


Physical Education at Crowmoor

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Games	<ul style="list-style-type: none"> -Hit a ball with a bat or racquet. -Roll equipment in different ways. -Kick an object at a target -Follow simple rules. 	<ul style="list-style-type: none"> -Master basic sending and receiving techniques. -Develop balance, agility and co-ordination. -Master basic sending and receiving skills. -Develop balance, agility and co-ordination. -Master basic sending and receiving techniques. -Develop balance, agility and co-ordination. -Master basic sending and receiving as well as developing balance agility and co-ordination. -Make use of coordination, accuracy and weight transfer. -Develop receiving skills. -Use ball skills in game-based activities 	<ul style="list-style-type: none"> -Use hand-eye coordination to control a ball. -Catch a variety of objects. -Vary types of throw. -Kick and move with a ball. -Develop catching and dribbling skills. -Use ball skills in a mini festival. 	<ul style="list-style-type: none"> -Be aware of others when playing games. -Choose the correct skills to meet a challenge. -Perform a range of actions, maintaining control of the ball. -Perform a range of catching and gathering skills with control. -Master the basic catching technique. -Catch with increasing control and accuracy. -Master the basic throwing technique. -Throw and hit a ball in different ways (e.g. high, low, fast or slow). -Apply skills and tactics in small-sided games. -Identify and follow the rules of games. -Choose and use simple tactics to suit different situations. -React to situations in ways that make it difficult for opponents to win. 	<ul style="list-style-type: none"> -Keep possession of a ball. -Use ABC (agility, balance, co-ordination) techniques to keep control of a ball in a competitive situation. -Use accurate passing and dribbling in a game. -Identify and apply ways to move the ball towards an opponent's goal. -Learn concepts of attack and defence. -Play in a mini competition. -Develop and investigate different ways of throwing, and to know when each is appropriate. -Use ABC (agility, balance, co-ordination) to field a ball well. -Use ABC (agility, balance, co-ordination) to move into good positions for catching and apply it in a game situation. -Use hand-eye coordination to strike a moving and a stationary ball. -Develop fielding skills and understand their importance when playing a game. -Play in a competitive situation, and to demonstrate sporting behaviour. 	<ul style="list-style-type: none"> -Demonstrate basic passing and receiving skills. -Develop an understanding and knowledge of the basic rules of games. -Use good hand/eye co-ordination to pass and receive a ball successfully. -Develop skills in the range of passes and to understand which pass to use depending on the distance the ball needs to travel. -Understand the importance of 'finding space' in order to receive a pass. -Understand how to make space by moving away and coming back and by dodging. -Be able to demonstrate a range of defending skills and understand how to mark an opponent. -Understand how to intercept a pass. -Learn how to shoot. -Recognise which positions are attacking and which are defending. -Choose fielding techniques. -Run, throw and catch. -Develop a safe and effective overarm throw. 	<ul style="list-style-type: none"> -Work as a team, using ball-handling skills. -Pass and manoeuvre a ball using balance and coordination. -Use skills learned to play a game. -Apply rules and skills learned to a game. -Play in a competitive game following the basic rules. -Throw and catch under pressure. -Use fielding skills to stop the ball effectively. -Learn how to control a bat/stick depending on the ball received. -To play in a tournament and work as team, using tactics in order to beat another team.

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Dance	<ul style="list-style-type: none"> -Move safely around the space and equipment. -Travel in different ways, including sideways and backwards. 	<ul style="list-style-type: none"> -Come up with and demonstrate ways of using their body to represent animal movements. -Link ideas to create shorts movement phrase. -Describe some movements, body parts and actions used. -Know that their breathing rate increases during exercise. -Perform actions and movements in time with the beat. -Describe what a level is and give examples from a routine. -Describe the different speeds, actions and movements that can be used in dance. -Describe how dance makes them feel. -Perform a short routine in small groups. 	<ul style="list-style-type: none"> -Use a range of stimuli to create a range of actions -Use appropriate language to describe actions created -Identify movements which are performed slowly and quickly. -Begin to link movements together to create a fluent dance phrase -Watch others perform and describe what they see (what they like/don't like). -Compare feelings and emotions different movements and speeds are creating. -Know what heart rate, breathing rate and body temperature mean. 	<ul style="list-style-type: none"> -Children will focus on different ways of travelling, making shape and turning, (e.g. following a pirate theme.) Through pirate music children will develop their sense of rhythm and speed. By exploring different pirate theme dance, children will also get better at travelling in different directions. -Using the above, children aim to create and perform their own movement pattern. -Children will be able to describe key features of an effective performance 	<ul style="list-style-type: none"> -Describe the benefits of a cool down, including the importance of stretching, relaxing and breathing. -Give a brief description of the history and origin of the different dance styles studied. -Describe shapes and movements created and the speed at which they are performed for each dance style. -Identify the location of the main joints. -Make simple suggestions to improve their own and others' work. -Perform movements with accuracy and timing. -Know the location of key muscles within the body. -Know what the heart rate is and why it needs to increase during exercise. 	<ul style="list-style-type: none"> -Give and demonstrate examples movement ideas, which can be incorporated into a dance, warm up. -Know where the different dance styles originated (location and time frame). -Identify similarities and differences between the difference dance styles studied. -Analyse and improve their own and others performances. -Adapt given dance movements and make them their own -Identify different emotions which can be portrayed through dance. -Explain how and why warm ups need to gradually increase in intensity. 	<ul style="list-style-type: none"> -Understand the word unison and canon are and demonstrate these. -Perform actions correctly and analyse to find improvements. -Understand the different joints mobilised joining certain movements. -Create expression and emotion through dance moves. -Understand and explain the impact of slow and fast movements in dance and to perform movements. at different speeds for effect. -Create, perform and analyse dance sequences and movements in different size groups
Gymnastics	<ul style="list-style-type: none"> -Perform a balance. -Control body when performing a sequence of movements. 	<ul style="list-style-type: none"> -Perform and discuss gymnastic shapes (Stretch and tuck) -Begin to move with control forwards and backwards. -Perform a stag jump with control and balance. -Hold a range of standing balances with increasing confidence and control. -Watch another performance and copy the actions. -Perform rocking actions with control and balance. 	<ul style="list-style-type: none"> -Perform a range of shapes (pike, star and straddle shapes) with strength, flexibility and control. -Link balances and travelling actions by travelling backwards and forwards using gymnastic movements. -Use a cat jump within a sequence and perfect the stag jump (from year 1). -Talk about elements of the performance that have been performed well. 	<ul style="list-style-type: none"> -Perform a range of lying and standing shapes with good control and accuracy. -Discuss performances and talk about how they are similar. -Travel in different ways using a combination of floor and apparatus. -Perform a scissor jump with high quality and controlled take off and landings. -Use and link a range of 4 point balances with good control. 	<ul style="list-style-type: none"> -Perform a range of shapes and move fluently from one shape to another. -Identify parts of their own performance that need improving. -Travel differently and utilise these to make a sequence more interesting. -Compare and contrast two performances. -Perform a split jump, taking off and landing with control and balance (and perfect previously learnt jumps). 	<ul style="list-style-type: none"> -Perform a range of sitting, support, lying and standing shapes accurately and with control. -Comment on the effectiveness of a performance. -Perform a straight jump with $\frac{1}{4}$ and 1.2 turn whilst maintaining control and balance. -Perform a head stand safely and with confidence (can be 'spotted' by partner if required). 	<ul style="list-style-type: none"> -Perform support shapes and partner balances accurately as part of a sequence. -Using their gymnastics knowledge, comment and analyse on performances and suggest aspects for improvements. -Perform rotational jumps (including full rotations) accurately and with control. -Land rotational jumps with control. -Enter and exit a handstand with control

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		<ul style="list-style-type: none"> -Link rolls together with other actions and shapes -Perform a controlled forward roll with balance and accuracy entering, during and exiting the roll. 	<ul style="list-style-type: none"> -Perform balances using different parts of their body with control. -Perform the dish and arch balance holding these with control. -Use a rocking action whilst in the dish and arch balance with control. -Talk about and demonstrate how to make an activity safe. 	<ul style="list-style-type: none"> -Suggest improvements on a performance. -Demonstrate good body tension and strength when performing a range of rocking actions -To perfect and accurately perform pencil roll and forward roll with increasing confidence and control. -To enter and exit and hold a shoulder balance independently with control and balance. 	<ul style="list-style-type: none"> -Perform a range of jumps taking off or landing on mats and using apparatus. -Perform a stork balance and arabesque balance confidently and use as part of a sequence. Explore and perform 3 and 4 point balances. -Perform a backwards roll safely and with good control. -To work safely 	<ul style="list-style-type: none"> -Perform a cartwheel safely and with increased confidence and speed. -Develop a gymnastic sequence incorporating the elements from this year and previous curriculums. -Start and finish forward roll with a different shape (straddle, tuck, standing). 	<ul style="list-style-type: none"> (can be supported by partner if required). -Perform a circle (teddy bear) roll. -Link movements in a sequence with fluency, accuracy and control. -Develop a gymnastic sequence using jumps, rolls and balances.
Swimming	N/A	N/A	N/A	<ul style="list-style-type: none"> -Swim 10m unaided in shallow water using one basic method. -Kick legs from the hip and identify when this needs improvements. -Put face in water and blow bubbles. -Enter and exit water safely and remain safe around water. -Explain what dangers to identify around water. 	<ul style="list-style-type: none"> -Swim between 10m and 20m unaided in shallow water, using one basic method to achieve the distance. -Use floats to swim longer distances with a more controlled leg kick. -Join in all swimming activities confidently. -Put face under the water and blow bubbles (begin to do this whilst swimming). -Explore how to move in and under water. -Recognise how swimming affects breathing. -Identify and describe differences between different leg and arm actions. -Understand water can be dangerous and repeat what to do when in difficulty. 	<ul style="list-style-type: none"> -Swim between 10m and 20m unaided in shallow water, using one stroke. -Begin to swim 10m-15m unaided using a second stroke. -Put face in water and breath correctly when swimming in one identifiable stroke. -Use a float to aid their swimming and confidence in deeper water. -Use a float to develop leg and arm techniques. -Begin to explain how to keep safe whilst in water and what dangers should be identified. 	<ul style="list-style-type: none"> -Swim 25m unaided in water using one basic method to achieve this distance. -Use two different strokes swimming on both front and back. -Control breathing. -Swim confidently and fluently both on the surface and under the water. -Explain how to remain safe in water and what do if you or someone nearby gets into difficulty.

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Athletics	<ul style="list-style-type: none"> -Throw underarm. -Throw an object at a target. 	<ul style="list-style-type: none"> -Use varying speeds when running. -Explore footwork patterns. -Explore arm mobility. -Explore different methods of throwing. -Practise short distance running. 	<ul style="list-style-type: none"> -Run with agility and confidence. -Learn the best jumping techniques for distance. -Throw different objects in a variety of ways. -Hurdle an obstacle and maintain effective running style. -Run for distance. -Complete an obstacle course with control and agility. 	<ul style="list-style-type: none"> -Run in different directions and at different speeds, using a good technique. -Improve throwing technique. -Reinforce jumping techniques. -Understand the relay and passing the baton. -Choose and understand appropriate running techniques. -Compete in a mini-competition, recording scores. 	<ul style="list-style-type: none"> -Select and maintain a running pace for different distances. -Practise throwing with power and accuracy. -Throw safely and with understanding. -Demonstrate good running technique in a competitive situation. -Explore different footwork patterns. -Understand which technique is most effective when jumping for distance. -Utilise all the skills learned in this unit in a competitive situation. 	<ul style="list-style-type: none"> -Use correct technique to run at speed. -Develop the ability to run for distance. -Throw with accuracy and power. -Identify and apply techniques of relay running. -Explore different footwork patterns. -Understand which technique is most effective when jumping for distance. -Learn how to use skills to improve the distance of a pull throw. -Demonstrate good techniques in a competitive situation. 	<ul style="list-style-type: none"> -Investigate running styles and changes of speed. -Practise throwing with power and accuracy. -Throw safely and with understanding. -Demonstrate good running technique in a competitive situation. -Explore different footwork patterns. -Understand which technique is most effective when jumping for distance. -Utilise all the skills learned in this unit in a competitive situation.
OAA (Outdoor and Adventurous Activity)	N/A	N/A	N/A	<ul style="list-style-type: none"> -Follow a map in a familiar context. -Use clues to follow a route. -Follow a route safely. 	<ul style="list-style-type: none"> -Follow a map in a (more demanding) familiar context. -Follow a route within a time limit. 	<ul style="list-style-type: none"> -Follow a map in an unknown location. -Use clues and a compass to navigate a route. -Change a route to overcome a problem. -Use new information to change a route. 	<ul style="list-style-type: none"> -Plan a route and a series of clues for someone else. -Plan with others taking account of safety and danger.