

### Curriculum Coverage Overview – PE

#### Key Stage One

Throughout the following programmes of study, pupils in Key Stage One are taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns

#### Year One

<b>Run, Jump, Throw</b>	<b>Head</b>	Suggest links between types of exercises e.g. training speed for different jumping activities
		Demonstrate awareness for the need to improve and attempt to improve
		Select correct skill for the situation
	<b>Hand</b>	Can start and stop at speed, run in straight lines using a variety of speeds
		Attempt a variety of jumps taking off and landing on different foot combinations e.g., 2 to 1, 1 to 2 etc.
		Handle and throw a variety of different objects and attempt to throw for distance
		Copy and repeat basic movements for extended periods of time developing stamina
		Demonstrate some core strength to hold a variety of shapes and positions
		Move a variety of objects quickly showing a range of techniques
		Developed agility and coordination skills to competently take part in a range of activities
<b>Heart</b>	Work partner to help improve their performance	
	Participate as part of a team to compete in running relays	
<b>Hit, Catch, Run</b>	<b>Head</b>	Able to identify when a point has been scored and keep count of score
		Can choose where to send the ball to maximise chance to score
		Can make choices where to stand in the field to restrict runs scored
	<b>Hand</b>	Catch a medium sized ball thrown over a short distance
		Intercept, retrieve and stop a beanbag and a medium-sized ball with some consistency
		Track balls and other equipment sent to them, moving in line with the ball to collect it
		Run between bases to score points
		Retrieve and return a ball to a base
		Use a range of sending skills to put ball into space
	<b>Heart</b>	Able to self-feed ball to hit off hand and strike ball off cone
		Work collaboratively to score runs showing encouragement and support
		Show awareness of team mates fielding positions to restrict runs in a simple game scenario
<b>Send &amp; Return</b>	<b>Head</b>	Identify space to send a ball into
		Can describe how they worked with their partner to send and receive
	<b>Hand</b>	Able to send an object with increased confidence using hand or bat
		Move towards a moving ball to return with hand or bat
		Score points against opposition over a line/net
Select and apply skills to win points		

		Chase, stop and control balls and other objects such as beanbags and hoops
		Track balls and other equipment sent to them, moving in line with the ball to collect or return
	<b>Heart</b>	Work with a partner to send and return an object and play in a simple rally
		Play cooperatively in a game situation
<b>Attack, defend, compete</b>	<b>Head</b>	Recognise rules and apply them in competitive and cooperative games
		Make decisions about how to defend a target
	<b>Hand</b>	Begin to engage in competitive activities
		Roll, slide or throw a beanbag or ball with accuracy
		Bounce a medium sized ball to self and attempt to bounce to others
	<b>Heart</b>	Attempt to intercept and catch a thrown ball
Work in collaboration with others to attack and score points		
<b>Gymnastics</b>	<b>Head</b>	Identify the things that they like about exercise both in and outside of school
		Use words such as rolling, travelling, balancing, climbing
	<b>Hand</b>	Decide which supporting concepts and actions to add to their sequence
		Safely move and carry basic gym equipment such as mats and benches
		Recognise like actions and link them together
		Perform simple gymnastic actions and shapes
		Remember and perform a simple sequence using rolling, travelling, climbing, balancing and jumping
		Make their body tense, relaxed, stretched and curled
	<b>Heart</b>	Perform in unison and canon
		Move on, off and over object with confidence
<b>Dance</b>	<b>Head</b>	Communicate with a partner to create short sequence
		Confident to explore space within their dances and movements
	<b>Hand</b>	Recognise that dances can have themes and stories
		Perform basic body actions along with music
		Use different parts of the body, combine arm and leg actions
		Perform with an awareness of body shape required
		Remember and repeat simple movement patterns
		Move with control and show spatial awareness
	<b>Heart</b>	With help, compose a basic movement phrase
		Work with a partner
		Engage with the class to perform marching sequence and canon

Year Two

Run, Jump, Throw	Head	Make choices about appropriate throws for different types of activity
		Can identify areas of activities that need improvement e.g. power in throws to throw further
	Hand	Develop power, agility, coordination and balance over a variety of activities
		Can throw and handle a variety of objects including quoits, beanbags, balls, hoops
		Can negotiate obstacles showing increased control of body and limbs
		Use agility in running games
		Apply skills in a variety of activities
	Heart	Practise to improve skills
		Discuss thoughts and feelings around physical challenges and what it means to be a team player
Work cooperatively to complete running, jumping and throwing tasks		
Hit, Catch, Run	Head	Consider others when playing games to respect their space and boundaries
		Make choices about where to hit the ball
	Hand	Make tactical decisions about where to position themselves in the field
		Has developed hitting skills with a variety of bats
		Practised bowling/feeding a ball to other players
		Run in a game to score points
		Attempted to play the role of wicket keeper or backstop
	Heart	Makes attempts to catch balls coming towards player in games
		Can work in small groups to field and bat
Display sportsmanship when competing against others		
Send & Return	Head	Decide on and play with dominant hand
		Develop tactics to outwit your opponent so they cannot return the ball
	Hand	Demonstrate basic sending skills in isolation and small games
		Show agility to track the path of ball over a line/net and move towards it
		Hit a ball using both hand and racquet with some consistency
		Return a ball coming towards them using hand or racquet
		Play in a modified game send and returning the ball over a line/net
	Heart	Start a game using basic serving skills
Attack, defend, compete	Head	Has developed hitting skills with a variety of bats
		Select and apply a small range of simple tactics
	Hand	Begin to look for space to pass into or run to in order to receive
		Select the more appropriate skill to move forwards to shoot
		Can send a ball using feet
		Can receive a ball using feet
		Link combinations of skills e.g. dribbling and passing with hands in isolation and combination
		Can send a ball using hands
	Can receive a ball using hands	
	Heart	Can play in a variety of positions in both defence and attack
Work with a partner and in small groups to develop skills		
	Show awareness of teammates and opponents in games	

<b>Gymnastics</b>	<b>Head</b>	Comment on aspects of own and others performances
	<b>Hand</b>	Perform with control and consistency basic actions at different speeds and on different levels
		Create and perform a simple sequence
		Show contrasts in gymnastics shapes and actions
		Work to improve flexibility and strength
		Attempt to use rhythm whilst performing a sequence
		Use core strength to link gymnastic elements e.g. back support and half twist
	<b>Heart</b>	Remember and repeat sequences
<b>Dance</b>	<b>Head</b>	Reflect on own performance and use scoring system to judge performance
	Develop character and maturity to work in close proximity with others	
<b>Dance</b>	<b>Head</b>	Select movements that show a clear understanding of the theme/story/idea of the dance
	<b>Hand</b>	Show confidence to perform in front of others
		Show some sense of dynamic, expressive and rhythmic qualities in their own dance
		Use different parts of the body in isolation and combination
		Perform with control and balance and demonstrating coordination
		Explore and use basic choreography including levels, speed changes, unison and canon
		Move with imagination responding the music
	Perform with expression	
<b>Heart</b>	Attempt to work as part of a group to perform a dance	
	Able to comment on ideas and emotions and how they can be portrayed through dance	

### Key Stage Two

Throughout the following programmes of study, pupils in Key Stage Two are taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best

### Year Three

Athletics	<b>Events Taught:</b>	
	Head	Take part in basic scoring of different events
		Compete with others and record points
	Hand	Link running and jumping activities with some fluency and consistency
		Control movements and body actions in response to specific instructions
		Jump for height and distance with control and balance
		Run at different speeds according to event and instruction
		Throw a variety of objects using different recognised throws
	Heart	Throw more accurately and over greater distances
		Run as part of a relay team
Striking & Fielding	<b>Sports Taught:</b>	
	Head	Adhere to some basic rules of recognised games such as rounders or cricket
		Explain how fielders work together to restrict batters runs
		Apply simple tactics to choose where to hit the ball
	Hand	Strike a ball with some consistency
		Develop skills to use in isolation and in competitive play e.g. throwing, catching and bowling
		Play in simplified games
		Bowl accurately
		Show ready position to catch a ball
	Heart	Strike a stationary ball (off tee) with some consistency
Strike a bowled ball with some consistency		
Net / Wall	<b>Sports Taught:</b>	
	Head	Keep count/score of a game
		Can discuss the different type of shots that may be used in a variety of situations
Hand	Serve to begin a game	

		Play a continuous game using: throwing and catching or some simple hitting	
		Can play within boundaries	
		Use a small range of basic racquet skills	
		Move towards a ball/shuttle to return over a line/net	
		Play over a net	
	<b>Heart</b>	Work with a partner to play in a doubles game	
<b>Invasion</b>		<b>Sports Taught:</b>	
	<b>Head</b>	Recognise when you need to defend	
		Employ tactics to put pressure opponents	
	<b>Hand</b>	Being aware and able to undertake the demands different positions to support both attack defence	
		Send and receive a ball with some consistency to keep possession	
		Sometimes move into space to receive the ball	
		Use recognised passes in isolation e.g. chest pass for netball or kicking with the inside of the foot for football	
		Play using basic rules of recognised game e.g. hockey or football	
	<b>Heart</b>	Shoot at a goal using appropriate skills e.g. slap shot in hockey or set shot in basketball	
		<b>Heart</b>	Work as part of a team to attack towards a goal
<b>Gymnastics</b>	<b>Head</b>	Modify actions independently using different pathways, directions and shapes	
		Identify similarities and differences in sequences	
	<b>Hand</b>	Perform sequences with contrasting actions	
		Show strength and flexibility to shapes and actions being performed	
		Remember and repeat sequences	
		Adapt basic sequences to include some apparatus	
			Develop body management over a range of floor exercises
	<b>Heart</b>	Comment on others gymnastics sequences describing what they did well	
		Can suggest how developing strength and flexibility helps in maintaining a healthy active lifestyle	
	<b>Dance</b>	<b>Head</b>	Contribute ideas to the structure of the dance
Describe using appropriate language the features of dances performed by others			
<b>Hand</b>		Attempt to perform with a sense of dynamics	
		Competently include props and other ideas in their dance	
		Attempt short pieces of improvised dance responding to the structure/theme of the dance	
		Share and create short dance phrases with a partner and in small groups	
			Perform movements with increased control
<b>Heart</b>		Express moods and feelings throughout the dance piece	
		Can decide with others which floor patterns/pathways to follow	
<b>OAA</b>		<b>Head</b>	Describe their work and the strategies they use to solve problems
	Independently identify factors needed to complete a task		
	Use acquired skills to create maps and directions		
	<b>Hand</b>	Identify and use symbols on a map to navigate	
		Play competitively and fairly implementing the rules	
		Perform with strength, stamina and endurance in more physical tasks	
	<b>Heart</b>	Lead others and be led	
		Can work with others to solve problems	

Year Four

Athletics		<b>Events Taught:</b>
	Head	Decide on ways to improve, run, jumps and throws and implement changes
	Hand	Show differences between sprinting and running speeds over a variety of distances
		Throw a variety of objects demonstrating accuracy i.e. object landing in throwing zone
		Perform a range of jumps with consistency, sometimes approaching jump with a run up
	Heart	Compete in running, jumping and throwing activities and compare their own performance with previous Work with others to score and record distance and times accurately Develop control in baton exchange and analyse as a team how to improve handover
Striking & Fielding		<b>Sports Taught:</b>
	Head	With increasing consistency, choose where to direct a hit from a bowled ball Use and apply the basic rules of the game
	Hand	Apply speed and decision making to run safely between scoring markers e.g. stumps, posts
		Play confidently in a variety of roles such as fielder, bowler, backward e.g. wicket keeper/backstop
		Track and intercept the ball along the ground sometimes collecting with 1 hand Bowling a recognised action with some consistency
	Heart	In their local community can they identify locations in which they could play striking and fielding games
Net / Wall		<b>Sports Taught:</b>
	Head	Choose ways to send the ball to make it difficult for opponent to return Play the role of umpire to keep score
	Hand	Explore shots on both sides of the body and attempt with confidence
		Use a small range of racquet/hand skills
		Use basic defensive tactics to defend the court i.e. moving to different positions on the court
	Heart	Work with a partner / small groups to return a served ball/shuttle Play competitively with others and against others in modified games
Invasion		<b>Sports Taught:</b>
	Head	Working with team mates to make it difficult for the opposition
		Use tactics to perform defensively both as a team and as an individual
		Play using recognised marking techniques of specific game e.g. hockey, tag rugby
	Hand	Send and receive the ball with accuracy, controlling to score points/goals
		Keep possession of the ball as an individual using skills such as dribbling and running with the ball
		Show speed and endurance in a game situation
		Move in to space to help others and the ball over longer distances
Heart	Work as part of a team to attack and score in defined area In netball play within positional restrictions	
	Use and apply the basic rules of the game	
Gymnastics	Head	Decide on ways to improve a piece of work using compositional elements and implement changes Apply a broader range of more challenging skills executed with precision
	Hand	Perform actions such as balance, body shapes and flight with control
		Develop an increased range of body actions and shapes to use in longer, more complex sequences
		Identify 'core muscles' and use them to improve quality of shapes and actions Show smooth transitions and flow in sequences
	Heart	Adapt actions and sequences to work with partners and small groups

		At key points, compare their performances to previous ones
<b>Dance</b>	<b>Head</b>	Respond sensitively to professional work
	<b>Hand</b>	Refine, repeat and remember short dance phrases
		Perform with increasing musicality with control and confidence
		Perform dances with consistency
		Show rhythm and style when performing as an individual and with others
		Dance using a variety of formations confidently
	<b>Heart</b>	Show sensitivity to a dance idea/theme or story
	Showing self control and maturity to perform a partner/ group contact work	
<b>OAA</b>	<b>Head</b>	Plan and refine strategies to solve problems
		Identify what they have done well and suggest ways to improve
		Work out answers from clues, working independently from teacher
	<b>Hand</b>	Use maps, symbols and compass confidently to navigate
		Remember and recall map symbols and other relevant key information
	<b>Heart</b>	Work well as part of a team or group within well defined role
		Listen and be directed by others

### Swimming

During Year Four, pupils attend swimming lessons at our local Saxon Pool. Pupils are taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations

Pupils not achieving these requirements by the end of a six week swimming programme attend additional swimming lessons.