



## Key Stage 1

National curriculum programme of study for PE, Key Stage 1.

- 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 1 and 2 PE Coverage

Term	Multiskills / Fundamental skill focus	Lesson 2
1	Running	Gymnastics
2	Jumping	Dance
3	Throwing	Gymnastics
4	Sending and receiving using body	Dance
5	Sending and receiving using equipment	Athletics
6	Games of up to 5v5 that use skills above	Athletics

### Year 1 and 2 PE Skills

#### Running

1. Head forward looking where going
2. Arms pumping forwards and backwards; not coming across body
3. Knees raised in front
4. Good contact with ground; not flapping or thudding
5. Ball of the foot pushes against ground

#### Jumping

1. Lower centre of gravity
2. Push through balls of feet
3. Extend arms to drive upwards
4. Raise knees in front of body
5. Keep feet in line with buttocks / don't flick behind
6. Land without falling over / wide base (not having feet together)

#### Throwing / Sending

1. Eye contact with partner/look at target
2. Draw-back: further you draw = more impact / power on ball
3. Connection with ball
  - a. Below centre will send it up
  - b. Centre will drive it forwards
  - c. Above centre will send it downwards
  - d. Left of centre will bend it to your right
  - e. Right of centre will bend it to your left
4. Follow through

#### Catching / Receiving

1. Move your feet to get in line with the ball
2. Extend your limbs towards the ball
3. Show the receiving surface to the ball
4. During impact, slowly withdraw surface (slowing the ball gradually)
5. Take a tight "hold"



## PE Tool Kit



### Balance

1. Consider number of points of body in contact with ground
2. Hold static / no wobbles
3. Extend lines as far as possible and hold (point toes and fingers)
4. Aesthetically pleasing

### Coordination

1. Body Movement
  - a. Large movements using whole body
  - b. Refined movements using fingers, toes
2. Space Recognition
  - a. Judging distances
  - b. Going over, around, through, under, etc
3. Equipment
  - a. Judging flight of objects
  - b. Using equipment to strike

### Agility

- combination of coordination and balance at speed

### Simple tactics for attacking

1. Getting passed an opponent in a 1v1 situation
  - a. Tricks / faints / dodges
  - b. Try to get the opponent off balance
2. Working with a partner to get past an opponent
  - a. Passing: chest push, bounce, lofted, driven
3. Using appropriate techniques to keep possession
  - a. Shielding
  - b. Passing
4. Travelling into spaces quickly and efficiently
  - a. Head up – see running

### Simple tactics for defending

1. Tackle a player in a 1v1 situation
2. Denying space between my goal and the attacking team
3. Intercepting a thrown bean bag or ball

### Dance

1. Space
2. Poise
3. Rhythm
4. Creative interpretation
5. Remember short combinations of movements/sequences



# PE Tool Kit



## Key stage 2

National curriculum programme of study for PE, Key Stage 2.

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

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance
- 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 3 and 4 PE Coverage

Term	Lesson 1	Lesson 2
1	Invasion Games	Dance
2	Football, Netball, Basketball, Hockey, Rugby	Dance
3	Net and Wall	Y3 Swimming Y4 Gymnastics
4	Tennis, Volleyball, Badminton	Y4 Swimming Y3 Gymnastics
5	Striking and fielding	Athletics
6	Rounders, Cricket, Softball	Orienteering

## Year 5 PE Coverage *(Year 5/6 mixed class follow the year 5 programme in 2014/15)*

Term	Lesson 1	Lesson 2	
1	Football	Orienteering	Competition in final week
2	Hockey	Dance	
3	Netball	Dance	
4	Rugby	Gymnastics	
5	Cricket	Swimming	
6	Rounders	Athletics	

## Year 6 PE Coverage *– From 2015/16 onwards*

Term	Lesson 1	Lesson 2	
1	Basketball	Orienteering	Competition in final week
2	Volleyball	Dance	
3	HRF	Dance	
4	Handball	Gymnastics	
5	Tennis	Athletics	
6	Badminton	Swimming	



# PE Tool Kit



## Year 3 and 4 PE Skills

Ensure children understand the skill and utilise it across a variety of games, sports and activities.

	Lesson	Objective: To develop the...	Success criteria
Invasion Games	1	principles of defending: marking goal-side	I know which side to stand when I am marking an opponent
	2	principles of defending: denying spaces	I can work with my team to limit an opponent's space
	3	principles of defending: defensive supporting	I can help a team mate by getting into good positions to block an opponent's pass
	4	principles of attacking: finding space to receive a pass	I can help a team mate by getting into good positions to receive a pass
	5	principles of attacking: combination play	I can work with 1 or 2 team mates to keep possession
	6	principle of attacking: direct play	I can work with a team mate to travel into spaces at pace
	7	principle of attacking: control	I can send and receive against some opposition
	8	Competition	A recognised sport, played in houses, winning team

	Lesson	Objective: To develop...	Success criteria
Net and wall	1	Aiming	I can successfully send a ball over the net/wall to a desired area
	2	racquet skills: forehand	I can hit a return successfully if it is coming to my forehand
	3	racquet skills: back hand	I can hit a return successfully if it is coming to my backhand
	4	smashing over a net	I can put extra pace on so that I am score points
	5	defending my side/area: 1v1	I know where to stand to make it difficult for an opponent
	6	defending as a team	I know how to work as a team to defend our side
	7	Serving	I know how to successfully serve
	8	Competition	Recognised sport, played in houses, winning team



## PE Tool Kit



	Lesson	Objective: To develop...	Success criteria
Striking and fielding	1	aiming and striking (including bat/racquet/club technique)	I can successfully send a ball to a desired area
	2	denying spaces	I can work with my team to limit an opponent's space
	3	receiving whilst moving	I can catch an object whilst moving
	4	support play	I can help a team mate by getting ready to get the ball (if it is dropped) and to return it efficiently
	5	Bowling	I know how to bowl and can consider where to "pitch" it
	6	Running	I know when to run and when to wait
	7	risk management	I know which shot/run to play by working out which is the most likely to keep me in
	8	competition:	Must be a recognised sport, played in houses, winning team

	Success criteria
Athletics	<ul style="list-style-type: none"> <li>I can throw a foam javelin</li> <li>I can run and jump one hurdle</li> <li>I can perform a standing long jump</li> <li>I can receive a relay baton from behind</li> </ul>
Dance	<ul style="list-style-type: none"> <li>I can improvise my own routines based on a given stimulus</li> <li>I can successfully repeat movements/sequences</li> <li>I can communicate ideas, feelings and emotions</li> </ul>
Gymnastics	<ul style="list-style-type: none"> <li>I can roll and get up with momentum</li> <li>I can seamlessly move into and out of rolls</li> <li>I can use my own ideas for movements</li> <li>I can travel with control</li> <li>I can create a variety of shapes</li> <li>I can adapt shapes when I use equipment</li> <li>I can work with a partner to create, repeat and improve a sequence with 3 phases</li> </ul>
OAA	<ul style="list-style-type: none"> <li>I can keep a map orientated whilst travelling</li> <li>I can 'thumb' a map</li> <li>I can follow a route accurately, safely and within a time limit</li> </ul>

*Swimming will follow the ASA model and is taught by teachers at the pool*

### Year 5 and 6 PE Skills

The year five children will be taught the skills needed to win matches in the allocated sport and the year sixes will be introduced to new activities. Team work, fair-play, honesty, determination and perseverance will be promoted throughout.

*See National Governing Body resources and the School Games website for more support.*

[www.yourschoolgames.com](http://www.yourschoolgames.com)



# PE Tool Kit



Example skills for Y5 and Y6 are:

- Skill selection: right place, right time? What alternatives are there in that situation? How can you retain possession/hold our position?
- Team competition versus others: 5v5+
- Principles of attacking
  - Combination play – working with a partner within the team to achieve an outcome. E.g. overlap run in hockey
  - Counter attacking – winning possession and reacting quickly before your opponents are organised
  - Using a disguise – pretending to go one way then going another
- Principles of defending
  - Being compact – restrict space for opponents to move between your team mates
  - Denying space – crowding an area to prevent opponents moving into it
  - Delaying opponents moving towards your goal/target – closing them down, blocking forward movement
  - Forcing opponent to make a mistake – putting them under pressure
  - Make play predictable – make opponent do what you want them to do
- Assessing own and team performance and offering improvement suggestions

	<b>Success criteria</b>
Athletics	I can throw a ball in a shot-put style I can hurdle a sequence of 6+ hurdles I can perform a triple jump I can efficiently pass and receive a relay baton within the change-over zone
Dance	I can fluently and consistently perform a routine I can choreograph my own piece of creative dance I can tell a story
Gymnastics	I can combine action, balance and shape I can create/extend complex sequences I can link my sequence to timings I can combine my work with other's I perform consistently to different audiences
Outdoor and Adventurous Activity	I can use a compass, clues and a map to follow a route across several points I can plan a route and a series of clues for other people to follow

*Swimming will follow the ASA model and is taught by teachers at the pool*



# PE Tool Kit



## Competition

Staff are encouraged to incorporate a house competition in to the last week of each unit of work. This allows us to promote the values of sport and to create volunteer opportunities.

Example.

- Year 3, invasion games unit
- End of term 1 – Hockey tournament (resources available form School Games website)
- End of term 2 – Football 5-a-side
- Red house v Blue House in semi-final 1, officiated by Yellow and Greens
- Yellow house V Green house in semi-final 2, officiated by Red and Blues
- Final match – officiated by losing semi-finalists. Winners receive house points and appear on website and in the newsletter.

Example roles for volunteers (Houses not playing in fixture):

- Referee / Umpire
- Touch judge / Linesperson
- Photographer
- Reporter
- Kit manager