



## Framwellgate Moor Primary School – PE

Children should know ... and know how to ...

	Invasion Games
<b>Y1</b>	<ul style="list-style-type: none"> <li>• To be confident and keep themselves safe in the space in which an activity/game is being played.</li> <li>• Explore and use skills, actions and ideas individually and in combination to suit the game that is being played.</li> <li>• Show ability to work with a partner in throwing and catching games.</li> <li>• Choose and use skills effectively for particular games: -Throw a ball accurately to a target using increasing control., Explore throwing and catching in different ways. Explore kicking in different ways with increasing control.</li> </ul>
<b>Y2</b>	<ul style="list-style-type: none"> <li>• Improve the way they coordinate and control their bodies in various activities. Remember, repeat and link combinations of skills where necessary.</li> <li>• Develop basic tactics in simple team games and use them appropriately.</li> <li>• Choose use and vary simple tactics.</li> <li>• Catch and control a ball in movement working with a partner or in a small group.</li> <li>• Take part in games where there is an opposition.</li> <li>• Decide where to stand during a team game, to support the game.</li> <li>• Begin to lead others in a simple team game.</li> <li>• Be able to pass and stop a ball to a team mate accurately.</li> <li>• Understand how to intercept a moving ball.</li> <li>• Understand role of attacker and defender</li> </ul>
<b>Y3</b>	<ul style="list-style-type: none"> <li>• Move with a ball towards goals with increasing control.</li> <li>• Understand their role as an attacker and as a defender</li> <li>• Move into space to help support a team.</li> <li>• Defend an opponent and try to win the ball.</li> </ul>
<b>Y4</b>	<ul style="list-style-type: none"> <li>• Pass, receive and shoot the ball with increasing control.</li> <li>• Work as part of a team to keep possession and score goals when attacking.</li> <li>• Defend one on one and know when and how to win the ball.</li> <li>• Use simple tactics to help a team score or gain possession.</li> </ul>
<b>Y5</b>	<ul style="list-style-type: none"> <li>• Understand there are different skills for different situations and begin to use these.</li> <li>• Move into space to help a team.</li> <li>• Play in a range of positions and know how to contribute when attacking and defending.</li> <li>• Pass, receive and shoot the ball with some control under pressure.</li> </ul>
<b>Y6</b>	<ul style="list-style-type: none"> <li>• Pass, receive and shoot the ball with increasing control under pressure.</li> <li>• Select the appropriate action for the situation.</li> <li>• Create and use a variety of tactics to help a team.</li> <li>• Create and use space to help a team.</li> <li>• Select and apply different movement skills to lose a defender.</li> <li>• Use marking, and/or interception to improve defending.</li> </ul>

	Net and Wall
<b>Y1</b>	<ul style="list-style-type: none"> <li>• To be confident and keep themselves safe in the space in which an activity/game is being played. Explore and use skills, actions and ideas individually and in combination to suit the game that is being played. Show ability to work with a partner in throwing and catching games. .</li> <li>• Hit a ball with control using an appropriate object.</li> </ul>
<b>Y2</b>	<ul style="list-style-type: none"> <li>• Improve the way they coordinate and control their bodies in various activities. Remember, repeat and link combinations of skills where necessary. Develop basic tactics in simple team games and use them appropriately.</li> <li>• Choose use and vary simple tactics.</li> <li>• Catch and control a ball in movement working with a partner or in a small group.</li> <li>• Take part in games where there is an opposition.</li> <li>• Decide where to stand during a team game, to support the game.</li> <li>• Begin to lead others in a simple team game.</li> <li>• To develop hand eye co-ordination to be able to receive and send balls using equipment if appropriate.</li> </ul>
<b>Y3</b>	<ul style="list-style-type: none"> <li>• Return a ball to a partner. Use basic racket skills.</li> <li>• Play a range of basic shots.</li> <li>• Move quickly around the court using a variety of movement patterns.</li> </ul>
<b>Y4</b>	<ul style="list-style-type: none"> <li>• To play a continuous games.</li> <li>• Use a range of basic racket skills and variety of shots in different areas of the court.</li> <li>• Demonstrate good footwork on the court.</li> <li>• Return to the ready position to defend my own court.</li> </ul>
<b>Y5</b>	<ul style="list-style-type: none"> <li>• Develop wider range of skills and begin to use these under some pressure.</li> <li>• Select and apply preferred skills with increasing consistency.</li> <li>• Understand the need for tactics and make decisions about when best to use them.</li> <li>• Play cooperatively with a partner.</li> <li>• Demonstrate good footwork to cover a court space in a game situation.</li> </ul>
<b>Y6</b>	<ul style="list-style-type: none"> <li>• Use a wider range of skills in game situations.</li> <li>• Play cooperatively with a partner / in a team.</li> <li>• Demonstrate good decision making when making shots within a game.</li> <li>• Identify and use a variety of tactics</li> </ul>

	Striking & Fielding
<b>Y1</b>	<ul style="list-style-type: none"> <li>• To be confident and keep themselves safe in the space in which an activity/game is being played.</li> <li>• Explore and use skills, actions and ideas individually and in combination to suit the game that is being played.</li> <li>• Show ability to work with a partner in throwing and catching games.</li> <li>• Choose and use skills effectively for particular games: -Throw a ball accurately underarm to a target using increasing control. -Show increasing control when rolling an object, using a technique. -Hit a ball with control using an appropriate object.</li> <li>• Explore throwing and catching in different ways.</li> </ul>
<b>Y2</b>	<ul style="list-style-type: none"> <li>• Improve the way they coordinate and control their bodies in various activities. Remember, repeat and link combinations of skills where necessary. Develop basic tactics in simple team games and use them appropriately.</li> <li>• Choose use and vary simple tactics.</li> <li>• Catch and control a ball in movement working with a partner or in a small group.</li> <li>• Take part in games where there is an opposition.</li> <li>• Decide where to stand during a team game, to support the game.</li> <li>• Begin to lead others in a simple team game.</li> <li>• To be able to hit a ball accurately using a piece of equipment.</li> </ul>
<b>Y3</b>	<ul style="list-style-type: none"> <li>• Use overarm and underarm throwing, and catching skills.</li> <li>• Begin to strike a bowled ball after a bounce.</li> <li>• Bowl a ball towards a target.</li> <li>• Develop an understanding of tactics and begin to use them in game situations</li> </ul>
<b>Y4</b>	<ul style="list-style-type: none"> <li>• Use overarm and underarm throwing, and catching skills with increasing accuracy.</li> <li>• Strike a bowl and ball after a bounce.</li> <li>• Bowl a ball with some accuracy, and consistency.</li> <li>• Choose and use simple tactics for different situations.</li> </ul>
<b>Y5</b>	<ul style="list-style-type: none"> <li>• To sometimes strike a bowled ball.</li> <li>• Begin to develop a wider range of skills and use these under some pressure.</li> <li>• Use tactics effectively in a competitive situation.</li> </ul>
<b>Y6</b>	<ul style="list-style-type: none"> <li>• Strike a bowled ball with increasing consistency.</li> <li>• Use some tactics in the game as a batter, bowler and fielder.</li> <li>• Select the appropriate action for the situation.</li> </ul>

	Dance
<b>Y1</b>	<ul style="list-style-type: none"> <li>• Explore movement ideas and respond imaginatively to a range of stimuli.</li> <li>• Move confidently and safely in their own general space using changes of speed level and direction.</li> <li>• Compose and link movements to make simple beginnings, middles and ends.</li> <li>• Perform movement phrases using a range of body actions and body parts.</li> </ul>
<b>Y2</b>	<ul style="list-style-type: none"> <li>• Explore, remember, repeat and link a range of actions with coordination, control and awareness of the expressive qualities of dance.</li> <li>• Explore the change of rhythm, speed, level and direction.</li> <li>• Compose and perform short dances that express and communicate moods, ideas and feelings choosing and varying simple compositional ideas.</li> </ul>
<b>Y3</b>	<ul style="list-style-type: none"> <li>• Create dance phrases that communicate ideas.</li> <li>• Create dance phrases with a partner and in a small group using canon and unison.</li> <li>• Repeat, remember and perform these phrases in a dance.</li> <li>• Use dynamic and expressive qualities in relation to an idea.</li> <li>• Use counts to keep in time with a group and the music.</li> <li>• Recognise and talk about the movements used and the expressive qualities of dance.</li> </ul>
<b>Y4</b>	<ul style="list-style-type: none"> <li>• Respond imaginatively to a range of stimuli related to character and narrative.</li> <li>• Use simple motifs and movement patterns to structure dance phrases on my own, with a partner and in a group.</li> <li>• Use formation, canon and unison to develop a dance.</li> <li>• Refine, repeat and remember dance phrases and dances.</li> <li>• Perform dances clearly and fluently.</li> <li>• Describe, interpret and evaluate dance, using appropriate language</li> </ul>
<b>Y5</b>	<ul style="list-style-type: none"> <li>• Adapt and refine actions, dynamics and relationships in a dance.</li> <li>• Perform different styles of dance clearly and fluently.</li> <li>• Recognise and comment on dances, showing an understanding of style.</li> <li>• Suggest ways to improve their own and other people's work.</li> </ul>
<b>Y6</b>	<ul style="list-style-type: none"> <li>• Work creatively and imaginatively individually, with a partner and in a group to choreograph motifs and structure simple dances.</li> <li>• Adapt and refine actions, dynamics and relationships to improve a dance.</li> <li>• Choreograph a dance using props.</li> <li>• Perform dances fluently and with control.</li> <li>• Use appropriate language to evaluate and refine their own and others' work.</li> </ul>

	Gymnastics
<b>Y1</b>	<ul style="list-style-type: none"> <li>• Explore and perform gymnastic actions (pencil/straight, tuck, star, pike, dish and arch) and still shapes.</li> <li>• Move confidently and safely in their own and general space, using change of speed and direction.</li> <li>• Copy, create and link movement phrases with beginnings, middles and ends.</li> <li>• Perform movement phrases using a range of body actions and body parts.</li> <li>• Explore making their body tense, relaxed, stretched and curled.</li> <li>• Can they explore different ways of stretching, balancing, rolling, and travelling.</li> </ul>
<b>Y2</b>	<ul style="list-style-type: none"> <li>• Remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precisions.</li> <li>• Choose, use and vary simple compositional ideas in the sequence they create and perform, with moderate control.</li> <li>• Create routines which have a clear beginning and ending.</li> <li>• Work with a partner sharing ideas and creating a simple sequence.</li> </ul>
<b>Y3</b>	<ul style="list-style-type: none"> <li>• Use a greater number of their own ideas for movements in response to a task.</li> <li>• Choose and plan sequences of contrasting actions.</li> <li>• Complete actions with increasing balance and control.</li> <li>• Move in unison with a partner.</li> <li>• Choose actions that flow well into one another.</li> <li>• Adapt sequences to suit different types of apparatus.</li> <li>• With help, recognise how performances could be improved.</li> </ul>
<b>Y4</b>	<ul style="list-style-type: none"> <li>• Safely perform balances individually and with a partner.</li> <li>• Plan and perform sequences with a partner that include a change of level and shape.</li> <li>• Understand how body tension can improve the control and quality of their movements.</li> <li>• Watch, describe and suggest possible improvements to a performance.</li> </ul>
<b>Y5</b>	<ul style="list-style-type: none"> <li>• Create and perform sequences using apparatus, individually and with a partner.</li> <li>• Use set criteria to make simple judgments about performances and suggest ways they could be improved.</li> <li>• Use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance.</li> <li>• Use strength and flexibility to improve the quality of a performance.</li> </ul>
<b>Y6</b>	<ul style="list-style-type: none"> <li>• Understand what counter balance and counter tension is and show examples with a partner.</li> <li>• Combine and perform gymnastic actions, shapes and balances with control and fluency.</li> <li>• Create and perform sequences using compositional devices to improve the quality.</li> <li>• Suggest changes and use feedback to improve a sequence</li> </ul>

	Athletics
Y1	<ul style="list-style-type: none"> <li>Remember, repeat and link combinations of actions. Use their bodies and a variety of equipment with greater control and co-ordination.</li> <li>Develop the following skills with increasing accuracy and velocity: -Explore and throw a variety of objects with one hand. -Jump from a stationary position with control. -Change speed and direction whilst running</li> </ul>
Y2	
Y3	<ul style="list-style-type: none"> <li>Run at fast, medium and slow speeds.</li> <li>Use different take off and landings when jumping.</li> <li>Develop jumping for distance and height.</li> <li>Take part in a relay activity, remembering when to run and what to do.</li> <li>Throw a variety of objects, changing my action for accuracy and distance.</li> <li>Record my distances, numbers and times.</li> </ul>
Y4	<ul style="list-style-type: none"> <li>Demonstrate the difference between sprinting and running over varying distances.</li> <li>Demonstrate different throwing techniques.</li> <li>Jump for distance and height with control and balance.</li> <li>Throw with some accuracy and power into a target area.</li> </ul>
Y5	<ul style="list-style-type: none"> <li>Choose the best pace for a running event.</li> <li>Perform a range o jumps showing some technique.</li> <li>Show control at take-off in jumping activities.</li> <li>Show accuracy and good technique when throwing for distance.</li> <li>Understand how stamina and power help people to perform well in different athletic activities.</li> <li>Lead a partner through short warm-up routines.</li> </ul>
Y6	<ul style="list-style-type: none"> <li>Select and apply the best pace for a running event.</li> <li>Exchange a baton with success. Perform jumps for height and distance using good technique.</li> <li>Show accuracy and good technique when throwing for distance.</li> <li>Lead a small group through a short warm-up routine.</li> </ul>

	OAA
Y1	N/A
Y2	
Y3	<ul style="list-style-type: none"> <li>• To follow and give instructions.</li> <li>• Communicate ideas and listen to others. Work with a partner and a small group. Plan and attempt to apply strategies to solve problems.</li> <li>• Reflect on when and why I was successful at solving challenges.</li> <li>• Developing basic map reading skills.</li> </ul>
Y4	<ul style="list-style-type: none"> <li>• Accurately follow and give instructions.</li> <li>• Work effectively with a partner and a small group.</li> <li>• Identify key symbols on a map and use a key to help navigate around a grid.</li> <li>• Plan and apply strategies to solve problems.</li> </ul>
Y5	<ul style="list-style-type: none"> <li>• Reflect on when and how they were successful at solving challenges, and alter methods in order to improve.</li> <li>• Work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy.</li> <li>• Use critical thinking to approach a task.</li> <li>• Navigate around a course using a map.</li> </ul>
Y6	<ul style="list-style-type: none"> <li>• Work effectively with a partner and a group.</li> <li>• Use critical thinking to form ideas.</li> <li>• Pool ideas within a group, selecting and applying the best method to solve a problem.</li> <li>• Reflect on why and how they are successful at solving challenges and adapt methods in order to improve.</li> <li>• Orientate and map efficiently to navigate around a course.</li> </ul>



## Framwellgate Moor Primary School – PE

Children should know ... and know how to ...

	EYFS
<b>Games</b>	<ul style="list-style-type: none"><li>• To be able to move and stop confidently, negotiating the space around them effectively.</li><li>• Show good control over their bodies when exploring different skills.</li><li>• Start showing an ability to use their dominate hand to work with a partner in different activities. Explore and use skills effectively for particular games:<ul style="list-style-type: none"><li>• Roll a ball or hoop</li><li>• Throw a ball underarm</li><li>• Explore balancing.</li></ul></li></ul>
<b>Athletics</b>	<ul style="list-style-type: none"><li>• Learn skills of running, jumping and throwing with a range of equipment.</li><li>• Vary speed of running based on commands given.</li><li>• Use comparative language i.e. faster, longer, and be able to physically demonstrate this.</li></ul>
<b>Gymnastics</b>	<ul style="list-style-type: none"><li>• Move confidently and safely in their own and general space. (Negotiating space effectively – under, round, over equipment and obstacles)</li><li>• Move and stop, recognising both commands and acting upon them immediately.</li><li>• Show contrast with their bodies including tall/short, wide/thin, straight/curved)</li><li>• Copy simple movements and simple sequences.</li><li>• Make shapes with their bodies, according to commands.</li><li>• Jump off an object and land appropriately.</li></ul>
<b>Dance</b>	<ul style="list-style-type: none"><li>• Explore and copy basic body actions and rhythms.</li><li>• To be able to negotiate space confidently, using appropriate strategies.</li><li>• To be able to use their bodies to imitate motifs from stories and topics such as animals, trees, etc...</li><li>• To begin to respond with their bodies to different types of music.</li></ul>