



Reception PE

MWM—Woodland Hunt

Card One:

- ◇ To move in different ways with confidence
- ◇ To negotiate space and avoid obstacles
- ◇ To move safely
- ◇ To be able to climb obstacles using alternate feet

Card Two:

- ◇ To build confidence in physical movement
- ◇ To hold balances—straight, star, tucked, straddle and pike

Card Three:

- ◇ To perform different rolls

Card Four:

All the above statements. (movement and balances)

Card Five:

All the above statements. (movement)

Card Six:

- ◇ To move whilst picking up, controlling and releasing an object
- ◇ To throw objects toward a target

Card Seven:

A recap of some statements (balances and moving with objects)

Card Eight:

- ◇ To catch a large ball or balloon sent by themselves
- ◇ To catch a large ball or balloon sent by a peer
- ◇ To throw a ball towards a target
- ◇ To kick a ball towards a target

Card Nine:

- ◇ To roll a ball toward a target
- ◇ To control balls of various sizes
- ◇ To receive a ball sent by someone else

Card Ten:

- ◇ To move safely while carrying striking implements
- ◇ To strike a ball towards a target
- ◇ To control balls of various sizes with striking implements
- ◇ To dribble balls of various sizes with striking implements
- ◇ To control a ball sent by someone else with their striking implement

Other:

- ◇ To recognise the importance of a health diet, exercise, rest and sleep
- ◇ To recognise the changes that happen to their bodies when they are active

MWM—Under the Sea

Card One:

- ◇ To move in different ways with confidence
- ◇ To negotiate space and avoid obstacles
- ◇ To move safely
- ◇ To show good control over their body in large and small scale movements
- ◇ To be able to pick up, carry a release objects accurately

Card Two:

- ◇ To change speed and direction with control

Card Three:

- ◇ To throw beanbags or balls at targets
- ◇ To kick a ball
- ◇ To roll a ball
- ◇ To hit a ball with striking implements

Card Four:

A recap of some statements. (movement and fundamental skills)

Card Five:

A recap of some statements. (movement and fundamentals)

Card Six:

- ◇ To perform different jumps
- ◇ To sequence movements (a run and a jump)
- ◇ To jump on and off apparatus
- ◇ To be able to land safely

Card Seven:

- ◇ To intercept a ball

Card Eight:

A recap of some statements (balances and moving with objects)

Card Nine:

- ◇ To travel in a range of different ways
- ◇ To roll a ball towards a target
- ◇ To bounce a ball

Card Ten:

- ◇ To negotiate space and alter movements
- ◇ To handle equipment safely and effectively

Other:

- ◇ To recognise the importance of a health diet, exercise, rest and sleep
- ◇ To recognise the changes that happen to their bodies when they are active

MWM—Up in Space

Card One:

- ◇ To move in different ways with confidence
- ◇ To negotiate space and avoid obstacles
- ◇ To hold balances
- ◇ To perform different rolls
- ◇ To climb using alternate feet
- ◇ To travel on and off climbing apparatus

Card Two:

- ◇ To move safely
- ◇ To travel whilst carrying equipment
- ◇ To pick up and put down objects with control and accuracy

Card Three:

- ◇ To be able to copy actions
- ◇ To be able to respond to a stimulus with movement

Card Four:

- ◇ To move whilst picking up, controlling and releasing an object
- ◇ To control objects using a bat or racket

Card Five:

- ◇ To throw objects towards a target
- ◇ To control objects of various shape and size
- ◇ To explore throwing with dominant hand—Does the child have a dominant hand that they throw with?

Card Six:

- ◇ To negotiate space and avoid other players

Card Seven:

- ◇ To maintain good balance
- ◇ To control the body in large and small scale movements

Card Eight:

- ◇ To be able to play racing and chasing games
- ◇ To change speed and direction with control

Card Nine:

- ◇ To jump and land safely

Card Ten:

A recap of some statements. (movement and fundamentals)

Other:

- ◇ To recognise the importance of a health diet, exercise, rest and sleep
- ◇ To recognise the changes that happen to their bodies when they are active



Year 1 PE

Athletics (FUNdamentals)

Running:

- ◇ To run for 1 minute
- ◇ To know the words **sprinting, jogging, walking and running**
- ◇ To show differences in **running speeds**

Jumping:

- ◇ To perform a **two feet to two feet jump**
- ◇ To perform a **two feet to one foot jump**
- ◇ To perform a **one foot to two feet jump**
- ◇ To perform a **hop (1-1 same foot)**
- ◇ To perform a **leap (1 to 1 landing on other foot)**
- ◇ To show control at **take-off and landing**

Throwing:

- ◇ To perform and experiment **with rolling different equipment**
- ◇ To perform and experiment **with underarm throwing**
- ◇ To perform and experiment **with overarm throwing**
- ◇ To **throw into a target**

Other fundamental actions:

- ◇ To **catch** large equipment
- ◇ To experiment with **ways to catch objects**
- ◇ To perform and experiment with the movements **leaping, jumping, hopping, skipping and galloping**
- ◇ To kick large equipment
- ◇ To experiment with ways to kick objects

Team Games

Physical Skills:

- ◇ To **roll a ball** in a game situation
- ◇ To **underarm throw** in a game situation
- ◇ To **overarm throw** in a game situation
- ◇ To **catch large balls** in a game situation
- ◇ To use and experiment **with different batting equipment**
- ◇ To **strike a ball** in a game
- ◇ To **kick a ball** in a game situation
- ◇ To **dodge people and equipment** in a game situation
- ◇ To **move into a space independently**
- ◇ To **jump to stop or catch a ball**
- ◇ To **avoid others** by controlling their body
- ◇ To **move forward, sideways and backwards** at different speeds **with control.**

Team skills:

- ◇ To **include others** in their games.
- ◇ To begin to **recognise their own strengths**
- ◇ To begin to **recognise others' strengths**
- ◇ To **stick to rules** of the activity

Tactic and thinking skills:

- ◇ To **talk about what our bodies do during exercise**
- ◇ To explain **how practicing skills can help you feel warmer and why is it good to play and get out of breath**
- ◇ To develop simple **attacking and defending techniques**

Dance and Gymnastics

Balancing:

- ◇ To **stand like a gymnast**
- ◇ To **sit in pike sit**
- ◇ To **show and explore** the 5 basic shapes: **straight/tucked/star/straddle/pike.**
- ◇ To **balance in these shapes** on large body parts: **back, front, side, bottom.**
- ◇ To explore and balance on front and back so that extended arms and legs are held off the floor: **arch and dish shapes**
- ◇ To **hold balances for a count of 5**

Travelling:

- ◇ To perform and experiment with the movements **leaping, jumping, hopping, skipping and galloping**
- ◇ To explore **using a bench to perform movements**
- ◇ To explore **stretching, twisting and turning** when performing movements
- ◇ To move **forwards, backwards, sideways, high and low**
- ◇ To move **slowly and quickly**

Jumping:

- ◇ To know how to **take off for a jump**
- ◇ To know how to **land a jump**
- ◇ To perform a **straight jump, star jump and tuck jump**

Rolling:

- ◇ To perform a **pencil and dish rolls**
- ◇ To perform an **egg roll**
- ◇ To begin to turn an egg roll into the **Teddy Bear Roll**

Dance Composition and Performance:

- ◇ To perform **individually and with a partner**
- ◇ To begin to **understand moving in time with someone else**
- ◇ To remember a short dance (**Eight movements**)
- ◇ To use **own ideas to sequence dance**
- ◇ To **respond appropriately to a variety of stimuli through movement** (Music, pictures, stories, feelings)
- ◇ To show some **control, co-ordination, confidence, rhythm and balance**



Year 2 PE

Athletics (FUNdamentals)

Running:

- ◇ To run for 2 minutes
- ◇ To show and explain differences between running, jogging, sprinting and walking
- ◇ To choose and use different ways of running to meet challenges

Jumping:

- ◇ To perform a two feet to two feet jump
- ◇ To perform a two feet to one foot jump
- ◇ To perform a one foot to two feet jump
- ◇ To perform a hop (1-1 same foot)
- ◇ To perform a leap (1 to 1 landing on other foot)
- ◇ To experiment with combinations of three of the above
- ◇ To show control at take-off and landing
- ◇ To describe different ways of jumping

Throwing:

- ◇ To develop range of throwing actions—rolling, underarm, overarm
- ◇ To throw into targets
- ◇ To describe different ways of throwing

Other fundamental actions:

- ◇ To catch different equipment
- ◇ To experiment with ways to catch objects
- ◇ To perform and experiment with the movements leaping, jumping, hopping, skipping and galloping
- ◇ To kick different balls
- ◇ To experiment with ways to kick objects

Team Games

Physical Skills:

- ◇ To roll a ball in a game situation
- ◇ To underarm throw in a game situation
- ◇ To overarm throw in a game situation
- ◇ To catch various sized balls in a game situation
- ◇ To bounce and catch balls on the spot and on the move
- ◇ To use and experiment with different batting equipment
- ◇ To strike a ball in a game
- ◇ To kick a ball in a game situation
- ◇ To dodge people and equipment in a game situation
- ◇ To move into a space independently
- ◇ To jump to stop or catch a ball
- ◇ To avoid others by controlling their body
- ◇ To move forward, sideways and backwards at different speeds with control.

Team skills:

- ◇ To play co-operatively and competitively with a partner and a team of 3
- ◇ To begin to recognise their own strengths
- ◇ To begin to recognise others' strengths
- ◇ To recognise how they and others feel when they find activities easy/difficult
- ◇ To stick to rules of the activity

Tactic and thinking skills:

- ◇ To develop simple attacking and defending techniques
- ◇ To understand simple tactics to outwit a partner
- ◇ To change their intended action in response to their opponent
- ◇ To recognise the best way to score points
- ◇ To recognise the best way to stop opponents scoring points

Dance and Gymnastics

Balancing:

- ◇ To stand like a gymnast
- ◇ To sit in pike sit
- ◇ To show and explore the 5 basic shapes: straight/tucked/star/straddle/pike.
- ◇ To balance in these shapes on large body parts: back, front, side, bottom.
- ◇ To explore and balance on front and back so that extended arms and legs are held off the floor: arch and dish shapes
- ◇ To perform front support and back support
- ◇ To hold balances for a count of 5

Travelling:

- ◇ To perform and experiment with the movements leaping, jumping, hopping, skipping and galloping
- ◇ To perform bunny hoops
- ◇ To perform monkey walks
- ◇ To perform caterpillar walks
- ◇ To explore using a bench to perform movements
- ◇ To explore stretching, twisting, jumping and turning when performing movements
- ◇ To move forwards, backwards, sideways, high and low
- ◇ To move slowly and quickly following the music
- ◇ To show an awareness of others when travelling

Jumping:

- ◇ To know how to take off for a jump
- ◇ To know how to land a jump
- ◇ To perform a straight jump, star jump and tuck jump
- ◇ To perform the above jumps from a bench

Rolling:

- ◇ To develop control in the pencil and dish rolls
- ◇ To perform two Teddy Bear rolls together
- ◇ To perform a Tipper Truck roll
- ◇ To perform a Rock and Roll

Dance Composition and Performance:

- ◇ To co-ordinate arm and leg actions
- ◇ To perform individually and with a partner
- ◇ To interact with a partner
- ◇ To teach own movements to a partner
- ◇ To begin to understand moving in time with someone else
- ◇ To remember a short dance (16 movements)
- ◇ To use own ideas to sequence dance
- ◇ To respond appropriately to a variety of stimuli through movement (Music, pictures, stories, feelings)
- ◇ To show some control, co-ordination, confidence, rhythm and balance
- ◇ To understand how dancing can contribute to keeping healthy
- ◇ To show spatial awareness to make the transition from whole group to duet



Year 3 PE

Athletics	Games	OAA
<p>Running:</p> <ul style="list-style-type: none">◇ To understand the word pace◇ To sustain their pace over longer distances◇ To run for 5 minutes◇ To practise sprinting◇ To choose different styles of running for different distances◇ To run smoothly at different speeds <p>Jumping:</p> <ul style="list-style-type: none">◇ To perform the long jump◇ To perform the triple jump◇ To experiment with other combinations of jumps◇ To explain what is successful or how to improve <p>Throwing:</p> <ul style="list-style-type: none">◇ To explore different styles of throwing◇ To perform a javelin throw◇ To perform a shot put throw◇ To perform a discuss throw◇ To throw with greater control and consistently hit a target with a range of implements◇ To explain what is successful or how to improve◇ To lead stretching and warm-ups safely	<p>Physical skills:</p> <ul style="list-style-type: none">◇ To keep games going by having the skill and control to do so◇ To throw and catch in different ways◇ To choose the right time to pass and selecting the best place to pass◇ To join actions together like move, receive and shoot◇ To send and receive a ball with increasing accuracy to a target, space or team mate◇ To use space well <p>Thinking and tactic skills:</p> <ul style="list-style-type: none">◇ To understand the rules◇ To understand own and others' strengths and weaknesses◇ To take responsibility for their own and others' safety when playing games <p>Team skills:</p> <ul style="list-style-type: none">◇ To keep possession of the ball◇ To stick to the rules so that they and others enjoy and are challenged◇ To encourage team mates to do well◇ To accept winning and losing as part of games	<p>Orientation:</p> <ul style="list-style-type: none">◇ To orientate simple maps and plans◇ To find their way back to a base point <p>Communication:</p> <ul style="list-style-type: none">◇ To take responsibility for a role within the group◇ To recognise that some outdoor adventurous activities can be dangerous◇ To follow rules to keep self and others safe

Gymnastics

Balance:

- ◇ To perform **front support (press up position) and back support (opposite)** (ensure hands are always FLAT on floor and fingers point the same way as toes.)
- ◇ To **hold balances for a count of 5**
- ◇ To explore **balancing on combinations of 1, 2, 3 or 4 "points"**
- ◇ To begin to practise **headstand** (A triangle base of two flat hands and the front of the head, all weight through the arms and feet slowly lifted and can be balances on arms to begin with)
- ◇ To explore **balancing on apparatus and body parts are the safest to use**

Travel:

- ◇ To perform **bunny hops along and over a bench** (Hands on the bench, jumping from one side to another with both feet together)
- ◇ To perform a **variety of rolling actions to travel on the floor and along apparatus.**
- ◇ To **travel with a partner** (move away from and together on the floor and on apparatus)
- ◇ To **travel at different speeds** (move slowly into a balance or travel quickly before jumping)

Jump:

- ◇ To perform a **straight jump, star jump and tucked jump from a bench** (stress keeping body upright, strong core, tension and extension in limbs)
- ◇ To perform a **quarter and half turn on the floor and from a bench**

Roll:

- ◇ To continue to develop control in the **Pencil, Dish, Teddy Bear & Rock and Roll** rolling actions on the floor and along apparatus
- ◇ To perform these **rolls in time with a partner**
- ◇ To perform a **forward roll**
- ◇ To begin to **perform a backward rolls** (the first phase of the roll begin by sitting in tucked shape on mat holding hands beside ears to make 'bunny ears'. Rock back keeping knees and chin tucked in and place palms flat on floor beside head, roll forwards into tucked position)

Sequencing: Sequencing: *'Your gymnastic sequence should have: a balance, a travelling action, a jump and a roll as a solo and then a travelling action and a roll in time with a partner.'*

Dance

Actions (WHAT):

- ◇ To **travel, turn, gesture and jump**
- ◇ To show **stillness**

Space (WHERE):

- ◇ To understand the words **formation, direction and levels**
- ◇ To use **these in dance routines**

Relationships (WHO):

- ◇ To perform in a **whole group, as a duo and a solo**
- ◇ To preform **unison and in canon**

Dynamics (HOW):

- ◇ To **explore speed and energy (heavy or light movements)**

Choreographic devices:

- ◇ To understand the word **motif (repeated patterns)**
- ◇ To use a **motif in a routine**

Compose:

- ◇ To create **dances phrases and dances (12 movements)**
- ◇ To respond **appropriately to a variety of stimuli**
- ◇ To **explore and experiment with movement ideas and possibilities**

Perform:

- ◇ To **perform their dance to an audience**
- ◇ To show **co-ordination, control and strength**
- ◇ To show **focus, projection and musicality**
- ◇ To **copy, repeat and remember movement**

Appreciate:

- ◇ To show an **awareness of different dance styles and traditions**
- ◇ To understand and **use simple dance vocabulary**
- ◇ To understand why **safety is important in a dance studio**
- ◇ To **compare and comment on their own and others work**

Routine: *'Your dance routine should have: 4 movements as a class, 4 movements as a duo (including a movement in canon) and four movements as a solo.'*



Year 4 PE

Athletics

Running:

- ◇ To run smoothly at different speeds
- ◇ To choose different styles of running for different distances
- ◇ To recognise and record how the body works over different distances
- ◇ To set realistic targets of times to achieve over a short and longer distance with support
- ◇ To sustain their pace over longer distances
- ◇ To lead stretching and warm-ups safely
- ◇ To watch and describe specific aspects of running

Jumping:

- ◇ To perform combinations of jumps
- ◇ To perform the triple jump
- ◇ To choose different styles of jumping
- ◇ To watch and describe specific aspects of jumping
- ◇ To set realistic targets when jumping for distance for or height with support

Throwing:

- ◇ To explore different styles of throwing
- ◇ To consistently hit a target with a range of implements
- ◇ To watch and describe specific aspects of throwing
- ◇ To set realistic targets when throwing over an increasing distance with support
- ◇ To understand that some implements will travel further than others

Games

Physical skills:

- ◇ To throw and catch in different ways
- ◇ To choose the right time to pass and selecting the best place to pass
- ◇ To join actions together like move, receive and shoot
- ◇ To send and receive a ball with increasing accuracy to a target, space or team mate
- ◇ To use space well
- ◇ To develop a range of defence and attacking skills in invasion, net/wall, striking/fielding type games
- ◇ To have the confidence to try out new skills and recognise which skills they need to practise

Thinking skills:

- ◇ To decide and try out different tactics to outwit an opponent in defence and attack
- ◇ To understand own and others' strengths and weaknesses
- ◇ To take responsibility for their own and others' safety when playing games

Team skills:

- ◇ To stick to the rules so that they and others enjoy and are challenged
- ◇ To select different positions in the team based on strengths of players
- ◇ To agree on their own rules to suit the equipment
- ◇ To encourage team mates to do well

OAA

Orientation:

- ◇ To orientate simple maps and plans
- ◇ To mark control points in correct position on their map or plan
- ◇ To find their way back to a base point

Communication:

- ◇ To co-operate to share roles within a group
- ◇ To listen to each other's ideas when planning a task
- ◇ To adapt plans if they are not working
- ◇ To follow rules to keep self and others safe

Problem solving:

- ◇ To select appropriate equipment and route to solve a problem successfully
- ◇ To choose effective strategies to solve the problem

Gymnastics

Balance:

- ◇ To explore **balancing on combinations of 1, 2, 3 or 4 "points"**
- ◇ To begin to practise **headstand** (A triangle base of two flat hands and the front of the head, all weight through the arms and feet slowly lifted and can be balances on arms to begin with)
- ◇ To explore **balancing with a partner** (facing, beside, behind and on different levels)
- ◇ To **move in and out of balance fluently**

Travel:

- ◇ To perform **bunny hops along and over a bench** (Hands on the bench, jumping from one side to another with both feet together)
- ◇ To perform a **variety of rolling actions to travel on the floor and along apparatus.**
- ◇ To **travel with a partner** (move away from and together on the floor and on apparatus)
- ◇ To **travel at different speeds** (move slowly into a balance or travel quickly before jumping)
- ◇ To **travel in different pathways on the floor and using apparatus** (different entry and exit points other than travelling in a straight line on apparatus)

Jump:

- ◇ To perform a **straight jump, star jump and tucked jump from a bench** (stress keeping body upright, strong core, tension and extension in limbs)
- ◇ To perform a **quarter and half turn on the floor and from a bench**
- ◇ To explore **leaping** (taking off from one foot and landing on the other. Try on floor and along bench controlling take-off and landing)

Roll:

- ◇ To continue to develop control in the **Pencil, Dish, Teddy Bear & Rock and Roll** rolling actions on the floor and along apparatus
- ◇ To perform these **rolls in time with a partner**
- ◇ To perform a **forward roll**
- ◇ To perform a **backward roll** (the first phase of the roll begin by sitting in tucked shape on mat holding hands beside ears to make 'bunny ears'. Rock back keeping knees and chin tucked in and place palms flat on floor beside head, roll forwards into tucked position)

Sequencing: 'Your sequence should show clear changes of speed and be performed with a partner. The balances and traveling should be performed together. Link three different balances, three different ways of travelling, one leap, one jump and a roll.'

Dance

Actions (WHAT):

- ◇ **To travel, turn, gesture and jump**
- ◇ To show **stillness**

Space (WHERE):

- ◇ To understand the words **formation, direction and levels**
- ◇ To use **these in dance routines**

Relationships (WHO):

- ◇ To perform in a **whole group, as a duo and a solo**
- ◇ To perform **unison and in canon**
- ◇ To **mirror and contract a partner**

Dynamics (HOW):

- ◇ **To explore speed and energy (heavy or light movements)**

Compose:

- ◇ To create **dances phrases and dances (12 movements)**
- ◇ To respond **appropriately to a variety of stimuli**
- ◇ To **explore and experiment with movement ideas and possibilities**
- ◇ To structure a **dance phrase, connecting different ideas showing a clear beginning, middle and end**
- ◇ **To show musicality**

Perform:

- ◇ To **perform their dance to an audience**
- ◇ To show **co-ordination, control and strength**
- ◇ To show **focus, projection and musicality**
- ◇ To **copy, repeat and remember movement**

Appreciate:

- ◇ To show an **awareness of different dance styles and traditions**
- ◇ To understand and **use simple dance vocabulary**
- ◇ To understand why **safety is important in a dance studio**
- ◇ To **compare and comment on their own and others work**
- ◇ To identify **own strengths and areas for improvement using simple dance vocabulary**
- ◇ To discuss **aesthetic qualities of dance, making judgements related to stimuli and content**

Routine: 'Your dance routine should have: 4 movements as a class, 4 movements as a duo and four movements as a solo. Trying to include different actions, space, relationships and dynamics.'



Year 5 PE

Athletics	Games	DAA
<p>Running:</p> <ul style="list-style-type: none">◇ To sustain pace for over five minutes◇ To complete a relay change-over◇ To set realistic targets for self to achieve over a short and longer distance◇ To perform a range of warm-up and cool down exercises specific to running for short and longer distances <p>Jumping:</p> <ul style="list-style-type: none">◇ To demonstrate a range of jumps◇ To show power, control and consistency at both take-off and landing◇ To set realistic targets for self, when jumping for distance or height <p>Throwing:</p> <ul style="list-style-type: none">◇ Throw with greater accuracy, control and efficiency when throwing the foam javelin, shot and discus◇ To organise small groups to SAFELY take turns when throwing and retrieving implements◇ To set realistic targets for self, when throwing over an increasing distance	<p>Physical skills:</p> <ul style="list-style-type: none">◇ To pass, control, dribble and shoot with accuracy and fluency while on the move◇ To send and receive a ball with hands and feet◇ To use a racquet and bat with accuracy to a target, space or team mate in net/wall and striking/fielding games <p>Thinking skills:</p> <ul style="list-style-type: none">◇ To understand own and others' strengths and weaknesses◇ To choose the most competent person for a specific role within the team◇ To make decisions quickly in a game◇ To change tactics/roles as necessary for the success of the whole team <p>Team skills:</p> <ul style="list-style-type: none">◇ To understand and keep to the rules of different games◇ To control the feelings experienced during play◇ To adapt and make up rules to suit the equipment, space and targets used	<p>Orientation:</p> <ul style="list-style-type: none">◇ To draw their own maps and plans and set trails for others to follow◇ To use the eight points of the compass to orientate themselves <p>Communication:</p> <ul style="list-style-type: none">◇ To work effectively in groups where roles and responsibilities are understood◇ To recognise own and others' feelings◇ To recognise and talk about the dangers of tasks◇ To recognise how to keep themselves and others safe <p>Problem solving:</p> <ul style="list-style-type: none">◇ To explain what went well and why◇ To explain what you would do differently next time

Gymnastics

Balance:

- ◇ To perform **balances with control, showing good body tension.**
- ◇ To **mirror and match partner's balance**
- ◇ To explore **symmetrical and asymmetrical balances** on own and with a partner.
- ◇ To explore **counter balance** (pushing against) and **counter tension** (pulling away from)
- ◇ To perform a range of **acrobatic balances** with a partner on the floor and on **different levels on apparatus**

Travel:

- ◇ To travel sideways in a **bunny hop and develop into cartwheeling action** (keeping knees tucked in and by placing one hand then the other on the floor)
- ◇ To extend legs further into **cartwheeling action**

Jump:

- ◇ To make **symmetrical and asymmetrical shapes in the air**
- ◇ To **jump along, over and off apparatus of varying heights**

Roll:

- ◇ To explore **different starting and finishing positions when rolling** (forward roll from a straddle position on feet and end in a straddle position on floor)
- ◇ To begin a **backward roll from standing in a straight position, ending in a straddle position on feet**

Sequencing: 'Work with a partner to create a sequence of up to 8 elements. Your sequence should include changes of direction and level and show mirroring and matching shapes and balances. Each type of skill, balance, travel, jump and roll should be included.'

Dance

Actions (WHAT):

- ◇ To **travel, turn, gesture and jump**
- ◇ To show **stillness**

Space (WHERE):

- ◇ To understand the words **formation, direction and levels**
- ◇ To use **these in dance routines**

Relationships (WHO):

- ◇ To perform in a **whole group, as a trio, duo and a solo**
- ◇ To perform **unison and in canon**
- ◇ To **mirror and contract a partner**

Dynamics (HOW):

- ◇ To **explore speed and energy** (heavy or light movements)
- ◇ To use **motifs and retrograde** (performing motifs in reverse)

Compose:

- ◇ To create **dances phrases and dances** (16 movements)
- ◇ To respond **appropriately to a variety of stimuli**
- ◇ To **explore and experiment with movement ideas and possibilities**
- ◇ To structure a **dance phrase, connecting different ideas showing a clear beginning, middle and end**
- ◇ Select **appropriate movement material to express ideas, thoughts and feelings**
- ◇ To **show musicality**

Perform:

- ◇ To **perform their dance to an audience**
- ◇ To show **co-ordination, control and strength**
- ◇ To show **focus, projection and musicality**
- ◇ To **copy, repeat and remember movement**

Appreciate:

- ◇ To show an **awareness of different dance styles and traditions**
- ◇ To understand and **use dance vocabulary**
- ◇ To identify **own strengths and areas for improvement using simple dance vocabulary**
- ◇ To discuss **aesthetic qualities of dance, making judgements related to stimuli and content**
- ◇ To take on **board feedback and deal positively with praise and criticism**

Routine: 'Your dance routine should have: 4 movements as a class, 4 movements as a duo, four movements as a small group and four movements as a solo. Trying to include different actions, space, relationships and dynamics.'



Year 6 PE

Athletics

Running:

- ◇ To sustain pace for over five minutes
- ◇ To complete a relay change-over
- ◇ To set realistic targets for self to achieve over a short and longer distance
- ◇ To perform a range of warm-up and cool down exercises specific to running for short and longer distances
- ◇ To explain how warming up affects performance
- ◇ To explain why athletics can help stamina and strength

Jumping:

- ◇ To demonstrate a range of jumps
- ◇ To show power, control and consistency at both take-off and landing
- ◇ To set realistic targets for self, when jumping for distance or height

Throwing:

- ◇ Throw with greater accuracy, control and efficiency when throwing the foam javelin, shot and discus
- ◇ To organise small groups to SAFELY take turns when throwing and retrieving implements
- ◇ To set realistic targets for self, when throwing over an increasing distance
- ◇ To understand that some implements will travel further than others and take this into account when setting targets

Games

Physical skills:

- ◇ To pass, control, dribble and shoot with accuracy and fluency while on the move
- ◇ To send and receive a ball with hands, feet, racquet and bat with accuracy to a target, space or team mate
- ◇ To demonstrate the confidence and competence to successfully take part in the range of games
- ◇ To demonstrate the perseverance to improve

Thinking skills:

- ◇ To understand own and others' strengths and weaknesses
- ◇ To choose the most competent person for a specific role within the team
- ◇ To make decisions quickly in a game
- ◇ To change tactics/roles as necessary for the success of the whole team
- ◇ To understand the transference of skills from one type of game to another and apply appropriately
- ◇ To reflect on own and others' performance to help improve personal and team skills and performance

Team skills:

- ◇ To understand and keep to the rules of different games
- ◇ To control the feelings experienced during play
- ◇ To adapt and make up rules to suit the equipment, space and targets used
- ◇ To challenge and encourage each other to perform to the best of their ability

OAA

Orientation:

- ◇ To draw their own maps and plans and set trails for others to follow
- ◇ To use the eight points of the compass to orientate themselves
- ◇ To plan before starting an orienteering challenge

Communication:

- ◇ To plan and share roles within the group based on each other's strengths
- ◇ To work in groups where roles and responsibilities are understood
- ◇ To change roles or ideas if they are not working
- ◇ To recognise own and others' feelings
- ◇ To recognise how to keep themselves and others safe

Problem solving:

- ◇ To plan strategies to solve problems, plan routes and follow trails
- ◇ To implement and refine strategies
- ◇ To recognise what went well and why
- ◇ To recognise what you would do differently next time.

Gymnastics

Balance:

- ◇ To perform **balances with control, showing good body tension.**
- ◇ To **mirror and match partner's balance**
- ◇ To explore **symmetrical and asymmetrical balances** on own and with a partner.
- ◇ To explore **counter balance** (pushing against) and **counter tension** (pulling away from)
- ◇ To perform a range of **acrobatic balances** with a partner on the floor and on **different levels on apparatus**
- ◇ To perform **group balances**
- ◇ To begin to take more weight on hands when **progressing bunny hop into hand stand.**

Travel:

- ◇ To travel sideways in a **bunny hop and develop into cartwheeling action** (keeping knees tucked in and by placing one hand then the other on the floor)
- ◇ To extend legs further into **cartwheeling action**
- ◇ Increase the variety of **pathways, levels and speeds** at which you travel

Jump:

- ◇ To make **symmetrical and asymmetrical shapes in the air**
- ◇ To **jump along, over and off apparatus of varying heights**

Roll:

- ◇ To explore **different starting and finishing positions when rolling** (forward roll from a straddle position on feet and end in a straddle position on floor)
- ◇ To begin a **backward roll from standing in a straight position, ending in a straddle position on feet**
- ◇ To explore **symmetry and asymmetry** throughout the rolling actions

Sequencing: 'Work with a small group to create a sequence of up to 10 elements. Your sequence should include changes of direction and level and show mirroring and matching shapes and balances. Each type of skill, balance, travel, jump and roll should be included more than once.'

Dance

Actions (WHAT):

- ◇ To **travel, turn, gesture and jump**
- ◇ To show **stillness**

Space (WHERE):

- ◇ To understand the words **formation, direction and levels**
- ◇ To use **these in dance routines**

Relationships (WHO):

- ◇ To perform in a **whole group, as a trio, duo and a solo**
- ◇ To perform **unison and in canon**
- ◇ To **mirror and contract a partner**

Dynamics (HOW):

- ◇ To **explore speed and energy** (heavy or light movements)
- ◇ To use **motifs and retrograde** (performing motifs in reverse)

Compose:

- ◇ To create **dances phrases and dances** (16 movements)
- ◇ To respond **appropriately to a variety of stimuli**
- ◇ To **explore and experiment with movement ideas and possibilities**
- ◇ To structure a **dance phrase, connecting different ideas showing a clear beginning, middle and end**
- ◇ Select **appropriate movement material to express ideas, thoughts and feelings**
- ◇ To show **musicality**

Perform:

- ◇ To **perform their dance to an audience**
- ◇ To show **co-ordination, control, alignment, flow of energy and strength**
- ◇ To show **focus, projection, sense of style and musicality**
- ◇ To **copy, repeat and remember movement**

Appreciate:

- ◇ To show an **awareness of different dance styles and traditions**
- ◇ To understand and **use dance vocabulary**
- ◇ To identify **own strengths and areas for improvement using simple dance vocabulary**
- ◇ To evaluate **experiences and outcomes and set goals for their own development**
- ◇ To discuss **aesthetic qualities of dance, making judgements related to stimuli and content**
- ◇ To take on **board feedback and deal positively with praise and criticism**

Routine: 'Your dance routine should have: 4 movements as a class, 4 movements as a duo, four movements as a small group and four movements as a solo. Trying to include different actions, space, relationships and dynamics.'