	triking and fielding				
	overarm throw for	distance.	To play a simple striking and fielding game and use a simple tactic.							
	distance.	To play a simple	game and use	a simple tactic.						
		striking and	•	•						
		fielding game.								



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Year 3	How do I pass a ball in handball? Honesty.	How do I perform a bounce pass? Honesty	When do I use different passes in handball? Honesty	How can I outwit a defender? Honesty	How can I outwit a defender? Honesty	How can I outwit a defender? Honesty
	How can I create still connected shapes? Resilience	How can I interpret actions from the chapter through movement? Resilience.	What types of unusual movements can I perform to the music? Resilience	How can I express characters and explore patterns through a sequence of moves? Resilience	Can we perform a well structured sequence? Resilience	How does an audience know we have finished the dance? Resilience
Year 4	To select travelling actions to convey different characters, along varied pathways. Reflection - To think about what you have read, heard and seen and reflect that in your sequence.	To use a range of traveling steps following a planned pathway. Reflection - To stop and think about what you are doing and how you are doing it.	To create a sequence with a partner. To link sequences together. Reflection - To reflect on how to link three sequences together effectively.	To create a mirrored sequence with a partner that tells a story. Reflection - To understand why it is important to reflect on what you are doing to improve.	To explore the qualities of different characters. Reflection – To listen and respond to feedback.	To create a full performance from both of the sequences made and demonstrate strong character skills throughout. Reflection - To understand how reflecting helps us in life.
	OAA – Team Work and Problem Solving To demonstrate working as part of a team to solve challenges	OAA – Team Work and Problem Solving To demonstrate cooperating and working together as a team to complete challenges	OAA – Team Work and Problem Solving To cooperate and work together as a team to complete challenges	OAA – Team Work and Problem Solving To show encouragement and support to team members.	OAA – Team Work and Problem Solving To explain how they worked as a team to solve challenges	OAA - Team Work and Problem Solving To demonstrate how to work as a team using individual strengths. To explain how they chose their team roles.







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	Problem solving - To try different solutions without fear of failure.	Problem solving - To try out ideas and different solutions to solve a problem without fear of failure.	Problem solving - To generate ideas to solve problems. To try different solutions without fear of failure.	Problem solving – To adapt their ideas through trying them out.	Problem solving – To try different ways of solving the problem without fear of failure.	Problem solving – To explain how they chose their team roles and did it help solve the problem?
Year 5	To create a solo and partner dance. Respect - To demonstrate respect for a partner's ideas and contributions.	To create a well- structured group dance depicting a planet. Respect - To respect the ideas of everyone in the group.	To improve teamwork skills, timing and spatial awareness. Respect - to be respectful in a group and to overcome difficulties.	To perform a dance in unison Respect - To create small group dances showing respect for other people's ideas.	To demonstrate creative skills in the creation of a new duet. Respect - To work with respect for one another when creating a duet.	To rehearse and perform a dance showing a range of skills. Respect - To show respect whilst structuring the dance and listen to people's ideas and respond respectfully.
			Swimming-	Water Safety		
Year 6	Dance- Heroes and Villains Pupils have a developed and well- rehearsed duet that demonstrates a range of choreographic techniques.	Dance- Heroes and Villains Pupils create a group dance using a range of dynamics, accurately timed. Identify real-life heroes and why they are heroes.	Dance- Heroes and Villains Pupils have a developed and well-rehearsed duet that demonstrates a range of choreographic techniques.	Dance- Heroes and Villains Pupils have a developed and well-rehearsed duet that demonstrates a range of choreographic techniques.	Dance- Heroes and Villains Pupils will have made creative decisions on the performance structure and implemented these practically in their performance, working as a full team.	Dance- Heroes and Villains Pupils will have performed all their creations in a sequence decided by them. Pupils will have new performance skills and increased confidence.





Empathy - To work	Empathy - To	Empathy - To	Empathy - To	Empathy - To work	Empathy - To have
together ensuring all	understand how	work together	work together	with empathy for	increased
pupils are confident	heroic characters	ensuring all	ensuring all	all to improve	confidence and
and happy to create	might feel and	pupils are	pupils are	their dance.	understanding for
and improve their	work with a	confident and	confident and		what it feels like to
duet.	group to portray	happy to create	happy to create		perform in front of
	these qualities.	and improve	and improve their		an audience.
	•	their duet.	duet.		
Striking and	Striking and	Striking and	Striking and	Striking and	Striking and
Fielding- Rounders	Fielding-	Fielding-	Fielding-	Fielding- Rounders	Fielding- Rounders
To demonstrate	Rounders	Rounders	Rounders	To demonstrate	To demonstrate
bowling underarm	To strike a ball	To demonstrate a	To demonstrate an	bowling with	bowling underarm
with accuracy	with a bat.	bowl underarm	overarm throw	accuracy in a	with accuracy in a
Encouragement - To	To throw a ball	with accuracy.	when fielding a	game.	game.
offer practical	overarm when	To strike a ball	ball.	To strike a ball	To strike a ball with
solutions to help	fielding	with a bat off a	To explain where	with a bat.	a bat.
teammates improve.	Encouragement -	tee.	to strike a ball in	To use tactics in a	To use tactics in a
	To offer practical	Self- Motivation	a game.	rounders type	rounders game.
	solutions to help	- To set myself a	Decision Making	game.	Evaluation - To
	teammates	goal when	- To make a	Evaluation - To	identify strengths
	improve	practising	definite choice of	refer to the	and areas for
		bowling.	where to strike	objectives and	improvement.
			the ball.	success criteria.	•