

PE : Physical Education and school sport is an essential part of school life at Plaxtol Primary School . We believe in providing children with the opportunity to develop not only their physical skills but also their emotional, social, cooperation and leadership skills.

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Invasion Games	To begin to pass a ball in a range of ways – rolling, hitting, kicking, throwing, catching and bouncing. To begin to walk, jog and run with a ball. To understand concept of playing in small sided team.	To be able to pass a ball in a range of ways – rolling, hitting, kicking, throwing, catching and bouncing. Concept of defending and attacking. Understanding of opponents and teammates. To begin to walk, jog and run with a ball with increasing control.	Throw and catch with control to a stationary teammate. To understand concept of blocking or intercepting a pass. Develop skills to move with a ball and be able to change direction. To begin to understand the need to play in a zone or channel.	Throw and catch with control and accuracy to stationary and moving partner. To be able to intercept a pass and avoid interception when passing. To be able to maintain possession of the ball as an individual and a team. To be able to play in zone or channel. To begin to transfer patterns of play between sports.	To begin to apply techniques of throwing, catching and moving across a range of sports. To be able to play in an identified position. To be aware of teammates to improve chances of possession and success. To understand position within a team to effectively defend and attack. To be able to choose the most appropriate tactic.	To be able to combine a range of techniques of throwing, catching and moving across a range of sports. To be able to work independently and with teammates to gain possession or points. To understand position within a team to effectively defend and attack. To be able to choose the most appropriate tactic
Striking and Fielding	To begin to throw (off the correct foot), roll and catch a larger ball or beanbag. To be able to position hands on a racquet or bat correctly. To begin to strike a ball with feet in a sideways position.	To be able to throw (off the correct foot), roll and catch a range of larger balls. To strike a ball with feet in a sideways position. To be begin to strike smaller balls (tennis ball) with a tennis	To be able to throw a ball with accuracy to base/stump. When fielding to stop a travelling ball with the correct technique. To chase and retrieve a travelling ball. To be able to strike smaller balls (tennis ball)	To be able to throw a ball, underarm and overarm with accuracy to base/stump. When fielding to be able to stop and return a travelling ball with correct technique.	To begin to use appropriate shots, forehand, backhand, volley. To be able to strike a ball that is in the air or off the ground with increasing control.	To be able to apply striking and fielding skills in tennis, rounders, Kwik cricket.

	To be able to strike a larger ball with a tennis racquet and cricket bat. To be able to strike a smaller ball off a batting tee.	racquet and cricket bat. To begin to strike a bouncing ball.	with a tennis racquet and cricket bat. To begin to strike a ball that is bowled at you from a short distance. To begin to bowl underarm with some accuracy	To chase and retrieve a travelling ball with correct technique. To be able to strike the correct ball for the sport with a tennis racquet or cricket bat. To be able to strike a ball that is bowled, with varying bounce, from a short distance. To be able to bowl underarm with some accuracy.	To develop tactics to hit and avoid fielder/opponent. Develop ability to hit the ball with control in the air or on the ground. To begin to bowl overarm with a straight arm. To be able to bowl underarm with accuracy.	
Dance Explore dances from different cultures and periods of history	Copy and explore basic movements and body patterns, responds to range of stimuli.	Developing own way of moving with more control, varies levels and speed, responding imaginatively to stimuli. Can describe a short dance using appropriate vocab Begin to respond appropriately to the mood of the music. Experiment with use of stillness as a form of expression.	Independently / with a partner improvise to create simple dance. More complex sequence of moves with own actions, working with partner. Uses simple dance vocabulary to compare and improve work. Begin to recognise pulse and timing of music and appropriate response.	Confidently improvises with a partner / by self. Beginning to create longer dance, cooperating with small group using spaces in different ways, moving with fluency. Uses simple dance vocab to compare and improve work. Listen and interpret music to sequence movements with pulse and timing.	Beginning to exaggerate dance movements and motifs – using expression when moving. Compose and improvise with confidence, still demonstrating fluency across their sequence. Change levels and speed whilst changing direction, more complex fluent sequence of moves. Modifies parts of a sequence as result of peer and self-evaluation.	Exaggerate dance movements and motifs. Perform with confidence using a range of movement patterns. Demonstrates strong movements throughout a dance sequence. Combines flexibility, techniques and movements to create a fluent sequence. Modifies parts of a sequence as result of peer and self-evaluation.

					Uses more complex dance vocab to compare and improve work.	Uses more complex dance vocab to compare and improve work. Display strong sense of musicality and interpretation.
Gymnastics	Copies and explores basic movement with some control and coordination. Can perform different body shapes. Performs at different levels of height. Can perform 2 footed jump. Can use equipment safely. Balances with some control. Can link 2-3 simple movements.	Explores and creates different pathways and patterns. Uses equipment in a variety of ways to create a sequence. Link movement together to create a sequence. Work individually and with a partner.	Applies compositional ideas independently and with others to create a sequence. Copies, explores and remembers a variety of movement and uses these to create their own sequence. Describes their own work using simple gym vocab. Begin to notice similarities and differences between sequences. Uses turns whilst travelling in a variety of ways. Begin to show flexibility in movements. Begin to develop good technique when travelling, balancing and using equipment.	Links skills with control, technique, coordination and fluency. Understands composition by performing more complex sentences. Begin to use gym vocab to describe how to improve and refine performance.	Select and combine their skills, techniques and ideas. Apply combined skills accurately and appropriately, consistently showing precision and fluency. 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. Using more complex gym vocab to describe how to improve and refine performances. Develop, strength, technique, flexibility throughout performances.	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 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.

			Create sequences individually and with a partner.		Links skills with control, technique, coordination and fluency. Understands composition by performing more complex sequences. Works in pairs and small groups to create and evaluate sequences focusing on different aspects.	Analyse and comment on skills and techniques and how these are applied in their own and others' work. Uses more complex gym vocab to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances. Works in pairs and small groups to create and evaluate sequences focussing on different aspects.
Athletics	Can run at different speeds. Can jump from a standing position Performs a variety of throws with basic control.	Can change speed and direction whilst running. Can jump from a standing position with accuracy. Performs a variety of throws with control and co-ordination. <i>preparation for shot put and javelin</i> Can use equipment safely	Beginning to run at speeds appropriate for the distance. <i>e.g. sprinting and cross country</i> Can perform a running jump with some accuracy Performs a variety of throws using a selection of equipment. Can use equipment safely and with good control.	Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. <i>e.g. hop skip jump (triple jump)</i> Demonstrates accuracy in throwing and catching activities. Describes good athletic performance using correct vocabulary.	Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. e.g. hop skip jump (triple jump) Beginning to record peers performances, and evaluate these. Demonstrates accuracy and confidence in throwing and catching activities. Describes good athletic performance using correct vocabulary.	Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. e.g. hop skip jump (triple jump) Beginning to record peers performances, and evaluate these. Demonstrates accuracy and confidence in throwing and catching activities. Describes good athletic performance using correct vocabulary. Can use equipment safely and with good control.

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Outdoor Ed			Develops listening skills. Creates simple body shapes. Uses a simple plan a Listens to instructions from a partner/ adult. Beginning to think activities through and problem solve. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe.	Develops strong listening skills. Uses simple maps and POC simple routes Beginning to think activities through and problem solve. Choose and apply strategies to solve problems with support. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe.	Develops strong listening skills. Uses and interprets simple maps and applies to POC Think activities through and problem solve using general knowledge. Choose and apply strategies to solve problems with support. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe.	Develops strong listening skills. Uses and interprets simple maps following more challenging routes on POC Think activities through and problem solve using general knowledge. Choose and apply strategies to solve problems with less support. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe.
Swimming						Swims competently and proficiently over a distance of at least 25 metres Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke Performs safe self - rescue in different water – based situations