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| **PE Intent**: At the Holy Spirit, we strive for our children to be active, skilful and to recognise the benefits of a healthy lifestyle as they progress through each year group and to benefit from these values as they continue their journey. The PE scheme is built around the premise of supporting children to reach their goals and strengthening that success with knowledge. These areas of knowledge include movement, tactics and strategy, personal and social, vocabulary, healthy lifestyle and leadership, which together develop the pupil's practical skills and allow them to participate in fun, comprehensive lessons. |
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| National Curriculum KS1 Subject Content Pupils should be taught :**Key stage 1*** Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
* Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
* Participate in team games, developing simple tactics for attacking and defending.
* Perform dances using simple movement patterns.
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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 1 /2 Cycle A | Fundamental Skills 1 | Target Games 2 | Gymnastics - Wide, narrow& curled rolling | Net & Wall Games 1 | Athletics 2(& Sports Day practise) | Locomotion 2 |
| Key Knowledge and Skills  | * I can run skilfully and negotiate space successfully.
* I can pick up, carry and put down with care and use tools to help me manipulate objects.
* I can show increasing control over an object. I can balance on one leg and move through an obstacle course skilfully.
* I can be excited about, and confident in, my jobs and encourage my teammates whilst I wait my turn.
* I can thread objects and play games fairly.
 | * I can thread objects and play games fairly.
* I can coordinate the skill of punting a ball consistently.
* I can coordinate the action of punting with either foot. I can strike a ball at a target using equipment and strike with increasing accuracy.
* I can strike a ball, at a target, with some degree of force and strike into spaces.
* I can throw a ball overarm with some accuracy at a target.
* I can throw overarm on, 'one bounce' to a friend and receive a ball consistently well after one bounce.
 | * I can throw overarm on, 'one bounce' to a friend and receive a ball consistently well after one bounce.
* I can take my own body weight and move in tight curled shapes.
* I can form a sequence of long shapes whilst in balance, motion and flight.
* Move from narrow shapes, to tight curled shapes and back, to form a sequence.
* I can form a sequence to include a curled shape, a narrow shape and a wide shape.
* I can perform a sequence of moves with a partner.
 | * I can send a ball with some degree of accuracy.
* I can strike a ball, with one hand, whilst it is airborne.
* I can strike and volley a ball with some degree of accuracy.
* I can strike a ball using an open palm and move into position to receive it back.
* I can strike a small ball with my open palm with some accuracy and keep a rally going with a partner.
* I can throw with accuracy and power and keep my eye on the ball at all times.
 | * I can react quickly and demonstrate agility, balance and coordination.
* I can jump in a variety of ways and co-ordinate a run with a jump.
* I can discover and develop different styles of jumping and leap, jump and hop.
* I can jump in a variety of ways and add a short run up to my jump.
* I can throw with good technique and throw with a run up.
* I can help a peer improve their performance and demonstrate a variety techniques.
 | * I can throw with good technique and throw with a run up.
* I can jump in a variety of ways and jump with a small run. I jump for distance and jump from a standing position.
* I can jump with a scissor kick and jump with a small run**.**
* I can jump with a scissor kick and jump with a small run.
* I can skip with a rope.
* I can skip with more consistency with a rope and jump in a variety of ways.
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| National Curriculum KS1 Subject Content Pupils should be taught :**Key stage 1**National Curriculum KS1 Subject Content Pupils should be taught :* Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
* Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
* Participate in team games, developing simple tactics for attacking and defending.
* Perform dances using simple movement patterns.
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|  | Autumn  | Spring | Summer  |
| Year 1 /2 Cycle B | Fundamental Movement Skills 2 | Invasion Game Skills 2 | Gymnastics - Balancing & spinning on P & Patches | Target Games 2 | Athletics 2(& Sports Day practise) | Striking & Fielding Game Skills 2 |
| Key Knowledge and Skills  | * I can focus my eyes and using my arms helps me to balance better.
* I can travel backwards safely and share space considerately.
* I can jump in a variety of ways, land safely in different jumps and combine a run and a jump.
* I can dodge and move safely with awareness of others.
* I can evade others and know when to attack and defend.
* I can punt a ball and strike a ball accurately and with power with my laces.
 | * I can throw overarm for my partner to catch after one bounce and catch a ball consistently after one bounce.
* I can catch a ball consistently on the full and to move my opponent around court when playing against them
* I can track an opponent and intercept a pass.
* I can dodge to beat an opponent and close the space.
* I can pass the ball consistently with control and retain possession of the ball.
* I can compete with some spatial awareness in team games and pass and move decisively.
 | * I can perform controlled spins and balances.
* I can perform asymmetrical spins and demonstrate floor and apparatus work.
* I can work with a partner to perform routines and perform a combination of spins on patches.
* I can spin at different levels on points and perform a sequence of spins on points, with a mixture of shapes.
* I can hold balances at different levels and spin out of balances to form a sequence.
* I can perform spins and balances in different formations as part of a wider routine.
 | * I can co-ordinate the skill of punting a ball consistently
* I can co-ordinate the action of punting with either foot and punt a ball with increasing accuracy with both feet.
* I can strike a ball at a target using equipment.
* I can strike a ball, at a target, with some degree of force.
* I can choose correctly when it is best to throw underarm and overarm.
* I can throw overarm with one bounce to a friend and complete an overarm catch.
 | * I can react quickly and demonstrate agility, balance and coordination.
* I can jump in a variety of ways and co-ordinate a run with a jump.
* I can discover and develop different styles of jumping and leap, jump and hop.
* I can jump in a variety of ways and add a short run up to my jump.
* I can throw with good technique and throw with a run up.
* I can help a peer improve their performance and demonstrate a variety techniques.
 | * I can catch a ball after one bounce and strike a ball off a tee.
* I can bowl overarm with a straight arm and stop the ball consistently as wicket keeper.
* I can pick up a ball one handed and return it underarm.
* I can use the correct technique for throwing overarm.
* I can chase a ball and throw it back accurately and strike a ball off a tee whilst on the move.
* I can play a game applying the skills I have learned
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| **Key stage 2*** Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
* Pupils should be taught to:
* Use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.
* Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].
* Perform dances using a range of movement patterns.
* Take part in outdoor and adventurous activity challenges both individually and within a team.
* Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 3 /4 Cycle A | Football | Invasion Game Skills 3 | Gymnastics - Linking movements together | Dance around the world | Athletics(& Sports Day practise) | OAA |
| Key Knowledge and Skills  | * I can trap a ball and cushion it when receiving and pass the ball accurately.
* I can dribble a ball using both feet and manipulate it using different parts of the foot and shield a ball from an opponent.
* I can turn confidently with a football and play a small game and demonstrate my turns.
* I can defend against someone when in a 1v1 situation
* I can focus and retain my concentration when the ball isn't in my area of the pitch.
* I can get into sideways positions when receiving the ball.
 | * I can dodge and be aware of my environment and others.
* I can get into good positions to receive a ball and pass and move into space.
* I can shield a ball from an opponent and turn in different ways whilst in possession.
* I can dribble with control and using both hands/ feet.
* I can close the space down quickly when defending.
* I can demonstrate the importance of clearing the danger in any way possible near my goal.
 | * I can step gracefully and with control and spin on points and patches.
* I can hold balances with good control and find ways of moving out of one balance and into another.
* I can show different graceful ways of getting from floor to ground and vice versa.
* I can create a sequence of rolls and balances.
* I can travel on patches close to the ground and perform with work at contrasting levels.
* I can perform a range of gymnastic movements at my own level.
 | * I can demonstrate agility, balance, coordination and precision.
* I can show different levels and pathways when I travel.
* I can communicate effectively and listens to others.
* I can communicate effectively within a group.
* I can use canon, formation changes, direction and level to improve our ideas
* I can perform, review and improve our finished performance piece.
 | * I can use the correct technique to start a sprint race.
* I can hurdle efficiently and consistently.
* I can develop the technique and consistency of my jumps and jump consistently off the same foot.
* I can throw overarm accurately.
* I can accurately replicate the technique for running, jumping and throwing events and run a relay efficiently as part of a team.
* I can replicate the techniques for running, jumping and throwing events in competitive situations and challenge myself to beat previous performances.
 | * I can show enthusiasm, determination and resilience.
* I can work together in a small group to solve problems.
* I can navigate around an area following directions.
* I can demonstrate agility, balance, coordination and precision.
* I can orientate a map and find clues.
* I can identify where a number of controls are situated around the school grounds via photographic clues.
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| **Key stage 2*** Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
* Pupils should be taught to:
* Use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.
* Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].
* Perform dances using a range of movement patterns.
* Take part in outdoor and adventurous activity challenges both individually and within a team.
* Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 3 /4 Cycle B | Hockey | Handball | Gymnastics – Receiving Body Weight | Dance - Egyptians | Athletics(& Sports Day practise) | OAA |
| Key Knowledge and Skills  | * I can dribble a ball confidently and stop a ball.
* I can develop my dribbling technique and change direction easily.
* I can pass a ball accurately and control a ball sent to me.
* I can pass in a variety of ways using good technique and receive a pass on the run.
* I can perform a jab tackle and play advantage appropriately.
* I can compete in a hockey tournament and work effectively as part of a team.
 | * I can send a handball using a javelin style pass with accuracy and catch a handball on the run.
* I can pass and receive the ball on the move and pass quickly under pressure.
* I can throw/shoot accurately using good overarm technique.
* I can intercept passes and block a shot.
* I can participate purposefully in a small sided game and play to the rules of the game.
* I can play in a variety of positions with equal proficiency.
 | * I can take weight on patches and create asymmetrical and symmetrical shapes in balances on patches.
* I can take body weight on my back and shoulders, both in balance and in motion.
* I can take weight on my hands as part of a sequence of moves and go into inversion.
* I can take my weight on my back, bottom and shoulders both in balance and in motion.
* I can perform shoulder and teddy bear rolls.
* I can receive, and hold, my own body weight through a variety of points and patches, both in balance and in motion.
 | * I can demonstrate agility, balance, coordination and precision.
* I can show different levels and pathways when I travel.
* I can translate images into actions to communicate meaning.
* I can show use of Canon and changes in formation.
* I can use canon, formation changes, direction and level to improve our ideas.
* I can perform, review and improve our finished performance piece.
 | * I can use the correct technique to start a sprint race.
* I can hurdle efficiently and consistently.
* I can develop the technique and consistency of my jumps and jump consistently off the same foot.
* I can throw overarm accurately.
* I can accurately replicate the technique for running, jumping and throwing events and run a relay efficiently as part of a team.
* I can replicate the techniques for running, jumping and throwing events in competitive situations and challenge myself to beat previous performances.
 | * I can show enthusiasm, determination and resilience.
* I can work together in a small group to solve problems.
* I can navigate around an area following directions.
* I can demonstrate agility, balance, coordination and precision.
* I can orientate a map and find clues.
* I can identify where a number of controls are situated around the school grounds via photographic clues.
 |
| **Key stage 2*** Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
* Pupils should be taught to:
* Use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.
* Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].
* Perform dances using a range of movement patterns.
* Take part in outdoor and adventurous activity challenges both individually and within a team.
* Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 5/6Cycle A | Football | Swimming | Gymnastics – Matching, Mirroring and Contrast | Dance – Through the Ages | Athletics(& Sports Day practise) | Outdoor and Adventurous Activities (OAA) |
| Key Knowledge and Skills  | * I can trap a ball and cushion it when receiving and pass the ball accurately.
* I can dribble a ball using both feet and manipulate it using different parts of the foot and shield a ball from an opponent.
* I can turn confidently with a football.
* I can make good decisions when in possession.
* I can defend well, watching the ball, jockeying to await the moment to pounce and being decisive.
* I can show the skills and knowledge I have developed in a competitive environment.
 | * I can swim competently, confidently and proficiently over a distance of at least 25 metres
* I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].
* I can perform safe self-rescue in different water-based situations.
 | * I can perform matching moves with a partner within a sequence.
* I can contrast my partner’s moves so that we work at different levels and in different pathways.
* I can perform a sequence, mirroring a partner’s symmetrical and asymmetrical shapes.
* I can perform a sequence with a partner, which moves from matching moves to contrasting.
* I can work as a group to demonstrate fluent routines involving mirroring and contrasts.
* I can perform elements of unison and canon in a group routine.
 | * I can develop a motif demonstrating some agility, balance, coordination and precision.
* I can reactively change static actions into travelling movements.
* I can communicate effectively with a partner.
* I can listen actively, respect the opinion of others and contribute ideas.
* I can use canon, formation changes, direction and level to improve our ideas.
* I can evaluate the work of others using technical language including setting targets for improvement.
 | * I can use the correct technique to start a sprint race.
* I can hurdle efficiently and consistently.
* I can develop the technique and consistency of my jumps and jump consistently off the same foot.
* I can throw overarm accurately.
* I can accurately replicate the technique for running, jumping and throwing events and run a relay efficiently as part of a team.
* I can replicate the techniques for running, jumping and throwing events in competitive situations and challenge myself to beat previous performances.
 | * I can work as part of a team and show enthusiasm, determination and resilience.
* I can work together in a small group to solve problems and compete under pressure.
* I can negotiate with my group and plan a route map.
* I can work with others to solve problems and follow the rules of an activity.
* I can identify areas of the school grounds using a map and run and think simultaneously to compete in a competition.
* I can identify where a number of controls are situated around the school grounds via photographic clues.
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| **Key stage 2*** Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
* Pupils should be taught to:
* Use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.
* Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].
* Perform dances using a range of movement patterns.
* Take part in outdoor and adventurous activity challenges both individually and within a team.
* Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 5/6Cycle B | Swimming | Handball | Gymnastics – Counter balance and tension | Dance – British Values | Athletics(& Sports Day practise) | Outdoor and Adventurous Activities (OAA) |
| Key Knowledge and Skills  | * I can swim competently, confidently and proficiently over a distance of at least 25 metres
* I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].
* I can perform safe self-rescue in different water-based situations.
 | * I can get into a good ready position to move quickly and receive and send a ball accurately in different ways.
* I can turn my body sideways to receive a pass.
* I can move the ball on quickly to catch out the opposition and pass and move to support the ball carrier.
* I can anticipate the play and shoot with power and accuracy.
* I can disguise passes and dummy pass.
* I can apply a range of skills purposefully in a game.
 | * I can hold controlled balances on a variety of points and patches on a given number of body parts.
* I can hold a range of symmetrical and asymmetrical counter balances.
* I can roll as part of a balancing and rolling sequence.
* I can hold a range of symmetrical and asymmetrical balances counter balances with a partner.
* I can link asymmetrical counter tension balances and counter balances using transitional moves.
* I can perform asymmetrical counter balances in a sequence, using canon or unison.
 | * I can move fluently and can perform a wide range of skills confidently and competently.
* I can creatively change static actions into travelling movements.
* I can ow translate images into actions to communicate meaning.
* I can listen actively, respect the opinion of others and contribute ideas.
* I can use canon, formation changes, direction and level to improve our ideas.
* I can evaluate the work of others using technical language including setting targets for improvement.
 | * I can change pace and run at different tempos and sustain my pace over longer distances.
* I can throw with accuracy and power using the pull technique and throw after a run up.
* I can throw with greater force and over longer distances and throw with greater control, accuracy and efficiency.
* I can perform the correct techniques for triple jump, high jump and standing vertical jump.
* I can combine sprinting with hurdling.
* I can transfer a relay baton efficiently as part of a team.
 | * I can use non-verbal communication to solve problems.
* I can think creatively to find solutions to challenges across different areas of the curriculum.
* I can be self-motivated and physically confident and actively engage in competitive situations.
* I can demonstrate teamwork and a good level of communication to complete a group task.
* I can work with a partner/group to find a number of controls using a map.
* I can communicate positively with the other members of my team.
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