



We speak the language of Physical Education

By the time they leave pupils will:

- ⊕ Lead healthy and active lives
- ⊕ Enjoy engaging in a variety of sports activities (competitive and non-competitive; individual and team)
- ⊕ Show team-work: boost self-esteem of self and others and communicate strategy
- ⊕ Show a broad range of skills, flexibility, strength, technique, control and balance when participating in sporting activities
- ⊕ Know and apply the basic principles of attacking and defending when playing a variety of competitive sports - perform dances using a range of movement patterns
- ⊕ Be confident swimmers who are able to: swim a distance of at least 25 metres; use a range of swimming strokes; perform safe self-rescue
- ⊕ Be able to analyse and evaluate their own performances and those of others

EYFS links

Physical Development

Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing

Progress towards a more fluent style of moving, with developing control and grace

Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming

Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor

Combine different movements with ease and fluency

Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group

Develop overall body-strength, balance, co-ordination and agility

Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming

Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball

Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating

Gross Motor Skills ELG

Negotiate space and obstacles safely, with consideration for themselves and others

Demonstrate strength, balance and coordination when playing

Move energetically, such as running, jumping, dancing, hopping, skipping and climbing

Curriculum End Points – Physical Education

EYFS – Little Wrens



EYFS – Reception Robins

<p>ELG: Gross Motor Skills</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping</p>	
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The end points for each year group show how children apply the knowledge, skills and understanding they are taught before moving on with their learning.

Year 1				
FMS/ Games Skills 	Dance Skills 	Athletics Skills 	Gymnastics Skills 	Evaluating Skills 
<p>Children can...</p> <ul style="list-style-type: none"> demonstrate some basic balance and co-ordination skills; jump in different ways, including jumping for height, distance and in a sequence; demonstrate object/ball skills with control; throw overarm and catch with some control; understand basic game rules; 	<p>Children can...</p> <ul style="list-style-type: none"> demonstrate imagination and creativity in movements; compose individual, partner and group dances. 	<p>Children can...</p> <ul style="list-style-type: none"> show how to run, jump and throw using a variety of techniques? 	<p>Children can...</p> <ul style="list-style-type: none"> apply skills and techniques learnt to a sequence? travel in different ways? hold a simple balance? 	<p>Children can...</p> <ul style="list-style-type: none"> watch and describe performances; begin to say how they could improve.
Year 2				
FMS/ Games Skills 	Dance Skills 	Athletics Skills 	Gymnastics Skills 	Evaluating Skills 
<p>Children can...</p> <ul style="list-style-type: none"> demonstrate balance and co-ordination skills; change the direction of movements with control; use and combine different types of jumps and skills to complete an activity; bounce, throw, roll and catch a ball with control; understand more complex rules within games. 	<p>Children can...</p> <ul style="list-style-type: none"> demonstrate imagination and creativity in movements; compose individual, partner and group dances; move in time to the music. 	<p>Children can...</p> <ul style="list-style-type: none"> show how to run, jump and throw using a variety of techniques? 	<p>Children can...</p> <ul style="list-style-type: none"> apply skills and techniques learnt to a sequence; travel in different ways; hold a simple balance; use equipment safely. 	<p>Children can...</p> <ul style="list-style-type: none"> watch and describe performances, and use what they see to improve performance; talk about the differences between their work and that of others.
Year 3				
FMS/ Games Skills 	Dance Skills 	Athletics Skills 	Gymnastics Skills 	Evaluating Skills 
<p>Children can...</p> <ul style="list-style-type: none"> throw in different ways using control and accuracy; travel with a ball in different ways; identify and demonstrate the role of an attacker and defender in a game situation and use some of these skills; 	<p>Children can...</p> <ul style="list-style-type: none"> demonstrate imagination and creativity in movements; compose individual, partner and group dances; move in time to the music. 	<p>Children can...</p> <ul style="list-style-type: none"> show how to run, jump and throw using a variety of techniques. 	<p>Children can...</p> <ul style="list-style-type: none"> apply skills and techniques learnt to a sequence; travel in different ways; hold a simple balance; move with coordination, 	<p>Children can...</p> <ul style="list-style-type: none"> Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.

<ul style="list-style-type: none"> select and perform appropriate shots using control and accuracy. 			control and care.	
Year 4				
FMS/ Games Skills 	Dance Skills 	Athletics Skills 	Gymnastics Skills 	Evaluating Skills 
Children can... <ul style="list-style-type: none"> modify techniques for different situations; make good use of space to pass and receive the ball; discuss tactics for attacking and defending, with an awareness of what has worked and not worked; show an awareness of where to place fielders; vary my throw depending on what the situation requires; demonstrate a straight arm bowling technique. 	Children can... <ul style="list-style-type: none"> repeat patterns and actions of a chosen dance style; improvise with a partner and on their own; compose longer sequences. 	Children can... <ul style="list-style-type: none"> demonstrate an improved sprinting technique; demonstrate the triple jump; measure accurately and land safely; can perform a pull throw. 	Children can... <ul style="list-style-type: none"> create a sequence to a theme; show changes in direction of travel, speed and level; carry out a range of balances, demonstrating control and strength; suggest improvements to their partner's technique. 	Children can... <ul style="list-style-type: none"> watch, describe and evaluate the effectiveness of performances, giving ideas for improvements; modify their use of skills or techniques to achieve a better result.
Year 5				
FMS/ Games Skills 	Dance Skills 	Athletics Skills 	Gymnastics Skills 	Evaluating Skills 
Children can... <ul style="list-style-type: none"> select and perform appropriate shots using control and accuracy; travel with a ball effectively; select the correct pass in a game situation; maintain ball possession in a team game; select and perform appropriate shots using control and accuracy. 	Children can... <ul style="list-style-type: none"> demonstrate creativity in movements; compose individual and partner dances that reflect the chosen dance style. 	Children can... <ul style="list-style-type: none"> show how to run, jump and throw using a variety of techniques. 	Children can... <ul style="list-style-type: none"> apply skills and techniques learnt to a sequence; perform jumps, shapes and balances fluently and with control. 	Children can... <ul style="list-style-type: none"> Choose and use criteria to evaluate own and others' performance; Explain why they have used particular skills or techniques, and the effect they have had on their performance.
Year 6				
FMS/ Games Skills 	Dance Skills 	Athletics Skills 	Gymnastics Skills 	Evaluating Skills 
Children can... <ul style="list-style-type: none"> select and perform appropriate shots using control and accuracy; travel with a ball effectively, maintaining possession 	Children can... <ul style="list-style-type: none"> demonstrate imagination and creativity in movements; 	Children can... <ul style="list-style-type: none"> show me how to run, jump and throw using a variety of techniques. 	Children can... <ul style="list-style-type: none"> apply skills and techniques learnt to a sequence; perform jumps, shapes and 	Children can... <ul style="list-style-type: none"> Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate

<p>under pressure;</p> <ul style="list-style-type: none"> • select and execute a variety of passes in a game situation? • select and perform appropriate shots using increased control and accuracy. 	<ul style="list-style-type: none"> • compose individual, partner and group dances that reflect the chosen dance style. 		<p>balances fluently and with control.</p>	<p>improvements.</p>
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Progression in PE from EYFS to Year 6

EYFS – Little Wrens

Subject	Autumn term 1 – What Makes me ‘me’?	Autumn term 2 – Let’s Celebrate
Physical Development	<p>Children will have:</p> <ul style="list-style-type: none"> • Extensive opportunities to develop their gross motor skills through daily access to our outdoor provision, school field and MUGA • Opportunities to explore the climbing frame and trim trail confidently, safely and independently • Opportunities to be taught how to climb trees safely and climb up onto the tyre swing • Daily timetabled outdoor sessions in all weathers providing opportunities to develop large muscle groups – running, hopping, climbing, jumping, skipping, swinging etc • Daily access to our large mud kitchen, outdoor loose parts area, and wooden hollow blocks • A daily mile session around our school grounds • Dough Disco sessions 3 x a week to develop fine motor skills • Squiggle Whilst You Wiggle sessions 2 x a week to develop gross motor and fine motor skills • Weekly yoga and dance sessions • Access to a variety of one-handed tools such as scissors - cutting station available every other half term to support this skill • Access to hand / finger strengthening activities such as threading, weaving, cutting, building, play dough • Support from practitioners to develop independence in dressing / undressing and in meeting their own care needs e.g. using the toilet and washing and drying their hands • Daily opportunities to mark-make on a large and small scale outdoors and indoors <p>*Practitioners will closely monitor whether children are able to hold pens and pencils in a comfortable grip and will support accordingly by identifying whether they need more gross motor or fine motor activities and encouraging them with this, offering a differentiated range of mark-making tools and equipment</p>	
Subject	Spring term 1 – Snow and Ice	Spring term 2 – People who help us
Subject	Summer term 1 – Growth and Change	Summer term 2 – On the Move

Continuing and developing across the year.

EYFS – Reception Robins



RECEPTION LONG TERM PLAN 23-24

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	FRIENDSHIP & ANIMALS	STARS & SPACE	ENVIRONMENT	TRADITIONAL TALES	GROWING	THE SEASIDE
PHYSICAL DEVELOPMENT	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives . Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination , which is later linked to early literacy . Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence .					
FINE MOTOR	Manipulate objects with good fine motor skills - Mini sand station, Cutting station, differentiated mark making tools and scissors Weekly funky finger activity to develop strength Core body strength (have good control of their trunk and be able to reach forward in a controlled way) Postural control (maintain own balance without using their hands) Shoulder girdle (control, strength, stamina and flexibility to grasp and manipulate objects) Joint pivots (coordinating shoulder, elbow, wrist movements to move the hand in different directions) Hand-eye coordination (guide, direct and control hand movements across a page as they make marks) Spatial awareness (control of sizing and spacing) Proprioceptor control (body awareness to detect and control force and pressure) Visual-motor integration (master copying pre-writing shapes and patterns)					
DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES	Pen Disco pre-writing patterns – 0 + \ / x (zigzag) Funky Finger Assessment Pen Grip Assessment Cutting Assessment	Pen Disco pre-writing patterns – 0 + \ / x (zigzag) intro spirals and loops Introduction to letter writing families	Pen Disco Letter families on lined paper Funky Finger Assessment Pen Grip Assessment Cutting Assessment Develop muscle tone to put pencil pressure on paper	Pen Disco Letter families on lined paper Form lower case letter shapes Develop an effective grip Use effective amount of pressure on paper	Lower case letter formation practise Pen Disco on lined paper Funky Finger Assessment Pen Grip Assessment Cutting Assessment Refine shape and size of letters	Lower case letter formation practise Pen Disco on lined paper Form lower case letter shapes correctly Begin to form Upper case letters Use an effective grip Use effective amount of pressure on paper
GROSS MOTOR	From Development Matters 20': Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball					
FUNKY FINGER ACTIVITIES PEN DISCO						

Develop practical skills in order to participate, compete and lead a healthy lifestyle

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	FMS / Games Skill and Knowledge			Games Skill and Knowledge		
	<p>Balance/Stability: Develop some basic balance and co-ordination skills.</p> <p>Locomotor: Move at different speeds. Move along different pathways. Jump for height. Jump for distance. Jump in different ways. Perform a jumping sequence. Change direction.</p> <p>Object/ball skills: Track and receive a ball. Bounce a ball with control. Throw and catch a ball with a partner. Throw overarm with some control.</p>	<p>Balance/Stability: To balance with high amounts of control. To develop balance and co-ordination.</p> <p>Locomotor: To change the direction of movements with control. To use and combine different types of jumps. To perform movements with control and accuracy. To combine more than one skill to complete an activity.</p> <p>Object/ball skills: To roll and stop a ball. To bounce a ball with control whilst moving. To throw and catch.</p>	<p>Throwing and catching Throw (in various ways) and catch with greater control and accuracy, practising the correct technique.</p> <p>Striking and hitting: Strike with accuracy and control, using at least two shots in a game situation.</p> <p>Travelling with a ball: Use two different ways of moving with a ball in a game, with reasonable control.</p> <p>Passing a ball: Pass the ball in two different ways in a game situation with some success.</p>	<p>Throwing and catching Develop different ways of throwing and catching accurately in various situations.</p> <p>Striking and hitting: Strike with accuracy and control, using at least 3 shots in game situations.</p> <p>Travelling with a ball: Move with the ball using a range of techniques showing control and fluency.</p> <p>Passing a ball: Pass the ball with increasing speed, accuracy and success in a game situation.</p> <p>Using space: Make the best use of</p>	<p>Throwing and catching Consolidate different ways of throwing and catching, and know when each is appropriate in a game.</p> <p>Striking and hitting: Explore when different shots are best used and perform them with control and accuracy.</p> <p>Travelling with a ball: Use a variety of ways to dribble in a game with success.</p> <p>Passing a ball: Pass a ball with speed and accuracy using appropriate techniques in a game situation</p> <p>Using space: Demonstrate an</p>	<p>Throwing and catching Throw and catch accurately and successfully under pressure in a game.</p> <p>Striking and hitting: Use good hand-eye coordination to be able to direct a ball when striking or hitting, adapting based on the situation.</p> <p>Travelling with a ball: Show confidence in using ball skills in various ways in a game situation, and link these together effectively.</p> <p>Passing a ball: Choose and make the best pass in a game situation and link a range of skills together</p>

	<p>Striking and fielding skills: To hold a cricket bat correctly.</p> <p>To use a cricket bat to strike a ball or beanbag with control.</p> <p>To apply striking skills to a target game.</p> <p>To throw overarm with some control.</p> <p>To catch with some degree of accuracy.</p> <p>Practise basic striking, sending and receiving.</p> <p>Apply bat and ball skills to play a small sided game.</p> <p>Understand basic game rules</p>	<p>To bounce a ball to a partner.</p> <p>Striking and fielding skills: To hold a cricket bat correctly to hit a ball with a good level of control and accuracy.</p> <p>To hit a ball that has been thrown overarm.</p> <p>To catch with accuracy and control.</p> <p>To use a variety of cricket skills (throwing, catching and hitting) to complete a competitive team game.</p> <p>To throw overarm with control and accuracy.</p> <p>To practice increasingly complex striking, sending and receiving skills.</p> <p>To understand more complex rules within</p>	<p>Using space: Find a useful space and get into it to support teammates.</p> <p>Possession: Know how to keep and win back possession of the ball in a team game.</p> <p>Attacking and defending: Use simple attacking and defending skills in a game.</p>	<p>space to pass and receive the ball.</p> <p>Possession: Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.</p> <p>Attacking and defending: Use a range of attacking and defending skills and techniques in a game.</p>	<p>increasing awareness of space</p> <p>Possession: Keep and win back possession of the ball effectively in a team game.</p> <p>Attacking and defending: Choose the best tactics for attacking and defending. Shoot in a game.</p>	<p>with fluency, e.g. passing and receiving the ball on the move.</p> <p>Using space: Demonstrate a good awareness of space</p> <p>Possession: Keep and win back possession of the ball effectively and in a variety of ways in a team game.</p> <p>Attacking and defending: Think ahead, create and apply a plan of attack or defence.</p>
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		cricket.				
		Use at least one technique to attack or defend to play a game successfully.				
Key Assessment Questions	<p>FMS Questions</p> <p>Can you develop some basic balance and co-ordination skills?</p> <p>Can you jump in different ways, including jumping for height, distance and in a sequence?</p> <p>Can you move along different pathways at different speeds?</p> <p>Can you change direction?</p> <p>Can you demonstrate object/ball skills with control?</p> <p>Games Questions</p> <p>Can you throw overarm and catch with some control?</p> <p>Can you understand basic game rules?</p> <p>Can you practise striking, sending and receiving with some control in a game based situation?</p>	<p>FMS Questions</p> <p>Can you demonstrate balance and co-ordination skills?</p> <p>Can you change the direction of movements with control?</p> <p>Can you use and combine different types of jumps and skills to complete an activity?</p> <p>Can you perform movements with control and accuracy?</p> <p>Can you bounce, throw, roll and catch a ball with control?</p> <p>Games Questions</p> <p>Can you throw overarm and catch with control and accuracy?</p> <p>Can you use a variety of cricket skills (throwing, catching and hitting) to complete a competitive team game?</p> <p>Can you understand more</p>	<p>Can you throw in different ways using control and accuracy?</p> <p>Can you travel with a ball in different ways?</p> <p>Can you identify and demonstrate the role of an attacker and defender in a game situation and use some of these skills?</p> <p>How can you win back possession of the ball?</p> <p>Can you select and perform appropriate shots using control and accuracy?</p>	<p>Can I modify my technique for different situations?</p> <p>Can I make good use of space to pass and receive the ball?</p> <p>Can I demonstrate accuracy with my passing?</p> <p>Can I discuss tactics for attacking and defending, with an awareness of what has worked and not worked?</p> <p>Can I evaluate a performance, suggesting strengths and ways to improve?</p> <p>Can I hit the ball where I intend?</p> <p>Can I show an awareness of where to place fielders?</p> <p>Can I vary my throw depending on what the situation requires?</p> <p>Can I demonstrate a straight arm bowling</p>	<p>Can you select and perform appropriate shots using control and accuracy?</p> <p>Can you travel with a ball effectively?</p> <p>Can you select the correct pass in a game situation?</p> <p>Can you maintain ball possession in a team game?</p> <p>Can you select and perform appropriate shots using control and accuracy?</p>	<p>Can you select and perform appropriate shots using control and accuracy?</p> <p>Can you travel with a ball effectively?</p> <p>Can you select the correct pass in a game situation?</p> <p>Can you maintain ball possession in a team game?</p> <p>Can you select and perform appropriate shots using control and accuracy?</p>

		complex rules within cricket?		style?		
Dance Skill and Knowledge						
	<p>Copy and repeat actions.</p> <p>Put a sequence of actions together to create a motif.</p> <p>Vary the speed of their actions.</p> <p>Begin to improvise independently to create a simple dance.</p>	<p>Copy, remember and repeat actions.</p> <p>Create a short motif inspired by a stimulus.</p> <p>Use different transitions within a dance motif.</p> <p>Move in time to music.</p> <p>Improve the timing of their actions.</p>	<p>Begin to improvise with a partner to create a simple dance.</p> <p>Create motifs from different stimuli.</p> <p>Begin to compare and adapt movements and motifs to create a larger sequence.</p> <p>Perform with some awareness of rhythm and expression.</p>	<p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Compose a dance that reflects the chosen dance style.</p> <p>Confidently improvise with a partner or on their own.</p> <p>Compose longer dance sequences in a small group</p>	<p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Compose individual, partner and group dances that reflect the chosen dance style.</p> <p>Develop an awareness of their use of space.</p> <p>Demonstrate imagination and creativity in the movements they devise in response to stimuli.</p> <p>Use transitions to link motifs smoothly together.</p>	<p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Compose individual, partner and group dances that reflect the chosen dance style.</p> <p>Use dramatic expression in dance movements and motifs.</p>

					Improvise with confidence, still demonstrating fluency across the sequence.	
Key Assessment Questions	Can you demonstrate imagination and creativity in movements? Can you compose individual, partner and group dances?	Can you demonstrate imagination and creativity in movements? Can you compose individual, partner and group dances? Can you move in time to the music?	Can you demonstrate imagination and creativity in movements? Can you compose individual, partner and group dances? Can you move in time to the music?	Can I repeat patterns and actions of a chosen dance style? Can I improvise with a partner and on my own? Can I compose longer sequences?	Can you demonstrate imagination and creativity in movements? Can you compose individual, partner and group dances that reflect the chosen dance style?	Can you demonstrate imagination and creativity in movements? Can you compose individual, partner and group dances that reflect the chosen dance style?
Athletic Skill and Knowledge						
	<p>Running:</p> <ul style="list-style-type: none"> Vary their pace and speed when running. Run with a basic technique over different distances. Show good posture and balance. Sprint in a straight line. <p>Jumping:</p> <ul style="list-style-type: none"> Perform different types of jumps: for example, two feet to 	<p>Running:</p> <ul style="list-style-type: none"> Run at different paces, describing the different paces. Use a variety of different stride lengths. Begin to select the most suitable pace and speed for distance. Run with basic techniques following a curved line. <p>Jumping:</p>	<p>Running:</p> <ul style="list-style-type: none"> Identify and demonstrate how different techniques can affect their performance. Focus on their arm and leg action to improve their sprinting technique. Begin to combine running with jumping over hurdles. 	<p>Running:</p> <ul style="list-style-type: none"> Confidently demonstrate an improved technique for sprinting. Carry out an effective sprint finish. Perform a relay, focusing on the baton changeover technique. Speed up and slow down smoothly. <p>Jumping:</p>	<p>Running:</p> <ul style="list-style-type: none"> Accelerate from a variety of starting positions and select their preferred position. Identify their reaction times when performing a sprint start. Continue to practise and refine their technique for sprinting, focusing on an effective sprint start. 	<p>Running:</p> <ul style="list-style-type: none"> Recap, practise and refine an effective sprinting technique, including reaction time. Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern. Confidently and independently select the most appropriate pace for different

	<p>two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.</p> <ul style="list-style-type: none"> • Jump as high and as far as possible. • Land safely and with control. <p>Throwing:</p> <ul style="list-style-type: none"> • Throw underarm and overarm. • Improve the distance they can throw by using more power. 	<ul style="list-style-type: none"> • Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. • Combine different jumps together with some fluency and control. • Jump for distance from a standing position with accuracy and control. <p>Throwing:</p> <ul style="list-style-type: none"> • Throw different types of equipment in different ways, for accuracy and distance. • Investigate ways to alter their throwing technique to achieve greater distance. 	<ul style="list-style-type: none"> • Focus on trail leg and lead leg action when running over hurdles. <p>Jumping:</p> <ul style="list-style-type: none"> • Use one and two feet to take off and to land with. • Develop an effective take-off for the standing long jump. • Develop an effective flight phase for the standing long jump. • Land safely and with control. <p>Throwing:</p> <ul style="list-style-type: none"> • Throw with greater control and accuracy. • Show increasing control in their overarm throw. • Perform a push throw. 	<ul style="list-style-type: none"> • Learn how to combine a hop, step and jump to perform the standing triple jump. • Land safely and with control. • Begin to measure the distance jumped. <p>Throwing:</p> <ul style="list-style-type: none"> • Perform a pull throw. • Continue to develop techniques to throw for increased distance. 	<ul style="list-style-type: none"> • Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run. <p>Jumping:</p> <ul style="list-style-type: none"> • Improve techniques for jumping for distance. Perform an effective standing long jump. • Perform the standing triple jump with increased confidence. • Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight. • Land safely and with control. <p>Throwing:</p> <ul style="list-style-type: none"> • Perform a fling throw. • Throw a variety of implements using a range of throwing 	<p>distances and different parts of the run.</p> <ul style="list-style-type: none"> • Demonstrate endurance and stamina over longer distances in order to maintain a sustained run. <p>Jumping:</p> <ul style="list-style-type: none"> • Develop the technique for the standing vertical jump. • Maintain control at each of the different stages of the triple jump. • Land safely and with control. • Develop and improve their techniques for jumping for height and distance and support others in improving their performance. <p>Throwing:</p> <ul style="list-style-type: none"> • Perform a heave throw.
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					<ul style="list-style-type: none"> techniques. Continue to develop techniques to throw for increased distance. 	<ul style="list-style-type: none"> Continue to develop techniques to throw for increased distance and support others in improving their personal best. Develop and refine techniques to throw for accuracy
Key Assessment Questions	Can you show me how to run, jump and throw using a variety of techniques?	Can you show me how to run, jump and throw using a variety of techniques?	Can you show me how to run, jump and throw using a variety of techniques?	<p>Can I demonstrate how I have improved my sprinting technique?</p> <p>Can I demonstrate the triple jump?</p> <p>Can I measure accurately and land safely?</p> <p>Can I perform a pull throw?</p> <p>Can I evaluate my own performance and that of others?</p>	Can you show me how to run, jump and throw using a variety of techniques?	Can you show me how to run, jump and throw using a variety of techniques?
	Gymnastic Skill and Knowledge					
	<ul style="list-style-type: none"> Create and perform a movement sequence. Copy actions and movement sequences with a beginning, middle and end. 	<ul style="list-style-type: none"> Copy, explore and remember actions and movements to create their own sequence. Link actions to make a sequence. Travel in a variety of ways, including 	<ul style="list-style-type: none"> Choose ideas to compose a movement sequence independently and with others. Link combinations of actions with increasing 	<ul style="list-style-type: none"> Create a sequence of actions that fit a theme. Use an increasing range of actions, directions and levels in their sequences. Move with clarity, fluency and 	<ul style="list-style-type: none"> Select ideas to compose specific sequences of movements, shapes and balances. Adapt their sequences to fit new criteria or suggestions. 	<ul style="list-style-type: none"> Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting

	<ul style="list-style-type: none"> • Link two actions to make a sequence. • Recognise and copy contrasting actions (small/tall, narrow/wide). • Travel in different ways, changing direction and speed. • Hold still shapes and simple balances. • Begin to move with control and care. 	<ul style="list-style-type: none"> • rolling. • Hold a still shape whilst balancing on different points of the body. • Jump in a variety of ways and land with increasing control and balance. • Climb onto and jump off the equipment safely. • Move with increasing control and care. 	<ul style="list-style-type: none"> • confidence, including changes of direction, speed or level. • Develop the quality of their actions, shapes and balances. • Move with coordination, control and care. • Use turns whilst travelling in a variety of ways. • Begin to use equipment to vault. • Create interesting body shapes while holding balances with control and confidence. • Begin to show flexibility in movements 	<ul style="list-style-type: none"> • expression. • Show changes of direction, speed and level during a performance. • Travel in different ways, including using flight. • Use equipment to vault in a variety of ways. • Carry out balances, recognising the position of their centre of gravity and how this affects the balance. • Begin to develop good technique when travelling, balancing and using equipment. • Develop strength, technique and flexibility throughout performances. 	<ul style="list-style-type: none"> • Perform jumps, shapes and balances fluently and with control. • Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance. • Confidently use equipment to vault in a variety of ways. • Apply skills and techniques consistently. • Develop strength, technique and flexibility throughout performances. • Combine equipment with movement to create sequences. 	<ul style="list-style-type: none"> • and stretching. • Demonstrate precise and controlled placement of body parts in their actions, shapes and balances. • Confidently use equipment to vault and incorporate this into sequences. • Apply skills and techniques consistently, showing precision and control. • Develop strength, technique and flexibility throughout performances.
Key Assessment Questions	Can you apply skills and techniques learnt to a sequence?	Can you apply skills and techniques learnt to a sequence?	Can you apply skills and techniques learnt to a sequence?	Can I create a sequence to a theme? Can I show changes in	Can you apply skills and techniques learnt to a sequence?	Can you apply skills and techniques learnt to a sequence?

	<p>Can you travel in different ways? Can you hold a simple balance?</p>	<p>Can you travel in different ways? Can you hold a simple balance? Can you use equipment safely?</p>	<p>Can you travel in different ways? Can you hold a simple balance? Can you move with coordination, control and care?</p>	<p>direction of travel, speed and level? Can I carry out a range of balances, demonstrating control and strength? Can I suggest improvements to my partner's technique?</p>	<p>Can you perform jumps, shapes and balances fluently and with control?</p>	<p>Can you perform jumps, shapes and balances fluently and with control?</p>
<h3>Evaluating Skills</h3>						
	<ul style="list-style-type: none"> • Watch and describe performances. • Begin to say how they could improve 	<ul style="list-style-type: none"> • Watch and describe performances, and use what they see to improve their own performance. • Talk about the differences between their work and that of others. 	<ul style="list-style-type: none"> • Watch, describe and evaluate the effectiveness of a performance. • Describe how their performance has improved over time. 	<ul style="list-style-type: none"> • Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. • Modify their use of skills or techniques to achieve a better result. 	<ul style="list-style-type: none"> • Choose and use criteria to evaluate own and others' performance. • Explain why they have used particular skills or techniques, and the effect they have had on their performance. 	<ul style="list-style-type: none"> • Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.