



PE Skills overview- in progress LT

EYFS

PHYSICAL DEVELOPMENT: EARLY LEARNING GOALS (ELG- Development Matters)

Moving and Handling: Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Health and Self Care: Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.

EYFS	Fundamental Movement Skills	GYMNASTICS	DANCE	GAMES Throwing/ catching	GAMES Striking/ chasing	O.A.A.	Health & Well-being
<p>All activities will involve pupils in reflecting positively on both their own and others' performances.</p> <p>Participate in Sports day and age appropriate inter-house competitions</p>	<p>*Move freely using suitable spaces and speed or direction to avoid obstacles. (S&A)</p> <p>*Demonstrate good control and coordination in large and small movements.</p> <p>*Explore skipping as a travelling action</p> <p>*Jump and hop with bent knees</p> <p>*Throwing larger balls and beanbags into space.</p> <p>*Stand on one foot to hold a balance.</p> <p>*Balance whilst stationary and on the move.</p> <p>*Explore moving different body parts together.</p>	<p>*Move freely and with pleasure and confidence in a range of ways including, rolling, floor shapes, ways of travel.</p> <p>*Experiments with different ways of moving, stretching and balancing.</p> <p>*Jumps off an object and lands appropriately.</p> <p>*Create shapes showing a basic level of stillness using different parts of their bodies.</p> <p>*Begin to take weight on different body parts.</p> <p>*Copy and link simple actions together.</p>	<p>*Move freely and with pleasure and confidence in a range of ways.</p> <p>*Experiments with different ways of moving.</p> <p>*Complete simple sequences to different stimulus.</p> <p>*Copy basic body actions and rhythms.</p> <p>*Begin to use dynamics and expression with guidance.</p> <p>*Respond to music.</p>	<p>*Run and stop when instructed.</p> <p>*Stop a beanbag or large ball sent to them using hands</p> <p>*Pass a ball-underarm throw.</p> <p>*Roll a ball along the floor.</p> <p>*Catch a variety of sized balls when bounced or thrown.</p> <p>*Drop and catch with two hands.</p> <p>*Make simple decisions in response to a situation.</p>	<p>*Run and stop when instructed.</p> <p>*Throw over and under arm in a general direction</p> <p>*Move a ball with feet.</p> <p>*Kick a ball along the floor less than 10m with the correct technique.</p> <p>*Dribble a ball at feet with control</p> <p>*Hit a ball with hands.</p> <p>*Move around showing limited awareness of others.</p> <p>*Participate in Sports day – individually and as a team member.</p>	<p>*Begin to identify personal success.</p> <p>*Follow simple instructions.</p> <p>*Share their ideas with others.</p> <p>*Explore activities making own decisions in response to a task.</p> <p>*Make decisions about where to move in space.</p> <p>*Follow a path.</p>	<p>*Understand the importance for good health of physical exercise, healthy diet and talk about different ways to keep healthy</p> <p>*Develop body strength, co-ordination, balance and agility.</p> <p>*Take turns.</p> <p>*Learn to share equipment / ideas with others.</p> <p>*Be confident to try new tasks and challenges and try again if they do not succeed.</p> <p>*Begin to identify personal success.</p>

CLASS 1 Year 1&2

National Curriculum: KS1 Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

	GAMES Invasion Games	GYMNASTICS	DANCE	GAMES Net & Wall	GAMES/ FITNESS Striking & Fielding	O.A.A.	Health & Well-being
<p>Years 1 & 2.</p> <p>All activities will consider health and safety aspects.</p> <p>All activities will involve pupils in reflecting positively on both their own and others' performances.</p> <p>Participate in Sports day and inter-house competitions</p>	<p>Participate in team games, developing simple tactics for attacking and defending.</p> <p>Develop control and accuracy when moving with a ball & passing & receiving in a variety of different games.</p> <p>Recognise the best ways to score points and stop points being scored (simple tactics)</p> <p>Run, stop & change direction with balance and control.</p>	<p>Develop short sequences on their own/ with partner. Have a clear start & finish.</p> <p>Use imagination to explore ways of travelling and balancing on, under, over and around the apparatus.</p> <p>Contribute to others' performances –why was it performed well/ how to improve?</p> <p>Develop balance, agility and coordination, incorporating a variety of body shapes, levels and dynamics to add interest.</p>	<p>Perform dances using simple movement patterns.</p> <p>Select from a wider range of actions in relation to a stimulus.</p> <p>Show a character through actions, dynamics and expression.</p> <p>Use changes of direction, speed and levels with guidance.</p> <p>Perform to music and begin to use counts to stay in time.</p>	<p>Attempt to track balls and other equipment sent to them.</p> <p>Focus on catching a ball from shorter and longer distances, on their own and in groups.</p> <p>Use their skills to play end to end games (ultimate frisbee) games over a barrier and fielding games. (short-tennis, beach volleyball)</p> <p>Show balance when changing direction in combination with other skills.</p>	<p>Run, stop and change direction with balance and control.</p> <p>Attempt to track balls and other equipment sent to them.</p> <p>Strike a ball using a racket.</p> <p>Use a variety of throwing techniques in game situations.</p> <p>Catch an object/ball passed to them, with and without a bounce.</p> <p>Use simple tactics individually and within a team.</p>	<p>Follow instructions working towards accuracy.</p> <p>Work co-operatively with a partner and a small group, taking turns and listening to each other.</p> <p>Try different ideas to solve a task.</p> <p>Follow and create a simple diagram/map .</p> <p>Understand and reflect when a challenge is solved successfully and begin to suggest simple ways to improve.</p>	<p>Discuss different ways to keep healthy. Discuss how the body changes during exercise. (heartbeat/pulse)</p> <p>Encourage and motivate others to keep trying and celebrate all success and improvement.</p> <p>Show determination when finding a challenge difficult.</p> <p>Provide feedback beginning to use key words from the lesson.</p> <p>Confident to share ideas, contribute to class discussion and perform in front of others.</p>

CLASS 2 Year 3&4

National Curriculum: KS2 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.

	GAMES Invasion Games	GYMNASTICS	DANCE	GAMES Net & Wall	GAMES/ FITNESS Striking& Fielding	O.A.A.	ATHLETICS
<p>Years 3&4.</p> <p style="color: red;">All activities will consider health and safety aspects.</p> <p style="color: red;">All activities will involve pupils in reflecting positively on both their own and others' performances.</p> <p>Participate in Sports day and house and inter-school competitions</p>	<p>Create and use space with some success in game situations.</p> <p>Use simple tactics to help their team score or gain possession. Know what rules are needed to make games fair.</p> <p>Use a variety of throwing techniques with increasing success in game situations. Kick with increasing success in game situations.</p> <p>Catch a ball passed to them using one and two hands with</p>	<p>Demonstrate some strength and control when taking weight on different body parts for longer periods of time.</p> <p>Complete balances with increasing stability, control and technique.</p> <p>Choose actions that flow well into one another both on and off apparatus.</p> <p>Continue to incorporate body shapes, levels, dynamics and flow into their work, but also introduce aspects of</p>	<p>Copy, remember and perform a dance phrase.</p> <p>Create short dance phrases that communicate an idea.</p> <p>Use canon, unison and formation to represent an idea</p> <p>Use counts to keep in time with a partner and group.</p> <p>Learn a variety of travels, gestures, turns, jumps and balances with good composure and control.</p> <p>Compose short dances with clear start,</p>	<p>Play games using throwing, catching and batting skills.</p> <p>Vary strength, length and direction of throw/hit</p> <p>Understand how they can make it difficult for opponent to receive ball.</p> <p>Understand where to stand when receiving.</p> <p>Develop attack and defence tactics and understand rules about the games.</p>	<p>Throw and catch balls at different speeds, directions and heights.</p> <p>Use larger striking equipment to assist hand-eye co-ordination when striking an object (e.g. a short-handled tennis racket instead of a rounders bat)</p> <p>Increase accuracy when aiming/throwing at a target or base.</p> <p>Consolidate and develop the range and consistency of their skills in striking and fielding games.</p> <p>Choose and use a range of simple tactics and strategies.</p>	<p>Confidently communicate ideas and listen to others before deciding on the best approach.</p> <p>Plan and apply strategies to solve problems</p> <p>Orientate and follow a diagram/map</p> <p>Identify key symbols on a map and use a key to help navigate around a grid.</p> <p>Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements.</p>	<p>Choose skills and equipment to meet the challenges they are set. E.g. by increasing the distance thrown with a foam javelin/shot put/discus etc.</p> <p>Use different techniques, speeds and effort to meet challenges set for running, jumping and throwing.</p> <p>Improve personal bests, whilst beginning to coach each other to improve technique.</p>

Welcoming all Community Achievement Respect Encouragement

	<p>increasing success.</p> <p>Receive a ball using different parts of the foot under pressure. Strike a ball using varying techniques with increasing accuracy.</p>	<p>symmetry and asymmetry, bridges and flight. Compare and contrast similar performances</p>	<p>middle and end.</p>		<p>Work together as a team and support each other.</p>		
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Class 2 Health and Wellbeing

Know the health and safety aspects of warming up and cooling down (with ideas for each). Know what clothing and footwear is best to wear.

Describe what happens to their heart, breathing and temperature during different types of physical activity. Can explain hydration and dehydration.

Be confident to share ideas, contribute to class discussion and perform in front of others.

Encourage and motivate others to work to their personal best.

Begin to use rules showing awareness of fairness and honesty.
Understand what their best looks like and work hard to achieve it.

Show an awareness of how other people feel and encourage and support them.

CLASS 3 YEAR 5&6

National Curriculum: KS2 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.

	GAMES Invasion Games	GYMNASTICS	DANCE	GAMES Net & Wall	GAMES/ FITNESS Striking & Fielding	O.A.A.	ATHLETICS
<p>Years 5&6.</p> <p style="color: red;">All activities will consider health and safety aspects.</p> <p style="color: red;">All activities will involve pupils in reflecting positively on both their own and others' performances</p> <p>Participate in Sports day and house and inter-school competitions</p>	<p>Select and apply the appropriate kicking technique with control.</p> <p>Catch and intercept a ball using one and two hands with increasing success in game situations.</p> <p>Receive a ball with consideration to the next move.</p> <p>Receive a ball using different parts of the foot under pressure with increasing control.</p> <p>Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing</p>	<p>Create and perform more complex sequences of actions with a good level of quality, control and technique with and without a partner.</p> <p>Use combinations of dynamics and pathways to use space effectively.</p> <p>Continue to incorporate body shapes, levels, dynamics and flow into their work, but also introduce counter balance, counter tension and flight.</p> <p>Watch a performance and evaluate its success.</p>	<p>Perform dances confidently and fluently with accuracy and good timing.</p> <p>Work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme or stimulus.</p> <p>Improvise and combine dynamics demonstrating an awareness of the impact on performance.</p> <p>Use counts when choreographing and performing to improve the</p>	<p>Know where to stand when attacking and defending .</p> <p>Hold and swing racket and know where to stand on the court when hitting, catching or receiving.</p> <p>Hit the ball on both sides of the body and above head.</p>	<p>Develop and adapt their striking, fielding, throwing and catching skills to different heights or distances in small and large games. E.g. throwing, catching and striking a ball accurately to a static and moving partner at different distances.</p> <p>Thinking about when to use an over and under arm throw.</p>	<p>Use critical thinking skills to form ideas and strategies selecting and applying the best method to solve a problem.</p> <p>Confidently and efficiently orientate a map, identifying key features to navigate around a course.</p> <p>Use clear communication when working in a group and taking on different roles.</p> <p>Explain why a particular strategy worked and alter methods to improve.</p>	<p>Choose their favourite or most effective ways of running, jumping and throwing.</p> <p>Choose the best equipment for different activities.</p> <p>Know how to plan a run so they pace themselves evenly or unevenly.</p> <p>Mark a run up for jumping and throwing. Set themselves and others targets in different events.</p> <p>Identify strengths as well as parts of the performance that need to be practised and refined, and suggest improvements</p>

Welcoming all Community Achievement Respect Encouragement

	<p>control under pressure.</p> <p>Use a variety of techniques to change direction to lose an opponent.</p> <p>Understand the need for tactics and can identify when to use them in different situations.</p>	<p>Identify what was performed well and what needs to be improved.</p> <p>Know how gymnastics promotes strength, power and suppleness.</p>	<p>quality of work.</p> <p>Evaluate and refine performances.</p>				<p>Keep a record of <i>personal bests</i> and try to improve or maintain these.</p>
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Class 3 Health and Wellbeing

Understand the long-term effects of exercise.

Know some ideas for warm up exercises and routines. Know what makes a good warm up. Know what clothing and footwear is best to wear.

Can take pulse, and name some muscles correctly, and they can explain the effects of exercise on their body (respiration, fatigue, recovery)

Know how to check playing area for safety aspects.

Understand what maximum effort looks and feels like and show determination to achieve it.

Confident to attempt tasks and challenges outside of their comfort zone.

Use different strategies to persevere to achieve personal best.

Identify their own and others' strengths and areas for development providing sensitive feedback and can suggest ways to improve.