

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

PE Learning Journey of Skills and knowledge

Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gymnastics	Experiment moving in different ways on equipment and jump landing safely. To travel with confidence and skill around,	Respond to instructions and commands. Move between mats and small apparatus and change the speed of movement. Learn a variety of basic gym	Explores and creates different pathways and patterns. Alter body shape to perform high, low and stretched out position such as an arc and a dish Uses equipment in	Applies compositional ideas independently and with others to create a sequence. Copies, explores and remembers a variety of movements and uses these to	Links skills with control, technique, coordination and fluency. Understands composition by performing more complex sequences.	Select and combine their skills, techniques and ideas. Apply combined skills accurately and appropriately, consistently showing precision, control	Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and

	<p>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>actions. Be still in different body shapes and balances and combine different ways of travelling.</p> <p>Find ways to balance on different body parts to develop their balance and coordination skills</p> <p>Handle apparatus safely. Recognise how it feels when the body is tense. Discuss how the body changes during exercise.</p> <p>Develop balance, agility and coordination of travelling, stillness, jumping, timing, changing shape, size, and direction</p>	<p>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>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 develop good technique when travelling, balancing, using equipment etc</p> <p>To perform learnt skills with increasing control</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>and fluency.</p> <p>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 improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p>	<p>directions.</p> <p>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 sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement. Draw on what they know about</p>
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						Links skills with control, technique, coordination and fluency. Understands composition by performing more complex sequences.	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.
Dance	Stand on one foot	Pupils will learn to perform	Copies and explores basic	Beginning to improvise	Begin to create longer dance	To begin to exaggerate	To exaggerate dance

	<p>To experiment with different ways of moving.</p> <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 •</p>	<p>dances using simple movement patterns. Use movement imaginatively, responding to stimuli including music. Change rhythm, speed, level and direction of their movements</p> <p>Create and perform dances using simple movement patterns, including those from cultures</p> <p>Express and communicate ideas and feelings.</p> <p>To copy and repeat actions</p> <p>To put a sequence of actions together to create a motif</p> <p>To vary the</p>	<p>movements with clear control. 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>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>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</p>	<p>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>movements and motifs (using expression when moving)</p> <p>To perform with confidence, using a range of movement patterns.</p> <p>To demonstrate a strong imagination when creating own dance sequences and motifs.</p> <p>To demonstrate strong movements throughout a dance sequence.</p> <p>To combine flexibility, techniques and movements to</p>
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	<p>climbing</p> <p>Combine different movements with ease and fluency.</p> <p>To control my body when performing a sequence of movements</p>	<p>speed of their actions</p> <p>To begin to improvise independently to create a simple dance</p>	<p>mirroring</p>		<p>patterns and actions of a chosen dance style.</p> <p>To compose a dance that reflects the chosen dance style</p>	<p>Begin to show a change of pace and timing in their movements.</p> <p>To use the space provided to maximum potential.</p> <p>Improvise with confidence, still demonstrating fluency across their sequence.</p> <p>Modify parts of a sequence as a result of self and peer evaluation.</p> <p>Use more complex dance vocabulary to compare and improve work.</p>	<p>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 and timing in their movements.</p> <p>Is able to move to the beat accurately in dance sequences.</p> <p>Improvise with confidence, still demonstrating fluency across their sequence.</p>
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							<p>Dance with fluency, linking all movements and ensuring they flow. Demonstrate consistent precision when performing dance sequences.</p> <p>Modify parts of a sequence as a result of self and peer evaluation. Use more complex dance vocabulary to compare and improve work</p>
Games Striking, hitting, throwing and	To develop and refine a range of ball skills including: throwing, catching,	Explore different ways of using a ball. Explore ways to send a ball or other	To strike or hit a ball with increasing accuracy and control	To practise the correct batting skills/technique To strike the ball for distance	Vary skills, actions and ideas and link these in ways that suit the	To use different techniques to hit a ball.	Vary skills, actions and ideas and link these in ways that suit the game's

<p>catching a ball</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>Hit a ball with a bat</p> <p>Move a ball in different ways - bouncing and kicking</p> <p>Kick an object at a target</p> <p>To follow simple</p>	<p>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 techniques. Pass and receive a ball in different ways with increased control. Focus on throwing and</p>	<p>To position body to strike a ball To throw, catch and bounce a ball with a partner To use throwing and catching in a game. To throw a ball for distance To use hand eye coordination to control a ball To vary type of throws used</p> <p>Confident to send the ball to others in a range of ways. To bounce and kick a ball whilst moving To use kicking skills in a game To use kicking skills in a game To use dribbling skills in a game</p> <p>To know how to</p>	<p>To throw and catch with greater accuracy To perform a range of catching and gathering skills with control To catch with increasing control and accuracy To throw a ball in different ways (high, low, fast or slow) To develop a safe and effective overarm bowl. To move with a ball in a variety of ways with some control To use two different ways of moving with a ball in a game To pass a ball in two different ways in a game situation with some success. To know how to keep and win back</p>	<p>game's activity. Shows confidence in using ball skills in various ways, and can link these together. e.g. dribbling, bouncing, kicking 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. Compares and comments on skills to support creation of new</p>	<p>To explore when different shots are best used. To develop a backhand technique and use it in a game. To play a tennis game using an overarm serve. To consolidate different ways of throwing and catching, and know when each is appropriate in a game. To use a variety of ways to dribble in a game with succes. To pass a ball with speed and accuracy using appropriate techniques.</p>	<p>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 create their own games using knowledge and</p>
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	<p>rules</p> <p>To participate in simple games</p>	<p>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 coordination.</p> <p>Be confident and</p>	<p>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. Develop strong spatial awareness. To begin to develop own games with peers. Understand the importance of rules in games. Develop simple tactics and use them appropriately. Beginning to develop an understanding of attacking/defending. To understand the importance of rules in games</p>	<p>a ball in a team game.</p> <p>Understands tactics and composition by starting to vary how they respond. Vary skills, actions and ideas and link these in ways that suit the game's activity. Begin to communicate with others during game situations. To find useful space and get into it to support team mates Use skills with coordination and control. Develops own rules for new games. Makes imaginative pathways using equipment. Works well in a group to develop</p>	<p>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. Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control. To accurately serve underarm To build a rally with a partner To use at least two different shots in a game situation</p>	<p>To keep and win back possession of the ball effectively in a game.</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</p>	<p>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>
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		<p>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</p> <p>To throw underarm and overarm</p> <p>To throw a ball towards a target with increasing</p>		<p>various games. Beginning to understand how to compete with each other in a controlled manner. Beginning to select resources independently to carry out different skills.</p> <p>To apply and follow rules fairly</p> <p>To understand how to use the principles of invasion games</p> <p>To know how to play a striking and fielding game fairly</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 with increasing speed, accuracy and success in a game situation.</p> <p>To best use of space to pass and receive the ball.</p> <p>To use a range of attacking and defending skills and techniques</p> <p>To use fielding skills to prevent a player from</p>	<p>composition. Can create their own games using knowledge and skills. 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.</p>	
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		accuracy. To improve the distance they can throw by using more power.			scoring. To accurately apply rules in games.		
Athletics: Jumping Throwing	To jump in a range of ways landing safely	To perform different types of 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.	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. To combine different jumps together with some fluency and control. To jump for distance from a standing position with accuracy and control. To investigate the best jumps to cover different distances. To choose the	To use one and two feet to take off and land with To develop an effective take-off for the standing long jump. To develop an effective flight phase for standing long jump. To land safely and with control. To throw with greater control and accuracy To show increasing control in their overarm throw. To perform a push throw. To continue to develop	To learn how to combine a hop, step and jump to perform the standing triple jump. To land safely and 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.	To improve techniques for jumping for distance. To perform an effective standing long jump. To perform a standing triple jump with increased confidence. To develop an effective technique for standing vertical jump (jumping for height)	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.

			<p>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 throw with accuracy at targets of different heights.</p> <p>To investigate ways to alter their throwing technique to achieve greater distance.</p> <p>Can use equipment safely</p>	<p>techniques to throw for increased distance.</p> <p>Can use equipment safely and with good control.</p>	<p>Can use equipment safely and with good control.</p>	<p>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 techniques.</p> <p>To perform a fling throw.</p> <p>To throw a variety of implements using a range of throwing techniques.</p> <p>To measure and record the distance of their throws.</p> <p>To continue to develop techniques to</p>	<p>To perform and apply different types of jumps in other contexts.</p> <p>To set up and lead jumping activities including measuring jumps with confidence and accuracy.</p> <p>To perform a heave throw.</p> <p>To measure and record the distance of their throws.</p> <p>To continue to develop techniques to throw for increased distance and support for others in improving their personal best.</p> <p>To develop and refine techniques</p>
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						<p>throw for increased distance.</p> <p>To describe good athletic performance using correct vocabulary. Use equipment safely and with good control.</p>	<p>to throw for accuracy.</p>
<p>Athletics Running</p>	<p>To run in different ways for a variety of purposes.</p> <p>To appropriately negotiate space successfully when playing racing and chasing game</p>	<p>To vary their pace and speed when running</p> <p>To run with a basic technique over different distances</p> <p>To show good posture and balance</p> <p>To jog in a straight line</p> <p>To change direction when jogging</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</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</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</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</p>	<p>To recap, practise and refine an effective sprinting technique, including a reaction time.</p> <p>Build up speed quickly for a sprint finish.</p> <p>To run over hurdles with fluency, focusing on the lead leg</p>

		<p>To sprint in a straight line</p> <p>To change direction when sprinting</p> <p>To maintain control as they change direction when jogging or sprinting</p>	<p>direction in which they are travelling</p> <p>To be able to maintain and control a run over different distances.</p>	<p>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 pace to suit the distance being run.</p>	<p>relay focusing on baton changeover technique.</p> <p>To speed up and slow down smoothly.</p>	<p>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>	<p>technique and consistent stride pattern.</p> <p>To accelerate to pass other competitors.</p> <p>To work as a team to competitively perform a relay.</p> <p>To confidently and independently select the most appropriate pace for different distances and different parts of the run.</p> <p>To demonstrate endurance and stamina over longer distances in order to maintain a sustained run.</p>
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Swimming					<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</p>		<p>To pace themselves in floating and swimming challenges related to speed, distance and personal survival.</p> <p>Floating, treading water</p> <p>To swim unaided for a sustained period of time over a distance of at least 25 metres</p> <p>To use recognised arm and leg actions, lying on their front and back</p> <p>To use a range of recognised strokes and personal survival skills</p>
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					on the back To fully submerge to pick up an object and return it with any recognised position		
Key vocabulary	Crawl, roll, jump, hop, skip, Underarm, target, object Balance Run, fast, slow. Faster, slower	Travel, run, control Balance Roll Travel Link Jump Apparatus Routine, pattern, rhythm, copy Sending Receiving Kicking Striking Rolling Aiming Jog. sprint, control	Strike, aim, Position, transition. Motif Phrase Routine Timing Theme Beat Cannon Unison Rhythm direction Controlling Coordination Tagging Attacking Defending Alter, fluency, control Distance, control,	Overarm bowl Underarm throw Sequence, improvise Motif Stimulus/i Improvise Tactics Net and Wall Strike and Field Invasion Target Accuracy Control Sprint Distance Control	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	Backhand Overarm serve Technique Tactics Flexibility Strength Precision Exaggerate Motif Complex Pace Attack Defend Differentiate Triple jump Standing long jump Pace Stamina Sustained	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
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