

## Yearly Coverage

Year 3		Year 4	Year 5	Year 6
See attached page		See attached page	See attached page	See attached page
<b>Knowledge</b>	<p>Recognise and describe the short term effects of exercise on the body during different activities know the importance of suppleness and strength. That different distances require different running speeds. How to make some recordings in athletics.</p> <p>Know that different invasion games have different rules. Know that tactics and teamwork are important for invasion games.</p>	<p>Describe how the body reacts during different types of activity and how this affects the way they perform.</p> <p>Can recognise there are different styles of running, jumping and throwing. Can tell the difference between sprints and middle distance. Can explain the aim of a field event. That a relay race involves a team and you have to pass a baton.</p> <p>That being safe in the water is important and how to do this. Being able to choose an appropriate stroke based on the situation.</p> <p>That invasion games often involve attack and defence and communication between team members.</p>	<p>Know and understand the basic principles of warming up and why it is important for good quality performance</p> <p>Need to take off and land appropriately for safety. Why and how to sustain pace when running. That control is important for developing performance.</p> <p>Have confident knowledge of the rules of different invasion games Understand the basic principles for attacking and defending.</p>	<p>That warming up and cooling down are important</p> <p>That exercise is good for health, fitness and wellbeing and how to become healthier themselves</p> <p>Need for control in movements.</p> <p>Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>How to use different resources</p> <p>How to communicate, collaborate and compete with each other.</p> <p>Develop basic principles for attacking and defending.</p>
<b>Skills Swimming</b>		<p>Can use a range of strokes, including front crawl, backstroke and breaststroke. Can perform safe self-rescue in different water-based situations. Can swim competently and proficiently with confidence over at least 25metres. Evaluate their own swimming to identify what needs improving. Choose appropriate strokes and equipment based on situation e.g. time or distance pressure.</p>		

<b>Skills Invasion</b>	Begin to communicate with teammates during a game	Good understanding of principles of tactics, and begin to apply them	Confident in principles of tactics and applying them	Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
	Start applying coordination to skills by linking them	Good communication during a game	Strong communication during a game	Strong continual communication during a game
	Work in a group to develop a game	Show co-ordination and control of skills with increasing fluency	Fluent co-ordination and control of skills	Fluent co-ordination and control enabling them to maintain possession in game situations
	As a group can select appropriate resources with minimal adult support	Work in pairs to develop a game	Can find own resources independently with some understanding of differentiation to develop a game	Able to adapt a game independently
	Can explore different ways of passing and receiving.	As a group or pairs can select appropriate resources with minimal adult support	Able to take part in competitive games due to tactical awareness	Able to differentiate resources in own games based on reading ability
	Show control and accuracy with the basic actions for striking a ball and kicking.	Beginning to watch others to see what is successful	Consolidating skills for attacking and defending	Develop basic principles and knowledge of tactics.
	Can send a ball towards a target.	Applying basic skills for attacking and defending	Use running, jumping, throwing and catching in isolation and combination	Can play in attack or defence correctly using knowledge
	Can strike a ball using a variety of equipment.	Beginning to show understanding of need to intercept and take control of the ball during invasion game	Confidently make suggestion about how to improve their skills	Consistent understanding of need to intercept/take possession of ball during invasion game and demonstrate across a range of games
		Begin to make suggestions about what they could change to improve their skills		Use running, jumping, throwing and catching in isolation and combination with increased degree of success.
				Confidently suggest how to improve own skills and those of others

<p style="text-align: center;"><b>Gym</b></p>	<p>Consolidate and improve the quality of their actions, body shapes and balances, and their ability to link movements</p> <p>Begin to experiment with rolls.</p> <p>Improve their ability to select appropriate actions and use simple compositional ideas</p> <p>Create a simple sequence of movements on the floor or basic using apparatus</p> <p>Describe and evaluate the effectiveness and quality of a performance</p> <p>Recognise how their own performance has improved</p>	<p>Develop the range of actions, body shapes and balances they include in a performance</p> <p>Begin to experiment with rolls and bodyweight movements.</p> <p>Start to practise and a range of jumps and leaps.</p> <p>Perform skills and actions more accurately and consistently</p> <p>Create gymnastic sequences that meet a theme or set of conditions on floor and using basic apparatus</p> <p>Use compositional devices when creating their sequences, such as changes in speed, level and direction</p> <p>Describe their own and others' work, making simple judgments about the quality of performances and suggesting ways they could be improved</p>	<p>Perform actions, shapes and balances consistently and fluently in specific activities</p> <p>Choose and apply basic compositional ideas to the sequences they create, and adapt them to new situations</p> <p>Experiment with partner balances</p> <p>Perform rolls and bodyweight movements with increased confidence</p> <p>Incorporate jumps and leaps into routines</p> <p>Create gymnastic sequences that meet a theme or set of conditions on the floor or using apparatus</p> <p>Choose and use information and basic criteria to evaluate their own and others' work</p>	<p>Combine and perform gymnastic actions, shape and balances more fluently and effectively across the activity areas</p> <p>Perform rolls and bodyweight movements with increased confidence</p> <p>Experiment with partner balances and be able to perform these confidently.</p> <p>Incorporate jumps and leaps into routines</p> <p>Develop their own gymnastic sequences by understanding, choosing and applying a range of compositional principles or using apparatus</p> <p>Evaluate their own and others' work suggest ways of making improvements</p>
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<b>Dance</b>	Beginning to improvise independently to create a simple dance.	Confidently improvises with a partner or on their own.	Beginning to exaggerate dance movements and motifs (using expression when moving)	Exaggerate dance movements and motifs (using expression when moving)
	Beginning to improvise with a partner to create a simple dance.	Beginning to create longer dance sequences in a larger group.	Demonstrates a variety of movements throughout a dance sequence.	Performs and improves with confidence, using a range of movement patterns.
	Translates ideas from stimuli into movement with support.	Demonstrating precision and some control in response to stimuli.	Combines flexibility, techniques and movements to create a sequence.	Demonstrates an imagination when creating own dance sequences and motifs.
	Beginning to compare and adapt movements and motifs to create a larger sequence.	Beginning to vary dynamics and develop actions and motifs.	Begin to move appropriately and with the required style in relation to the stimulus. e.g using various levels, ways of travelling and motifs.	Demonstrates strong movements throughout a dance sequence.
	Uses simple dance vocabulary to compare work.	Demonstrates rhythm and spatial awareness.	Beginning to show a change of pace and timing in their movements.	Combines flexibility, techniques and movements to create a fluent sequence.
		Modifies parts of a sequence as a result of self-evaluation.	Uses the space provided to his maximum potential.	Moves appropriately and with the required style in relation to a range of stimuli. e.g using various levels, ways of travelling and motifs.
		Uses simple dance vocabulary to compare and improve work.	Improvises with confidence, still demonstrating fluency across their sequence.	Clearly shows a change of pace and timing in their movements. Is able to move to the beat accurately in dance sequences.
			Modifies parts of a sequence as a result of self and peer evaluation.	Dances with fluency, linking all movements and ensuring they flow.
			Begin to use more complex dance vocabulary to compare and improve work.	Demonstrates consistent precision when performing dance sequences.
				Modifies whole sequence as a result of self and peer evaluation.
			Uses more complex dance vocabulary to compare and improve work.	

<b>Skills Athletics</b>	<p>Run at speeds appropriate for the distance. <i>e.g. sprinting and cross country.</i></p> <p>Can perform a running jump with some accuracy and land safely.</p> <p>Make some recordings.</p> <p>Performs a variety of throws using a selection of equipment <i>e.g. pulling, pushing, and slinging</i> (preparation for javelin, shot put and discus).</p>	<p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Able to show fast and slow running styles, can walk through relay change overs.</p> <p>Can perform a running jump with more than one component and land appropriately. <i>e.g. hop skip jump (triple jump)</i></p> <p>Beginning to record peers performances.</p> <p>Demonstrates accuracy in throwing activities using a variety of throws.</p> <p>With guidance, can set realistic targets when throwing.</p>	<p>Build a variety of running techniques and use with confidence.</p> <p>Sustain and vary running pace over longer distances showing an appropriate technique.</p> <p>Perform combinations of jumps <i>e.g. hop, step, jump</i>, showing control and consistency, landing appropriately.</p> <p>Beginning to record peers performances, and evaluate these.</p> <p>Demonstrates accuracy and confidence in some throwing activities.</p> <p>Sets realistic targets for self when throwing.</p> <p>Describes athletic performance using correct vocabulary.</p>	<p>Confident use a variety of running techniques.</p> <p>Demonstrate a range of jumps showing power and control and consistency both at take-off and landing.</p> <p>Can select appropriate ways of recording.</p> <p>Demonstrates accuracy and confidence in a variety of throwing and catching activities.</p> <p>Sets realistic targets for self when throwing over increasing distance.</p> <p>Evaluate own athletic performance using correct vocabulary.</p>
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<p style="text-align: center;"><b>Understanding</b></p>	<p>Recognise and describe the short term effects of exercise on the body during different activities.</p> <p>Understand that different distances require different running speeds and why. Beginning to understand the notion of recording distances or times.</p> <p>Some understanding of principles of tactics, and begin to apply them Developing understanding of different rules of invasion games</p> <p>Understanding of why we have rules in games and how that is linked to fairplay. Understand the importance of respect and sportsmanship, and how to incorporate that into gameplay.</p>	<p>Describe how the body reacts during different types of activity and how this affects the way they perform.</p> <p>Importance of accuracy. Beginning to understand the importance of using arms as well as legs when running.</p> <p>Developing understanding of different rules of invasion games Understanding that team invasion games involve attacking and defending. Understand that watching others can help to improve</p> <p>Understanding of why we have rules in games and how that is linked to fairplay. Understand the importance of respect and sportsmanship, and how to incorporate that into gameplay.</p>	<p>Understand that we warm up to prevent injury, to get oxygenated blood to our muscles. Understand why physical activity is good for their health.</p> <p>What running technique works for them. The importance of evaluation in improving performance. How to combine jumps</p> <p>Confident in principles of tactics and applying them</p> <p>Consistent understanding of need to intercept/take possession of ball during invasion game Understand how to link movements and why during invasion games</p> <p>Understanding of why we have rules in games and how that is linked to fairplay. Understand the importance of respect and sportsmanship, and how to incorporate that into gameplay.</p>	<p>Understand that warming up and cooling down are important to prevent injury and prepare the body.</p> <p>Understand why exercise is good for health, fitness and wellbeing and how to become healthier themselves</p> <p>Carry out warm ups safely and effectively</p> <p>Understand the need for control when taking off and landing. Different events require different type of recoding.</p> <p>Understand the need to communicate with your teams. Understand how to attack and defend, and how these may be different. Consistent understanding of need to intercept/take possession of ball during invasion game and demonstrate across a range of games Understand the rules of different invasion games and how to referee.</p> <p>Understanding of why we have rules in games and how that is linked to fairplay. Understand the importance of respect and sportsmanship, and how to incorporate that into gameplay.</p>
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<b>Key Vocab</b>	Heart, heartbeat, blood, breath, muscle Sprint, long distance, jump, running jump, record, throw. Send/throw, receive/catch, tactic, teamwork, communication, target Respect, fair play, sportsmanship	Front crawl, breast stroke, back stroke, water safety, breath, self-rescue. Heart, heartbeat, blood, breath, lungs, oxygen, muscles Lane, baton, relay, accuracy, target, Communication, coordination, attack, defend, intercept, improve, evaluate Respect, fair play, sportsmanship	Warm up, muscles, oxygen, blood, injury. Control, technique, accuracy, realistic target, evaluate, pace, Intercept, possession, invasion, attack, defend, combine, co-ordination, control, skill, resources Respect, fair play, sportsmanship	Warm up, cool down, prepare, muscles, oxygen, injury, wellbeing, healthy, healthier.  Control, power, accuracy, distance, take off, landing, evaluation  Possession, intercept, referee, communicate, coach, evaluate, attack, defend, tactics, control, skill, resources,  Respect, fair play, sportsmanship
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Throughout all teaching of PE please ensure you are linking vocabulary and skills to other areas of the subject, encouraging children to spot similarities and differences between sports/activities or muscles used.

### Global citizenship in PE

- Where sports were invented and now where they are played to look at the spread
- Developing cooperation and highlighting the importance of teamwork
- Promote a sense of fair play and mutual respect – what to do when conflict arises. Maybe look at the sport of rugby as a good example instead of football
- Provide opportunities to challenge cultural, gender and racial stereotypes
- Participation or knowledge of global events, tracking results eg Rugby world cup