SUBJECT: Physical Education

The focus for each term comes from the lessons being delivered by The Future Games. The idea is the sports coach will deliver the initial lesson each week and the second lesson, taught by the class teacher, follows on from this. This allows skills taught in the first lesson to be consolidated and targeted activities will be provided to support and extend children, depending on their progress in the previous lesson.

support and exter	upport and extend children, depending on their progress in the previous lesson.						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Year R	Active Alex Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively.	Gymnastics Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively. I can travel in different ways; using different parts of my body. I can travel over, under and around equipment. I am aware of the space around me and show control over my actions. I can freely move in the following methods; slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding, side stepping and hopping. I can balance on different body parts e.g. one foot, hands and feet, back, bottom or tummy. I can climb on and off benches and small equipment. I can jump on and off small equipment with bent knees. Gymnastics	Skills start Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively. I can move at different speeds safely. I can move whilst holding different objects. I can push and pat a balloon. I can work well with other children and improve my body skills by playing parachute games. I can perform under arm rolls and throws and work together with other children in a team. I can catch an object.	Dance Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively. I can start to clap to the beat of the music and perform some gestures. I can sometimes perform in a Canon and in time and use my body to represent different sea creatures. I can move around making interesting patterns and sometimes Freeze in different dance poses. I can sometimes imitate a pirate and demonstrate the jobs they do whilst moving around the room. I can sometimes practise all sections of the dance in time with the music. I can sometimes perform the dance in time with the music.	Enjoy a ball Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively. I can find a space while dribbling a ball. I can dribble a ball with my feet and keep close control of the ball. I can hold a ball and keep my balance whilst moving. I can roll a ball accurately. I can travel at different speeds when dribbling a ball with my feet. I can roll a ball and move with a ball in different ways.	Athletics Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively. I can move quickly. I can move quickly and work well in a team. I can throw an object at a target. I can throw an object and keep good balance. I can perform a two-footed jump. I can run, jump and throw in our 'Mini Olympics' and work well as part of a team.	
Year 1	Skills Pupils should be taught to master basic movements including running, jumping,	Pupils should be taught to master basic movements including running, jumping, throwing and catching, as	Pupils should be taught to perform dances using simple movement patterns. I can clap and move parts of	Skills Pupils should be taught to master basic movements including running, jumping,	Skills Pupils should be taught to master basic movements including running, jumping,	Pupils should be taught to master basic movements including running, jumping, throwing and catching, as	
	throwing and catching, as well as developing balance, agility and co-ordination, and	well as developing balance, agility and co-ordination, and	my body to the beat of the music and perform gestures.	throwing and catching, as well as developing balance, agility and co-ordination, and	throwing and catching, as well as developing balance, agility and co-ordination, and	well as developing balance, agility and co-ordination, and	

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	begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending. I can move safely. I can jump in a variety of ways. I can dribble the ball using my feet. I can control a ball using my feet. I can pass the ball using my feet.	begin to apply these in a range of activities. I can explore travelling through different methods. I can use these methods to link shapes together. I can develop these shapes and travels over, under and around equipment. I can perform basic shapes e.g. tuck, stretched and star. I can travel on different parts of the body, hands, feet, front, back and combinations I can roll or rock over different body parts e.g. tuck roll, stretched roll. I can travel at different heights, high, middle and low.	I can perform in a Canon and in time and use my body to represent different Sea creatures. I can move around making interesting floor patterns and can spell my name with a floor pattern. I can freeze in different dance poses. I can imitate a pirate and demonstrate the jobs they do whilst moving around the room performing a dance. I can practise all sections of the dance in time with the music. I can perform the dance in time with the music.	begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending. I can roll a ball at a target. I can sometimes catch a ball. I can underarm throw a ball at a target. I can move with a ball in my hands. I can move and throw a ball sideways, with some success.	begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending. I can score a point 'try' with a rugby ball when moving. I can strike a ball towards a target. I can dodge a tagger. I can dodge an object.	begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending. I can run in a coordinated & fluent way. I can run in a coordinated & fluent way over obstacles. I can throw in a coordinated way for distance. I can throw in a coordinated way for accuracy. I can take off & land in a coordinated & controlled way. I can link a variety of different jumps together.
Year 2	Fundamental Movement Skills Pupils should be taught to 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. I can move safely at different speeds. I can balance in more than one way. I can jump in more than one way with control. I can dribble the ball using my feet with control. I can control the ball using both the sole and inside of my feet. I can pass a ball with my feet with some control.	Gymnastics Pupils should be taught to 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. I can develop shapes and travel over, under and around equipment. I can work with a partner to create and link together 3 actions with control and fluency. I can perform basic shapes tuck, stretched, star and straddle with control and hold still for 3 seconds. I can create combinations of shapes e.g. right side tuck left side star. I can perform different travels with control e.g. crab walk, bear walk, rolls, bunny hops.	Dance Pupils should be taught to perform dances using simple movement patterns. I can clap and move body parts to the beat of the music confidently and perform gestures using my own ideas. I can perform in a Canon and in time confidently and use my body to represent different Sea creatures using my own ideas. I can move around making interesting pathways confidently and spell my name with a floor pattern. I can Freeze confidently in imaginative dance poses. I can imitate a pirate confidently, demonstrating the jobs they do whilst performing a dance using my own ideas. I can practise all sections of the dance in time with the music confidently, in time with the music, with a good	Fundamental Movement Skills Pupils should be taught to 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. I can roll a ball at a target, often hitting it. I can catch a ball. I can underarm throw a ball at a target, often hitting it. I can hold the ball with 2 hands when moving, sometimes in a W shape. I can move and throw a ball sideways.	Fundamental Movement Skills Pupils should be taught to 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. I can score a point 'try' with a rugby ball when running. I can strike a ball at a target, often scoring. I often dodged a tagger successfully. I often dodge an object.	Athletics Pupils should be taught to 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. I can run at different speeds for short & longer durations. I can run at different speeds over obstacles. I can throw a range of different throwing implements. I can throw a range of different throwing implements. I can jump in a variety of different ways. I can link movements in a coordinated & controlled way.

Figure 4 Page 14 Endatamental 30orts Sellicit 12 Pages should be taught to play competitive games, and apply basic principles studied for attacking and defending, i.c. in mage another player which correct handling position. I can page a ball backwards or delevacy with some control. I can another player which correct handling position. I can page a ball backwards or delevacy with some control. I can prove that particular the provision ones and demonstrate improvement back. I can prove that particular the provision ones and demonstrate improvement back. I can prove that particular the provision ones and demonstrate improvement back. I can prove that particular the provision ones and demonstrate improvement back. I can prove that particular the provision ones and demonstrate improvement back. I can prove that particular the provision ones and demonstrate improvement back. I can prove that particular the provision ones and demonstrate improvement back. I can prove that particular the provision ones and demonstrate improvement back. I can prove that particular the provision ones and demonstrate improvement back. I can prove that particular the provision ones and demonstrate improvement back. I can prove that particular the provision ones and demonstrate improvement back. I can prove that particular the provision ones and demonstrate improvement back. I can prove that particular the provision ones and demonstrate improvement back. I can prove that particular the provision ones and demonstrate improvement back. I can prove that particular the provision ones and demonstrate improvement back in the provision ones and demonstrate improvement back in the provision ones and demonstrate improvement back. I can prove that particular the provision ones and demonstrate improvement back in the provision ones and demonstrate improvement back. I can prove that particular the provision ones and demonstrate improvement back. I can provise the provision ones and demonstrate improvement back. I can provise the provision ones and demo	Ashton St. Peter's Creative curriculum						
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(both sides).		and accuracy when moving	the following methods, meet	using my own ideas.	or actions.	I can be a leader and help	different relay games.
		(both sides).				their team in pairs cricket.	

Ashton St. Peter's Creative curriculum

	Ashton St. Peter's Creative curriculum						
	I can avoid a defender to score a try. I can play and embrace the rules, inspiring others with my fair play and I am always gracious in victory and defeat.	and part, side by side and follow my leader. I can explore and develop rolls; teddy bear roll, side roll, stretched roll, forward roll.	I can work well in a group and perform confidently showing leadership and fairness and contributing ideas. I can practise the dance in time with the music confidently. I can perform the routine, in a group confidently.	I can balance more than one object while moving, roll, throw and catch two objects, travel with objects and change direction at speed.	I can choose different combinations for games & activities.	I can improve personal performance.	
Year 5	Fundamental Sports Skills- Hockey Pupils should be taught to play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. I can use the correct grip and look up when moving with the ball. I can push pass with accuracy. I can receive a moving ball with some control. I can use the correct technique when making a black tackle. I can shoot at goal with power. I can use my skills in a match and sometimes work well with others.	Gymnastics Pupils should be taught to develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. I can develop communication skills and solve problems. I can explore partner and counter balances. I can fluently link these balances together to form a 5-8 action sequence. I can express the emotions of the stimulus when performing. I can perform partner and counter balances with strong body tension. I can roll with confidence and grace. I can link rolls to balances and travelling actions. I can map out a sequence of 5-8 actions, perform these actions smoothly over, under and around equipment.	Dance-Body combat dance Pupils should be taught to perform dances using a range of movement patterns. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. I can perform action in time with the music confidently. I can perform all punches linking them together with transitions/linking moves sometimes in time with the music. I can perform a rebound and kick to the beat of the music. I can perform a front kick and a side kick with control. I can perform an elbow strike in time with the music and my partner. I can perform most of the moves learnt in previous lessons in time with a partner. Can make observations of another group.	Ultimate Frisbee Pupils should be taught to take part in outdoor and adventurous activity challenges both individually and within a team. I can pass and catch the Frisbee when static. I can pass and catch the Frisbee when moving. I can use appropriate footwork and show special awareness. I can develop my attacking and defending skills. I can follow specific skills, rules and tactics of Ultimate Frisbee.	Outdoor& Adventure Pupils should be taught to take part in outdoor and adventurous activity challenges both individually and within a team. I understand the concept of a map. I understand that the concept of a map is like a picture. I can develop spatial awareness of the relationship of shapes to each other by transferring information on a plan to reality. I can demonstrate all the physical skills needed for orienteering: agility, balance, co-ordination. I understand the basic orienteering symbols and colours. I can cooperate with others. I can use control cards and punches. I understand that the map must be orientated. I can be agile. I can use my hand-eye coordination.	Athletics Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination Develop flexibility, strength, technique, control and balance. I can run with speed and control and change direction quickly. I can run over obstacles at speed. I can run over a long distance I can perform push and pull throws at a target with accuracy. I can jump the length of my body and land safely. I can successfully pass and receive the baton using the correct commands.	
Year 6	Fundamental Sports Skills- Hockey Pupils should be taught to play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. I can use the correct grip and look up when moving with the ball and dribble into space.	Gymnastics Pupils should be taught to develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Dance-Body combat dance Pupils should be taught to perform dances using a range of movement patterns. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. I can perform actions in time with music confidently using my own ideas.	Ultimate Frisbee Pupils should be taught to take part in outdoor and adventurous activity challenges both individually and within a team. I can accurately pass and catch the Frisbee when static. I can pass and catch the Frisbee when moving at speed.	Outdoor& Adventure Pupils should be taught to take part in outdoor and adventurous activity challenges both individually and within a team. I understand the concept of a map. I can use symbols and a key. I can use spatial awareness of the relationship of shapes to each other by transferring	Athletics Pupils should be taught to use running, jumping, throwing and catching in isolation and in combinatior Develop flexibility, strength, technique, control and balance. I can run with speed, control and fluency, change direction and react quickly.	

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I can push pass with accuracy	I can communicate and solve	I can perform all punches	I can use appropriate	information on a plan to	I can run over obstacles at full
while moving.	problems. I can explore group	linking them together with	footwork and show special	reality effectively.	speed.
I can receive and pass a	balances.	transitions/linking moves in	awareness effectively.	I can demonstrate all the	I can maintain my running
moving ball with control.	I can fluently link these	time with the music.	I can choose appropriate	physical skills needed for	speed over a long distance.
I can make a block tackle with	balances together to form a	I can perform a rebound and	attacking and defending skills.	orienteering: agility, balance,	I can perform push and pull
the correct technique.	5-8 action sequence.	kick in time with the beat if	I can follow specific skills,	co-ordination whilst holding	throws at a target with
I can shoot at goal with power	I can combine partner	the music consistently with	rules and tactics of Ultimate	or looking at the map.	accuracy and power.
and accuracy with some	work/group work and	strong movements.	Frisbee effectively.	I can explain the basic	I can consistently jump
success.	demonstrate the use of	I can perform a front kick and		orienteering symbols	further than the length of my
I can use my skills in a match	unison, cannon, and varied	a side kick with control in		and colours.	body, and land with control.
effectively and sometimes	formations.	time with the music.		I can cooperate effectively	I can successfully pass and
show good teamwork.	I can travel using steps and	I can perform an elbow strike		with others.	receive the baton at speed
	leaps with grace and control.	consistently in time with the		I can clear the hurdles,	using the correct commands.
	I can create group balances	music and my partner. I can		concentrating on technique.	_
	and shapes, that are still and	also link moves with the		I can use control cards and	
	aesthetics.	elbow strike.		punches and understand that	
	I can link group balances	I can perform the more		control cards must be	
	together smoothly, with a	complex moves correctly with		punched in the correct	
	variety of actions.	strong actions in time with		numbered box.	
	I can perform rolling,	my partner. I can make		I can orientate a map.	
	jumping, balancing and	observations of another		I can be agile.	
	travelling, showing control	groups performance.		I can use my hand-eye	
	and fluency.			coordination.	
	I can collaborate with a small				
	group to map out a				
	sequence/of 5-8 actions that				
	are controlled.				
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