



# Newton Bluecoat C of E Primary School



## PE

Key Learning	End of Year 1	End of Year 2	End of Year 3
<p><b><u>Developing Skills</u></b></p>	<ul style="list-style-type: none"> <li>➤ Perform fundamental movement skills at a developing level in:               <ul style="list-style-type: none"> <li>• Travelling skills.</li> <li>• Sending skills.</li> <li>• Receiving skills.</li> </ul> </li> <li>➤ Perform basic body actions with control and show some sense of dynamic, expressive and rhythmic qualities in their own dance.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Perform fundamental movement skills at a developing level and start to master some basic movements in:               <ul style="list-style-type: none"> <li>• Travelling skills.</li> <li>• Sending skills.</li> <li>• Receiving skills.</li> </ul> </li> <li>➤ Perform body actions with control and coordination and perform short dances, showing an understanding of expressive qualities.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Master most fundamental skills and start to develop sport specific skills. Develop throwing and catching skills using different sports and activities.</li> <li>➤ Perform using a number of sending and receiving skills with some accuracy.</li> <li>➤ Travelling - change direction easily.</li> <li>➤ Perform travelling, rolling, jumping and balancing skills.</li> <li>➤ Perform freely, translating ideas from a stimulus into movement using dynamic, rhythmic and expressive qualities clearly and with control.</li> <li>➤ Plan routes around obstacles (e.g. PE apparatus, table / chairs in classroom).</li> <li>➤ Begin to work cooperatively with others to solve challenges.</li> </ul>
<p><b><u>Example of Skills</u></b></p>	<p>Examples of FMS may include:</p> <ul style="list-style-type: none"> <li>• Travelling skills - running, hopping, skipping.</li> </ul>	<p>Examples of FMS may include:</p> <ul style="list-style-type: none"> <li>• Travelling skills - running, galloping, dodging.</li> </ul>	<p>Examples of developing sport specific skills may include:</p> <ul style="list-style-type: none"> <li>• Chest pass, bounce pass, swing pass, catching.</li> </ul>

	<ul style="list-style-type: none"> <li>• Sending skills – rolling, kicking, throwing.</li> <li>• Receiving skills - catching.</li> </ul>	<ul style="list-style-type: none"> <li>• Sending skills - throwing, kicking, bouncing and striking a ball.</li> <li>• Receiving skills - trapping and catching an object.</li> </ul>	<ul style="list-style-type: none"> <li>• Dodging and swerving.</li> <li>• Underarm bowl.</li> <li>• Throwing overarm.</li> <li>• Strike a ball with implement.</li> <li>• Travelling on hands and feet, balance on large and small body parts.</li> </ul>
<b><u>Application of Skills: Attacking and Defending Strategies</u></b>	<ul style="list-style-type: none"> <li>➤ Apply a simple tactic in a 1V1 or 2V2 net type game.</li> <li>➤ Engage in simple competitive and cooperative activities.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Apply simple tactics in a 3V1 game.</li> <li>➤ Engage in simple competitive and cooperative activities.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Develop simple attacking skills in a 3V1 invasion game.</li> <li>➤ Apply skills and tactics in a range of other games such as net / wall or striking / fielding type activities.</li> </ul>
<b><u>Application of Skills: Linking Actions and Sequences of Movement</u></b>	<ul style="list-style-type: none"> <li>➤ Create and link simple combinations of 2 or 3 actions in ways that suit the physical activity (<i>for example gymnastic activities</i>).</li> <li>➤ Choose appropriate movements for different dance ideas and repeat short dance phrases.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Create and link simple combinations of 3 or 4 actions in ways that suit the physical activity (<i>for example gymnastic activities</i>).</li> <li>➤ Link body actions and remember and repeat dance phrases.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Create and perform sequences of actions (4-6) smoothly in a range of activities such as gymnastic activities and dance.</li> <li>➤ Share and create dance phrases with a partner and in a small group; repeat, remember and perform these phrases in a dance.</li> </ul>
<b><u>Evaluating Success</u></b>	<ul style="list-style-type: none"> <li>➤ Describe what they have done or seen others doing.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Describe what they have done or seen others doing.</li> <li>➤ Comment on a skill or combination of skills and say how it could be improved.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identify what they do best and what they find difficult.</li> <li>➤ Make simple assessments of performance based on simple criteria given by the teacher.</li> </ul>

<b><u>Character Building</u></b>	Team-work, honesty	Team-work, Evaluation, Honesty, Resilience	Honesty, Co-operation, Trust, Communication, Courage and Resilience
----------------------------------	--------------------	--	---

	<b>End of Year 4</b>	<b>End of Year 5</b>	<b>End of Year 6</b>
<b><u>Developing Skills</u></b>	<ul style="list-style-type: none"> <li>➤ Master fundamental movement skills and start to develop sport specific skills. Develop a broader range of skills using different sports and activities.</li> <li>➤ Perform using a number of sending and receiving skills with consistency and accuracy. Travel with an object i.e. running or dribbling a ball with / without equipment.</li> <li>➤ Perform movements, shapes and balances that are matched and / or mirrored.</li> <li>➤ Perform dances clearly and fluently, show sensitivity to the dance idea and the accompaniment.</li> <li>➤ Orientate a map consistently and accurately. Follow a simple star orienteering course and simple point to point orienteering course on school grounds recording controls.</li> <li>➤ Work cooperatively with others to solve challenges.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Continue to develop sport specific skills applying them with coordination and control. Perform a number of skills, i.e. travelling with and without equipment, sending and receiving skills with consistency, accuracy, confidence and control.</li> <li>➤ Perform different styles of dance clearly and fluently, adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance.</li> <li>➤ Perform symmetrical and asymmetrical actions and counter- balance and counter tension with a partner.</li> <li>➤ Follow a simple course using eight points of the compass and mark on a map the position of a ground.</li> <li>➤ Work cooperatively with a partner and small group.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Continue to develop sport specific skills, applying them with control and precision.</li> <li>➤ Perform a number of travelling skills, i.e. with and without equipment, sending and receiving skills with consistency, accuracy, confidence, control and speed.</li> <li>➤ Perform dances fluently and with control and can perform to an accompaniment expressively and sensitively.</li> <li>➤ Follow a simple route on an OS map and keep it set and identify different features and successfully complete a timed orienteering course (competition).</li> <li>➤ Accept responsibility when working in a team.</li> </ul>

<p><b><u>Example of Skills</u></b></p>	<p>Examples of developing sport specific skills may include:</p> <ul style="list-style-type: none"> <li>• Chest bounce pass, swing pass, catching.</li> <li>• Bouncing a ball, running with a ball.</li> <li>• Underarm bowl.</li> <li>• Throwing overarm.</li> <li>• Strike a ball with implement.</li> <li>• Matched and mirrored balances.</li> </ul>	<p>Examples of sport specific skills may include:</p> <ul style="list-style-type: none"> <li>• Chest bounce, shoulder pass, catching, push pass, kicking, shooting.</li> <li>• Bowl underarm / overarm.</li> <li>• Strike a ball (rounders / cricket).</li> <li>• Catch a small ball.</li> <li>• Counter-balance with a partner.</li> </ul>	<p>Examples of developing sport specific skills may include:</p> <ul style="list-style-type: none"> <li>• Chest bounce, shoulder, swing pass, dribbling a ball, running with a ball.</li> <li>• Bowl, underarm / overarm.</li> <li>• Catch a small ball.</li> <li>• Counter-balance and counter tension with a group.</li> </ul>
<p><b><u>Application of Skills: Attacking and Defending Strategies</u></b></p>	<ul style="list-style-type: none"> <li>➤ Develop attacking skills in a 4V2 invasion game.</li> <li>➤ Apply skills and tactics in a range of other games such as net / wall or striking / fielding type activities.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collaborate as a team and develop defending skills through modified versions of 5V3 or 5V4 invasion games.</li> <li>➤ Apply a range of skills and tactics in a range of other games such as net / wall or striking / fielding type activities.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collaborate as a team and apply attacking and defending skills through modified versions of 4V4 or 5V5 invasion games.</li> <li>➤ Apply a range of skills and tactics in a range of other games such as net / wall or striking / fielding type activities.</li> </ul>
<p><b><u>Application of Skills: Linking Actions and Sequences of Movement</u></b></p>	<ul style="list-style-type: none"> <li>➤ Create and perform sequences of actions (6) with control and precision in a range of activities such as gymnastic activities.</li> <li>➤ Use simple motifs and movement patterns to structure dance phrases on their own and with a partner.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Create and perform longer sequences of actions (6-8) with a partner in a range of activities such as gymnastic activities.</li> <li>➤ Compose motifs and plan dances creatively and collaboratively in groups.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Create and perform longer sequences of actions (8-10) with a partner that show an awareness of their audience in a range of activities such as gymnastic activities.</li> <li>➤ Work creatively and imaginatively on their own, with a partner and in a group to compose motifs and</li> </ul>

			structure simple dances and dance.
<b><u>Evaluating Success</u></b>	<ul style="list-style-type: none"> <li>➤ Describe what is successful in their own performances.</li> <li>➤ Identify aspects of their game that needs improving and say how they could go about improving them.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Recognise their own and others strengths and explain why a performance is good using appropriate terminology when evaluating both their own and others performances.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identify aspects of their own and others' performances that need improvement and suggest how to improve them, i.e. which aspects were performed consistently, accurately, fluently and clearly.</li> <li>➤ Watch performances and games and use criteria to make judgements and suggest improvements.</li> </ul>
<b><u>Character Building</u></b>	Self-discipline, Self-motivation, Determination, Encouragement	Respect, Communication, Evaluation, Encouragement, Cooperation, Decision-making, Responsibility	Resourcefulness, Empathy, Encouragement, Decision-making, Resilience