



### Early Learning Goals linked to PE

- There are two ELG's for PE in the Foundation Stage.
- **Moving & 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 & Self Care:**  
Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

#### KS1 NC objectives

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.

Pupils should be taught to:

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

#### KS2 NC objectives

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

## PE Scheme of Work

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Rubies</b>	Games (Sports Coach)	Gymnastics – movement	Gymnastics – balance	Games (Sports Coach)	Fitness (Sports Coach)	Games (Sports Coach)
	Throwing & catching (Year 1)	Dance	Dance	Attacking & defending (year 1)	Athletics – Sports day	Games - invasion
<b>Silvers</b>	Games (Sports Coach)	Gymnastics – movement	Gymnastics – balance	Games (Sports Coach)	Fitness (Sports Coach)	Games (Sports Coach)
	Throwing & catching (Year 2)	Dance	Dance	Bat & ball (year 1)	Athletics –running & jumping (year 1)	Games - invasion
<b>Sapphires</b>	Games (Sports Coach)	Gymnastics – movement	Gymnastics – balance	Games (Sports Coach)	Fitness (Sports Coach)	Games (Sports Coach)
	Yoga (year 1 unit)	Dance	Dance/ swimming	Bat & ball (year 2)	Athletics	Games - invasion
<b>Emeralds</b>	Games (Sports Coach)	Gymnastics – movement	Gymnastics – balance	Games (Sports Coach)	Fitness (Sports Coach)	Games (Sports Coach)
	Circuit training (year 2 Unit)	Dance	Dance/ swimming	Striking & fielding (year 3)	Athletics	Games - invasion
<b>Opals</b>	Games (Sports Coach)	Gymnastics – movement	Gymnastics – balance	Games (Sports Cach)	Fitness (Sports Coach)	Games (Sports Coach)
	Outdoor adventures (Year 3 unit)	Dance	Dance/ swimming	Games – striking & fielding	Athletics	Games - invasion
<b>Gold</b>	Games (Sports Coach)	Gymnastics – movement	Gymnastics – balance	Games (Sports Coach)	Fitness (Sports Coach)	Games (Sports Coach)
	Outdoor adventures (Year 4 unit)	Dance	Dance/ swimming	Games – striking & fielding	Athletics	Games - invasion

**Units in red to be taught by sports coach**

	Year One	Year Two
<b>Healthy Living</b>	<ul style="list-style-type: none"> <li>I can describe how my body feels before, during and after an activity.</li> </ul>	<ul style="list-style-type: none"> <li>I know how to exercise safely.</li> <li>I can say what my body needs to keep healthy.</li> </ul>
<b>Dance</b>	<ul style="list-style-type: none"> <li>I can move to music and vary my speed.</li> <li>I can copy and repeat dance moves.</li> <li>I can perform some dance moves.</li> <li>I can move around a space safely.</li> </ul>	<ul style="list-style-type: none"> <li>I can change rhythm, speed and direction.</li> <li>I can make up a short dance by putting a sequence of actions together.</li> <li>I can move in time to music.</li> </ul>
<b>Games</b>	<ul style="list-style-type: none"> <li>I can throw underarm.</li> <li>I can roll a piece of equipment.</li> <li>I can move and stop safely.</li> <li>I can catch with two hands.</li> <li>I can kick a ball.</li> <li>I can bounce and catch a ball.</li> <li>I can pass the ball to another player in a game.</li> <li>I can begin to use the terms attacking and defending.</li> <li>I can use simple defensive skills such as marking a player or defending a space.</li> <li>I can use simple attacking skills such as dodging to get past a defender.</li> </ul>	<ul style="list-style-type: none"> <li>I can hit a ball with a bat.</li> <li>I can throw over arm.</li> <li>I can throw a ball for distance.</li> <li>I can use hitting, kicking, and rolling in a game.</li> <li>I can use at least one technique to attack or defend to play a game successfully.</li> <li>I can follow the rules of a simple game e.g. scatterball.</li> </ul>
<b>Gymnastics</b>	<ul style="list-style-type: none"> <li>I can make my body relaxed, tense, curled and stretched.</li> <li>I can copy sequences.</li> <li>I can roll in different ways - Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled)</li> <li>I can travel in different ways.</li> <li>I can balance in different ways.</li> <li>I can perform a straight jump, tuck jump, jumping jack, half turn jump and cat spring</li> </ul>	<ul style="list-style-type: none"> <li>I can climb safely.</li> <li>I can plan and show a sequence of movements</li> <li>I can travel in a variety of ways, including rolling.</li> <li>I can hold a still shape whilst balancing on different points of the body.</li> <li>I can jump in a variety of ways and land with increasing control and balance.</li> <li>I can climb onto and jump off the equipment safely. (Straight jump Tuck jump Jumping jack Half turn jump Cat spring Cat spring to straddle)</li> <li>I can perform a log roll (controlled), curled side roll (egg roll) (controlled), teddy bear roll (controlled), rocking for forward roll and crouched forward roll</li> </ul>

<b>Athletics</b>	<ul style="list-style-type: none"> <li>• I can run with a basic technique over different distances.</li> <li>• I can jog in a straight line.</li> <li>• I can sprint in a straight line.</li> <li>• I can perform 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.</li> <li>• I can jump as high as possible.</li> <li>• I can jump as far as possible and land safely and with control.</li> <li>• I can throw underarm and throw a ball towards a target with increasing accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>• I can begin to select the most suitable pace and speed for distance.</li> <li>• I can run with basic techniques following a curved line.</li> <li>• I can maintain and control a run over different distances.</li> <li>• I can 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.</li> <li>• I can combine different jumps together with some fluency and control.</li> <li>• I can jump for distance from a standing position with accuracy and control.</li> <li>• I can throw different types of equipment in different ways, for accuracy and distance.</li> </ul>
<b>Evaluation</b>	<ul style="list-style-type: none"> <li>• I can talk about what I have done.</li> <li>• I can describe what other people did.</li> </ul>	<ul style="list-style-type: none"> <li>• I can say how I could improve.</li> <li>• I can compare what I did with what someone else did.</li> </ul>

	<b>Year Three</b>	<b>Year Four</b>	<b>Year Five</b>	<b>Year Six</b>
<b>Healthy Living</b>	<ul style="list-style-type: none"> <li>• I can explain why it is important to warm up and cool down.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain why keeping fit is good for my health.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify some muscle groups.</li> </ul>	<ul style="list-style-type: none"> <li>• I can choose appropriate warm ups and cool downs.</li> </ul>
<b>Dance</b>	<ul style="list-style-type: none"> <li>• I can create a small dance with a partner and share it with others.</li> <li>• I can perform with some awareness of rhythm and expression.</li> </ul>	<ul style="list-style-type: none"> <li>• I can compose a longer dance sequence in a small group.</li> <li>• I can confidently improvise with a partner to create a simple dance.</li> <li>• I can use simple dance vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use transitions to link movements smoothly together.</li> <li>• I can ensure my actions fit the rhythm of the music.</li> <li>• I can compose individual, partner and group dances that reflect the chosen dance style.</li> </ul>	<ul style="list-style-type: none"> <li>• I can link actions to create a complex sequence using a full range of movement.</li> <li>• I can perform the sequence in time to music.</li> <li>• I can show a change of pace and timing in my movements.</li> </ul>
<b>Games</b>	<ul style="list-style-type: none"> <li>• I can throw and catch with control.</li> </ul>	<ul style="list-style-type: none"> <li>• I am aware of space and can use it to support team-mates.</li> </ul>	<ul style="list-style-type: none"> <li>• I can keep possession by working as a team.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use forehand and backhand with a racket.</li> </ul>

	<ul style="list-style-type: none"> <li>• I can strike a ball for distance.</li> <li>• Find a useful space and get into it to support teammates.</li> <li>• I can follow rules in a simple striking and fielding game.</li> <li>• I can bounce a ball on the spot with consistency</li> </ul>	<ul style="list-style-type: none"> <li>• I can throw and catch accurately.</li> <li>• I can hit a ball accurately and with control.</li> <li>• I can accurately serve underarm.</li> <li>• I can build a rally with a partner</li> </ul>	<ul style="list-style-type: none"> <li>• I can use forehand with a racket.</li> <li>• I can field in a team game.</li> <li>• I can pass a ball with speed and accuracy.</li> <li>• I can travel whilst bouncing a ball, showing control</li> </ul>	<ul style="list-style-type: none"> <li>• I can pass a ball in different ways.</li> <li>• I can dribble showing changes of speed and direction.</li> <li>• I can pass and receive a ball on the move.</li> </ul>
<b>Gymnastics</b>	<ul style="list-style-type: none"> <li>• I can choose ideas to compose a movement sequence independently and with others.</li> <li>• I can link combinations of actions with increasing confidence, including changes of direction, speed or level.</li> <li>• I can use a range of jumps in their sequences. (Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump half-turn Cat leap)</li> <li>• Begin to use equipment to vault.</li> <li>• I can create interesting body shapes while holding balances with control and confidence.</li> <li>• I can perform a crouched forward roll, forward roll from standing, tucked backward roll</li> </ul>	<ul style="list-style-type: none"> <li>• I can create a sequence of actions that fit a theme.</li> <li>• I can show changes of direction, speed and level during a performance.</li> <li>• I can travel in different ways, including using flight.</li> <li>• I can use equipment to vault in a variety of ways.</li> <li>• I can carry out balances, recognising the position of their centre of gravity and how this affects the balance.</li> <li>• I can perform a forward roll from standing, straddle forward roll, tucked backward roll, backward roll to straddle</li> <li>• I can perform a straight jump, tuck jump, jumping jack, star jump, straddle jump, pike jump, straight jump half-turn, straight jump full-turn, cat leap, cat leap half-turn</li> </ul>	<ul style="list-style-type: none"> <li>• I can select ideas to compose specific sequences of movements, shapes and balances.</li> <li>• I can perform jumps, shapes and balances fluently and with control. (Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Stag jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn Split leap)</li> <li>• I can confidently use equipment to vault in a variety of ways.</li> <li>• I can perform a forward roll from standing, straddle forward roll, pike forward roll, tucked backward roll, backward roll to straddle</li> </ul>	<ul style="list-style-type: none"> <li>• I can develop a longer and more varied movement sequence demonstrating smooth transitions between actions.</li> <li>• I can perform a range of rolls consistently (Forward roll from standing, Straddle forward roll, Pike forward roll, Dive forward roll, Tucked backward roll, Backward roll to straddle, Backward roll to standing pike, Pike backward roll)</li> <li>• I can confidently use equipment to vault and incorporate this into sequences.</li> <li>• I can develop strength, technique and flexibility throughout performances.</li> <li>• I can perform a straight jump, tuck jump, jumping jack, star jump, straddle jump, pike jump, stag jump, straight jump half-turn, straight jump full-turn, cat leap, cat leap half-turn, cat leap full-turn, split leap, stag leap</li> </ul>

<b>Athletics</b>	<ul style="list-style-type: none"> <li>I can focus on my arm and leg action to improve my sprinting technique.</li> <li>I can begin to combine running with jumping over hurdles.</li> <li>I understand the importance of adjusting running pace to suit the distance being run.</li> <li>I can use one and two feet to take off and to land with.</li> <li>I can develop an effective take-off for the standing long jump.</li> <li>I can show increasing control in my overarm throw.</li> <li>I can perform a push throw.</li> </ul>	<ul style="list-style-type: none"> <li>I can demonstrate an improved technique for sprinting.</li> <li>I can carry out an effective sprint finish. I can perform a relay, focusing on the baton changeover technique.</li> <li>I can combine a hop, step and jump to perform the standing triple jump.</li> <li>I can perform a pull throw.</li> </ul>	<ul style="list-style-type: none"> <li>I can select the most suitable pace for the distance in order to maintain a sustained run.</li> <li>I can perform an effective standing long jump and triple jump.</li> <li>I can develop an effective technique for the standing vertical jump (jumping for height)</li> <li>I can perform a fling throw.</li> </ul>	<ul style="list-style-type: none"> <li>I can run over hurdles with fluency.</li> <li>I can work as a team to competitively perform a relay.</li> <li>I can demonstrate endurance and stamina over longer distances in order to maintain a sustained run.</li> <li>I can perform a heave throw</li> </ul>
<b>Outdoor adventures</b>			<ul style="list-style-type: none"> <li>I can orientate myself with accuracy around a short trail.</li> <li>I can create a short trail for others with a physical challenge.</li> <li>I can start to recognise features of an orienteering course.</li> <li>I can communicate clearly with other people in a team</li> </ul>	<ul style="list-style-type: none"> <li>I can orientate myself with accuracy around an orienteering course.</li> <li>I can use navigation equipment to orientate around a course.</li> </ul>
<b>Evaluation</b>	<ul style="list-style-type: none"> <li>I can recognise how performances could be improved.</li> </ul>	<ul style="list-style-type: none"> <li>I can compare my work to others and use this to improve my performance.</li> </ul>	<ul style="list-style-type: none"> <li>I can modify skills and techniques I have used to improve my work.</li> </ul>	<ul style="list-style-type: none"> <li>I can create my own success criteria.</li> </ul>
<b>Swimming</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>perform safe self-rescue in different water-based situations</li> </ul>			