

Physical Education 2018-19

YEAR GROUPS AND KEY SKILLS		AUTUMN TERM	SPRING TERM	SUMMER TERM
EYFS	<p>To throw underarm. To roll a piece of equipment. To move and stop safely. To catch with both hands. To kick in different ways. To make my body tense, relaxed, curled and stretched. To copy sequences and repeat them. To roll in different ways. To travel in different ways. To balance in different ways. To stretch in different ways. To curl in different ways. To move to music. To copy dance moves. To perform some dance moves. To move around the space safely.</p>	Parachute Games	Stretching and curling	Ball skills
Year 1	<p>To hit a ball with a bat. To throw in different ways. To use hitting, kicking and/or rolling in a game. To follow rules. To make my body tense, relaxed, curled and stretched. To control my body when travelling. To control my body when balancing. To climb safely. To plan and show a sequence of movements. To copy dance moves. To make up a short dance. To dance imaginatively. To change rhythm, speed, level and direction.</p>	Playground games	Gymnastics: Simple movement	Carnival Dance/ Athletics (Sport's day)

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<p>Year 2</p>	<p>To stay in a 'zone' during a game. To decide where the best place to be is during a game. To use one tactic in a game. To follow rules. To use contrast in my sequences. My movements are controlled. To think of more than one way to create a sequence which follows a set of 'rules'. To work on my own and with a partner to create a sequence. To change rhythm, speed, level and direction. To dance with control and co-ordination. To make a sequence by linking sections together. To link some movement to show a mood or feeling.</p>	<p>Break dance: Space themed</p>	<p>Gymnastics</p>	<p>Tennis/ Athletics (Sport's day)</p>
<p>Year 3</p>	<p>To improvise freely, translating ideas from a stimulus into movement. To share and create phrases with a partner and in small groups. To repeat, remember and perform these phrases in a dance. To throw and catch with control when under limited pressure. I know and use rules fairly to keep games going. To keep possession with some success when using equipment that is not used for throwing and catching skills. To use a greater number of my own ideas for movement in response to a task. To explain how strength and suppleness affect performances. To compare and contrast gymnastic sequences, commenting on similarities and differences.</p>	<p>Pound dance</p>	<p>Gymnastics</p>	<p>Athletics <i>with some links to Sport's day</i></p>

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	<p>To run at fast, medium and slow speeds, changing speed and direction.</p> <p>To make up and repeat a short sequence of linked jumps.</p> <p>To take part in a relay activity, remembering when to run and what to do.</p>			
Year 4	<p>To work on my movements and refine them.</p> <p>To compose my own dances in a creative and imaginative way.</p> <p>My movements are controlled.</p> <p>To hit a ball accurately and with control.</p> <p>To keep possession of the ball.</p> <p>To vary tactics and adapt skills according to what is happening.</p> <p>To choose the best tactics for attacking and defending.</p> <p>To include change of speed.</p> <p>To include change of direction.</p> <p>To include a range of shapes.</p> <p>To follow a set of 'rules' to produce a sequence.</p> <p>To combine action, balance and shape.</p> <p>To sprint over a short distance.</p> <p>To throw in different ways.</p> <p>To hit a target.</p> <p>To jump in different ways. To combine running and jumping.</p>	Gymnastics	Chinese dance	
Year 5	<p>To perform to an accompaniment, expressively and sensitively.</p> <p>My movements are controlled.</p> <p>My dance shows clarity, fluency, accuracy and consistency.</p> <p>To gain possession by working as a team.</p>	Gymnastics	Ballroom Dance	

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	<p>To pass in different ways. To use forehand and backhand with a racquet. To field. To use a number of techniques to pass, dribble and shoot. To make complex or extended sequences. To perform consistently to different audiences. My movements are accurate, clear and consistent. I am controlled when taking off and landing in a jump. To throw with accuracy. To follow specific rules.</p>			
Year 6	<p>To develop imaginative dances in a specific style. To choose my own music, style and dance. To explain complicated rules. To make a team plan and communicate it to others. To lead others in a game situation. To combine my own work with that of others. To link my sequences to specific timings. To demonstrate stamina. To use my skills in different situations.</p>	Gymnastics	Stomp Dance	