

## PE at St Matthias

Intent: Physical Education is vital for young children as it builds leaders, confidence, teamwork, fitness and becomes a major part of their lives, both in and out of school. High quality PE allows children to succeed and enjoy a wide range of physical activity. PE also helps students to develop personally and socially within the school. It enables children to learn competitive, creative and challenging situations. At St Matthias, our aims for the children are to:

- Encourage a healthy and active lifestyle
- Nurture sportsmanship in all aspects of competition
- Enhance and widen each child's sporting experience and enjoyment
- Create a passion for PE
- Develop a targeted skill set
- Have role models to look up to
- Help students to reach their physical potential in a variety of sports and their environments

## EYFS

### Knowledge:

- To know how to land appropriately jumping off an object
- To understand how adjust speed and change direction
- To avoid obstacles
- To know the rules for accessing outdoor climbing equipment and trees
- To understand the need for safety when tackling new challenges, and considers and manages some risks.
- To know how to transport and store equipment

### Skills:

- To experiment with different ways of moving.
- To jump off an object and land appropriately.
- To negotiate space successfully when playing racing and chasing games
- To adjust speed and change direction to avoid obstacles.
- To travel with confidence and skill around, under, over and through balancing and climbing equipment.
- To show increasing control over an object in pushing, patting, throwing, catching or kicking it
- To carry and transport equipment safely

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview	<b>Movement Dance</b>	<b>Movement: Throwing and catching</b>	<b>Movement Using apparatus</b>	<b>Sense of space Striking, hitting and kicking a ball</b>	<b>Athletics</b>	<b>Athletics</b>
	Physical development: Pupils show good control and coordination 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.					
<b>Skills and know ledg e</b>	Stand on one foot  To experiment with different ways of moving.	To develop and refine a range of ball skills including: throwing, catching,	Experiment moving in different ways on equipment and jump landing safely.	Hit a ball with a bat  Move a ball in different ways - bouncing and	To run in different ways for a variety of purposes.  To appropriately negotiate space successfully when playing racing and chasing game	

	<p>To appropriately negotiate space successfully when playing racing and chasing game</p> <p>To adjust speed and change direction to avoid obstacles.</p> <p>Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing</p> <p>Combine different movements with ease and fluency.</p> <p>To control my body when performing a sequence of movements</p>	<p>kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>To throw underarm To throw an object at a target To catch equipment with two hands</p>	<p>To travel with confidence and skill around, under, over and through balancing and climbing equipment indoors and outside.</p> <p>Develop overall body strength, balance, coordination and agility.</p> <p>Manage own risk Assessment.</p> <p>Help to put away equipment correctly</p> <p>Move confidently.</p> <p>Use safety measures without direct supervision.</p>	<p>kicking</p> <p>Kick an object at a target</p> <p>To follow simple rules</p> <p>To participate in simple games</p>	<p>To jump in a range of ways landing safely</p>
Key vocabulary	Crawl, roll, jump, hop, skip,	Underarm, target, object	Balance		Run, fast, slow. Faster, slower

Assessment questions	To adjust speed and change direction to avoid obstacles.	To throw underarm To throw an object at a target To catch equipment with two hands	To travel with confidence and skill around, under, over and through balancing and climbing equipment indoors and outside.	To move confidently in a range of ways
<p>End Point:</p> <ul style="list-style-type: none"> <li>● Children will be able to change quickly for PE and understand the importance of PE kit.</li> <li>● They are able to play cooperatively, share equipment and take turns with others. Children show good control and coordination in large and small movements.</li> <li>● They move confidently in a range of ways, safely negotiating space.</li> <li>● They handle equipment effectively.</li> </ul>				

Year 1						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview	Invasion games	Gymnastics	Dance	Net and wall games	Striking and fielding	Multi Skills and athletics
Skills	<p>Explore different ways of using a ball. Explore ways to send a ball or other equipment. Retrieve and stop a ball using different parts of the body. Play a variety of running and avoiding games.</p> <p>Explain why they enjoy playing games and physical activities. Talk about what our bodies do during exercise e.g. breathing.</p> <p>Participate in team games. Develop simple attacking and defending</p>	<p>Respond to instructions and commands. Move between mats and small apparatus and change the speed of movement. Learn a variety of basic gym actions. Be still in different body shapes and balances and combine different ways of travelling. Find ways to balance on different body parts to develop their balance and coordination skills Handle apparatus safely. Recognise how it feels when the body is tense.</p>	<p>Pupils will learn to perform dances using simple movement patterns. Use movement imaginatively, responding to stimuli including music. Change rhythm, speed, level and direction of their movements Create and perform dances using simple movement patterns, including those from cultures Express and communicate ideas and feelings. To copy and repeat actions</p>	<p>Focus on throwing and catching. Play games based on net games (like tennis and badminton). Children have an opportunity to play 1 v 1, 1 v 2, and 1 v 3. Play running and avoid games. Explain how practising skills can help you feel warmer and why it is good to play and get out of breath. Participate in team games. Pass and receive a ball in different ways with control and increased accuracy. Perform fielding techniques with increased control and</p>	<p>Be confident and safe in the spaces used to play games. Explore and use skills, actions and ideas individually and in combination to suit the game they are playing. Understand that being active is good for them and fun. Participate in team games. Pass and receive a ball in different ways with control and increased accuracy. Perform fielding techniques with increased control and coordination To throw underarm</p>	<p>To vary their pace and speed when running To run with a basic technique over different distances To show good posture and balance To jog in a straight line To change direction when jogging To sprint in a straight line To change direction when sprinting To maintain control as they change direction when jogging or sprinting. To perform different types of</p>

	techniques. Pass and receive a ball in different ways with increased control.	Discuss how the body changes during exercise. Develop balance, agility and coordination of travelling, stillness, jumping, timing, changing shape, size, and direction	To put a sequence of actions together to create a motif To vary the speed of their actions  To begin to improvise independently to create a simple dance	coordination.	and overarm To throw a ball towards a target with increasing accuracy. To improve the distance they can throw by using more power.	jumps, for example, two feet to two feet, one foot to the same foot, one foot to opposite foot. To perform a short jumping sequence. To jump as high as possible. To jump as far as possible. To land safely and with control. To work with a partner to develop the control of their jumps.
Key vocabulary	Travel, run, control	Balance Roll Travel Link Jump Apparatus	Routine, pattern, rhythm, copy	Sending Receiving Kicking Striking Rolling Aiming		Jog. sprint, control
Assessment questions	To travel with a ball in different ways To travel with a ball in different directions with control and fluency. To pass the ball to another player in a game To use kicking skills in a game	To choose 2 ways of travelling and make short movement phrases. Have a start and finish and what shapes they will be.	To use simple choreographic devices such as unison, canon and mirroring.	To use different ways of travelling in different directions. To run at different speeds To begin to use space in a game To follow simple rules to play games To use simple attacking and	To throw underarm and overarm Catch and bounce a ball Use rolling skills in a game.	To perform different types of jumps To maintain control as they change direction when jogging or sprinting.

				defensive skills (dodging past a defender, marking a player or defending a space)		
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Year 2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview	<b>Striking, hitting, throwing and catching a ball</b>	<b>Gymnastics</b>	<b>Dance</b>	<b>Games</b>	<b>Athletics Jumping Throwing</b>	<b>Athletics Running</b>
Skills and knowledge	<p>To strike or hit a ball with increasing accuracy and control</p> <p>To position body to strike a ball</p> <p>To throw, catch and bounce a ball with a partner</p> <p>To use throwing and catching in a game.</p> <p>To throw a ball for distance</p> <p>To use hand eye coordination to control a ball</p> <p>To vary type of throws used</p>	<p>Explores and creates different pathways and patterns.</p> <p>Alter body shape to perform high, low and stretched out position such as an arc and a dish</p> <p>Uses equipment in a variety of ways to create a sequence</p> <p>Link movements together to create a sequence with a starting position, transition and finishing position.</p>	<p>Copies and explores basic movements with clear control.</p> <p>Varies level and speed in sequence</p> <p>Can vary the size of their body shapes</p> <p>Add change of direction to a sequence</p> <p>Uses space well and negotiates space clearly.</p> <p>Can describe a short dance using appropriate vocabulary.</p> <p>Responds imaginatively to stimuli.</p> <p>To copy, remember and repeat actions</p> <p>To change the speed and level of their actions</p> <p>To use simple choreographic devices such as unison, canon and</p>	<p>Confident to send the ball to others in a range of ways.</p> <p>To bounce and kick a ball whilst moving</p> <p>To use kicking skills in a game</p> <p>To use kicking skills in a game</p> <p>To use dribbling skills in a game</p> <p>To know how to pass a ball in different ways.</p> <p>Begin to apply and combine a variety of skills (to a game situation). To use and understand the terms attacking and defending.</p> <p>Develop strong spatial awareness.</p> <p>To begin to develop own games with peers. Understand the importance of rules in games.</p>	<p>To perform and compare different types of jumps for example, two feet to two feet, two feet to one foot to same foot or one foot to opposite foot.</p> <p>To combine different jumps together with some fluency and control.</p> <p>To jump for distance from a standing position with accuracy and control.</p> <p>To investigate the best jumps to cover different distances.</p> <p>To choose the most appropriate jumps to cover different distances.</p> <p>To throw different types of equipment in different ways for accuracy and distance.</p>	<p>To run at different paces, describing different paces.</p> <p>To use a variety of different stride lengths</p> <p>To travel at different speeds</p> <p>To begin to select the most suitable pace and speed for distance.</p> <p>To complete an obstacle course</p> <p>To vary speed and direction in which they are travelling</p> <p>To be able to maintain and control a run over different distances.</p>



			mirroring	Develop simple tactics and use them appropriately. Beginning to develop an understanding of attacking/defending. To understand the importance of rules in games	To throw with accuracy at targets of different heights. To investigate ways to alter their throwing technique to achieve greater distance. Can use equipment safely	
Key vocabulary	Strike, aim, position	Position, transition.	Motif Phrase Routine Timing Theme Beat Cannon Unison Rhythm direction	Controlling Coordination Tagging Attacking Defending	Alter, fluency, control	Distance, control,
Assessment questions	I can send a ball to others in a range of ways.	To perform a simple routine with starting position, transition and finishing position	To create a short motif inspired by a stimulus	To use at least one technique to attack or defend in a game.	To perform a number of throws with control and coordinated movements.	To know why running speed needs to be adjusted according to the distance being run.

Key Stage 1 End Point: Children will be physically confident and happy to participate in a range of different activities and games. They will understand and use some simple tactics and rules in games and competition. Children will know how being active contributes to a healthy lifestyle.

Year 3						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview	<b>Striking, hitting, throwing and catching a ball</b>	<b>Gymnastics</b>	<b>Dance</b>	<b>Games</b>	<b>Athletics Jumping</b>	<b>Athletics Running</b>
Skills and knowledge	<p>To practise the correct batting skills/technique</p> <p>To strike the ball for distance</p> <p>To throw and catch with greater accuracy</p> <p>To perform a range of catching and gathering skills with control</p> <p>To catch with increasing control and accuracy</p> <p>To throw a ball in different ways (high, low, fast or slow)</p> <p>To develop a safe and effective overarm bowl.</p> <p>To move with a ball in a variety of ways with some control</p> <p>To use two different ways of moving with a ball in a game</p>	<p>Applies compositional ideas independently and with others to create a sequence.</p> <p>Copies, explores and remembers a variety of movements and uses these to create their own sequence.</p> <p>Describes their own work using simple gym vocabulary.</p> <p>Beginning to notice similarities and differences between sequences. Uses turns whilst travelling in a variety of ways.</p> <p>Beginning to show flexibility in movements</p> <p>Beginning to</p>	<p>Beginning to improvise independently to create a simple dance.</p> <p>Beginning to improvise with a partner to create a simple dance.</p> <p>Translate ideas from stimuli into movement with support.</p> <p>Begin to compare and adapt movements and motifs to create a larger sequence.</p> <p>Use simple dance vocabulary to compare and improve work.</p> <p>To begin to compare and adapt movements and motifs to create a larger sequence</p>	<p>Understands tactics and composition by starting to vary how they respond.</p> <p>Vary skills, actions and ideas and link these in ways that suit the game's activity. Begin to communicate with others during game situations.</p> <p>To find useful space and get into it to support team mates</p> <p>Use skills with coordination and control.</p> <p>Develops own rules for new games.</p> <p>Makes imaginative pathways using equipment.</p> <p>Works well in a group to develop various games.</p> <p>Beginning to</p>	<p>To use one and two feet to take off and land with</p> <p>To develop an effective take-off for the standing long jump.</p> <p>To develop an effective flight phase for standing long jump.</p> <p>To land safely and with control.</p> <p>To throw with greater control and accuracy</p> <p>To show increasing control in their overarm throw.</p> <p>To perform a push throw.</p> <p>To continue to develop techniques to throw for increased distance.</p>	<p>Begin to run at speeds appropriate for the distance. e.g. sprinting and cross country.</p> <p>To identify and demonstrate how different techniques can affect their performance.</p> <p>To focus on arm and leg action to improve their sprinting technique</p> <p>To begin to combine running with jumping over hurdles</p> <p>To focus on trail leg and lead leg action when running over hurdles.</p> <p>To understand the importance of adjusting running</p>

	To pass a ball in two different ways in a game situation with some success. To know how to keep and win back a ball in a team game.	develop good technique when travelling, balancing, using equipment etc  To perform learnt skills with increasing control		understand how to compete with each other in a controlled manner. Beginning to select resources independently to carry out different skills. To apply and follow rules fairly To understand how to use the principles of invasion games To know how to play a striking and fielding game fairly	Can use equipment safely and with good control.	pace to suit the distance being run.
Key vocabulary	Overarm bowl Underarm throw	Sequence, improvise	Motif Stimulus/i Improvise	Tactics Net and Wall Strike and Field Invasion Target	Accuracy Control	Sprint Distance Control
Assessment questions	To throw a ball in different ways (high, low, fast or slow)	To develop and perform sequences of their own composition with coordination	To create a motif from different stimuli	To find useful space and get into it to support team mates	To use one and two feet to take off and land with greater control and accuracy	To use arm and leg action to improve their sprinting technique

Year 4						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview	Swimming	Gymnastics	Dance	Games	Games	Athletics
Skills	<p>To be able to jump in from the poolside and submerge bending knees on landing.</p> <p>Floating and treading water</p> <p>To sink, push away from the wall on the side and maintain a streamlined position</p> <p>To push and glide on front with arms extended and log roll onto back</p> <p>To push and glide on back with arms extended and log roll onto front</p> <p>To travel on front, tuck and rotate around the horizontal axis and return on the back</p> <p>To fully submerge to pick up an</p>	<p>Links skills with control, technique, coordination and fluency.</p> <p>Understands composition by performing more complex sequences.</p> <p>Beginning to use gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p> <p>Creates sequences using various body shapes and equipment.</p> <p>Combines equipment with movement to create sequences.</p>	<p>Begin to create longer dance sequences in a larger group.</p> <p>Demonstrate precision and some control in response to stimuli.</p> <p>Begin to vary dynamics and develop actions and motifs.</p> <p>Demonstrate rhythm and spatial awareness.</p> <p>Modify parts of a sequence as a result of self evaluation.</p> <p>Use simple dance vocabulary to compare and improve work.</p> <p>To identify and repeat the movement patterns and actions of a</p>	<p>Vary skills, actions and ideas and link these in ways that suit the game's activity. Shows confidence in using ball skills in various ways, and can link these together. e.g. dribbling, bouncing, kicking</p> <p>Uses skills with coordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. Works well in a group to develop various games.</p> <p>Compares and</p>	<p>Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control.</p> <p>To accurately serve underarm</p> <p>To build a rally with a partner</p> <p>To use at least two different shots in a game situation</p> <p>To use hand eye coordination to strike a moving and a stationary ball.</p> <p>To develop different ways of throwing and catching.</p> <p>To move a ball using a range of techniques showing control and fluency.</p> <p>To pass the ball</p>	<p>Beginning to build a variety of running techniques and use them with confidence.</p> <p>To confidently demonstrate an improved technique for sprinting.</p> <p>To carry out an effective sprint finish.</p> <p>To perform a relay focusing on baton changeover technique.</p> <p>To speed up and slow down smoothly.</p> <p>To learn how to combine a hop, step and jump to perform the standing triple jump.</p> <p>To land safely and</p>

	object and return it with any recognised position		chosen dance style. To compose a dance that reflects the chosen dance style	comments on skills to support creation of new games. Can make suggestions as to what resources can be used to differentiate a game. Apply basic skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and combination.	with increasing speed, accuracy and success in a game situation. To best use of space to pass and receive the ball. To use a range of attacking and defending skills and techniques To use fielding skills to prevent a player from scoring. To accurately apply rules in games.	with control. To begin to measure the distance jumped.  To perform a pull throw. To measure the distance of their throws. To continue to develop techniques to throw for increased distance.  Can use equipment safely and with good control.
Key vocabulary	Front crawl Backstroke Glide Tuck Log roll Submerge Extend	Composition Flexibility Sequence	Dynamic Motif	Tactics Net and Wall Strike and Field Invasion Target	Underarm Rally	Sprint finish Relay Baton
Residential	Take part in outdoor and adventurous activity challenges both individually and within a team to continually develop cooperation, trust, teamwork, planning, communication and orienteering skills throughout the year groups. Develop specific orienteering skills through various orienteering games To use maps and diagrams to orientate and travel around a simple course To find solutions to problems and challenges independently					
Asses	To swim at least 10	Can create	To confidently	Can apply basic	To accurately	To confidently

<p>smen t quest ions</p>	<p>metres on front or back choosing a recognised swimming technique such as front crawl or backstroke.</p>	<p>sequences using various body shapes and equipment.</p>	<p>improvise with a partner or on their own.</p>	<p>skills for attacking and defending.</p>	<p>serve underarm To build a rally with a partner</p>	<p>demonstrate an improved technique for sprinting. To land safely and with control. To perform a pull throw.</p>
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Year 5						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview	<b>Striking, fielding, hitting a ball</b>	<b>Gymnastics</b>	<b>Dance</b>	<b>Games</b>	<b>Athletics Throwing Jumping</b>	<b>Athletics Running</b>
Skills	<p>To use different techniques to hit a ball.</p> <p>To explore when different shots are best used.</p> <p>To develop a backhand technique and use it in a game.</p> <p>To play a tennis game using an overarm serve.</p> <p>To consolidate different ways of throwing and catching, and know when each is appropriate in a game.</p> <p>To use a variety of ways to dribble in a game with success.</p> <p>To pass a ball with speed and accuracy using</p>	<p>Select and combine their skills, techniques and ideas. Apply combined skills accurately and appropriately, consistently showing precision, control and fluency. Draw on what they know about strategy, tactics and composition when performing and evaluating.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work. Uses more complex gym vocabulary to describe how to</p>	<p>To begin to exaggerate dance movements and motifs (using expression when moving)</p> <p>To demonstrate strong movements throughout a dance sequence.</p> <p>To combine flexibility, techniques and movements to create a fluent sequence.</p> <p>Move appropriately and with the required style in relation to the stimulus. e.g using various levels, ways of travelling and motifs.</p> <p>Begin to show a change of pace</p>	<p>Vary skills, actions and ideas and link these in ways that suit the game's activity. Shows confidence in using ball skills in various ways, and can link these together. Uses skills with coordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. Can make suggestions as to what resources can be used to</p>	<p>To improve techniques for jumping for distance.</p> <p>To perform an effective standing long jump.</p> <p>To perform a standing triple jump with increased confidence.</p> <p>To develop an effective technique for standing vertical jump (jumping for height) including take-off and flight.</p> <p>To land safely and with control.</p> <p>To measure the distance and height jumped with accuracy.</p> <p>To investigate different jumping</p>	<p>To accelerate from a variety of starting positions and select their preferred position</p> <p>To identify their reaction times when performing a sprint start.</p> <p>To continue to practise and refine their technique for sprinting, focusing on an effective sprint start.</p> <p>Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run.</p> <p>To demonstrate stamina, explaining its importance for runners.</p>

	appropriate techniques. To keep and win back possession of the ball effectively in a game.	improve and refine performances. Develops strength, technique and flexibility throughout performances. Links skills with control, technique, coordination and fluency. Understands composition by performing more complex sequences.	and timing in their movements. To use the space provided to maximum potential. Improvise with confidence, still demonstrating fluency across their sequence. Modify parts of a sequence as a result of self and peer evaluation. Use more complex dance vocabulary to compare and improve work.	differentiate a game. Apply basic skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and combination.	techniques. To perform a fling throw. To throw a variety of implements using a range of throwing techniques. To measure and record the distance of their throws. To continue to develop techniques to throw for increased distance.  To describe good athletic performance using correct vocabulary. Use equipment safely and with good control.	
Key vocabulary	Backhand Overarm serve Technique Tactics	Flexibility Strength Precision	Exaggerate Motif Complex Pace	Attack Defend Differentiate	Triple jump Standing long jump	Pace Stamina Sustained
Assessment ques	To consolidate different ways of throwing and catching, and	Can apply combined skills accurately and appropriately,	To move appropriately and with the required style in relation to	Can apply basic skills for attacking and defending	To perform an effective standing long jump. To perform a	Select the most suitable pace for the distance and their fitness level



tions	know when each is appropriate in a game.	consistently showing precision, control and fluency.	the stimulus. e.g using various levels, ways of travelling and motifs.		standing triple jump with increased confidence. To throw a variety of implements using a range of throwing techniques.	in order to maintain a sustained run.
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Year 6:						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview	Swimming	Gymnastics	Dance	Games	Athletics Jumping Throwing	Athletics Running Competing
Skills	<p>To pace themselves in floating and swimming challenges related to speed, distance and personal survival. Floating, treading water To swim unaided for a sustained period of time over a distance of at least 25 metres To use recognised arm and leg actions, lying on their front and back To use a range of recognised strokes and personal survival skills</p>	<p>Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions. Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction. Adapts sequences to include a partner or a small group. Gradually increases the length of sequence work with a partner to make up a short</p>	<p>To exaggerate dance movements and motifs (using expression when moving) To perform with confidence, using a range of movement patterns. To demonstrate a strong imagination when creating own dance sequences and motifs. To demonstrate strong movements throughout a dance sequence. To combine flexibility, techniques and movements to create a fluent sequence. Move</p>	<p>Vary skills, actions and ideas and link these in ways that suit the game's activity. Shows confidence in using ball skills in various ways, and can link these together effectively. e.g. dribbling, bouncing, kicking Keeps possession of balls during game situations. Consistently uses skills with coordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Can</p>	<p>To develop the technique for the standing vertical jump. To maintain control at each of the different stages of the triple jump. To land safely and with control. To develop and improve techniques for jumping for height and distance and support others in improving their performance. To perform and apply different types of jumps in other contexts. To set up and lead jumping activities including measuring jumps</p>	<p>To recap, practise and refine an effective sprinting technique, including a reaction time. Build up speed quickly for a sprint finish. To run over hurdles with fluency, focusing on the lead leg technique and consistent stride pattern. To accelerate to pass other competitors. To work as a team to competitively perform a relay. To confidently and independently select the most appropriate pace for different</p>

		<p>sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement. Draw on what they know about strategy, tactics and composition when performing and evaluating. Analyse and comment on skills and techniques and how these are applied in their own and others' work. Uses more complex gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances.</p>	<p>appropriately and with the required style in relation to the stimulus. e.g using various levels, ways of travelling and motifs. Begin to show a change of pace and timing in their movements. Is able to move to the beat accurately in dance sequences. Improvise with confidence, still demonstrating fluency across their sequence. Dance with fluency, linking all movements and ensuring they flow. Demonstrate consistent precision when performing dance sequences. Modify parts of a sequence as a result of self and peer evaluation. Use more complex dance vocabulary to compare and improve work</p>	<p>create their own games using knowledge and skills. Modifies competitive games. Compares and comments on skills to support creation of new games. Can make suggestions as to what resources can be used to differentiate a game. Apply knowledge of skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and in combination.</p>	<p>with confidence and accuracy. To perform a heave throw. To measure and record the distance of their throws. To continue to develop techniques to throw for increased distance and support for others in improving their personal best. To develop and refine techniques to throw for accuracy.</p>	<p>distances and different parts of the run. To demonstrate endurance and stamina over longer distances in order to maintain a sustained run.</p>
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Key vocabulary	Tuck Push and glide Leg kick action Sculling	Refine Precision Refine Fluent sequence	Perform Create Motives/style Composition	Differentiate Coordination, control and fluency.	Vertical Refine techniques Different context	Stamina Sustain Select Stride pattern
Residential	Take part in outdoor and adventurous activity challenges both individually and within a team to continually develop cooperation, trust, teamwork, planning, communication and orienteering skills throughout the year groups. Develop specific orienteering skills through various orienteering games To use maps and diagrams to orientate and travel around a simple course To respond when a task or environment changes and a challenge increases To find solutions to problems To adapt strategies when necessary To work well in a team					
Assessment questions	To swim unaided for a sustained period of time over a distance of at least 25 metres To use a range of strokes effectively To perform safe self rescue in different water based situations.	Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions	To dance with fluency, linking all movements and ensuring they flow.	Shows confidence in using ball skills in various ways, and can link these together effectively. e.g. dribbling, bouncing, kicking	To perform and apply different types of jumps in other contexts.	To confidently and independently select the most appropriate pace for different distances and different parts of the run.

Key Stage 2 End Point and progression to Key Stage 3: All pupils will have experienced a wide range of competitive sport and other physically-demanding activities. They will have learned how to be physically confident in a way which supports their health and fitness. The PE curriculum will have contributed to their personal development helping them to embed values such as fairness, respect and teamwork. Pupils will be well prepared to access the Key Stage 3 curriculum and become more competent, confident and expert in their techniques, and apply them across different sports and physical activities