

NEWHAM BRIDGE PRIMARY SCHOOL
FOUNDATION SUBJECTS
CURRICULUM AND ASSESSMENT
DOCUMENT



P.E.



Y1 P.E. Curriculum

Games:	<p>Play simple, chasing and catching games</p> <p>Begin to control a ball around an obstacle using feet and hands</p> <p>Talk part in a variety of simplified striking and fielding games</p> <p>Throw objects with increased accuracy</p>
Gymnastics:	<p>Perform simple gymnastic movements jump, roll, travel and climb</p> <p>Perform a sequence of movements with increased control</p> <p>Make up, remember and perform simple sequences</p> <p>Use space safely showing an awareness of others</p>
Dance:	<p>Copy and explore basic body actions</p> <p>Link movement to music and rhythm</p> <p>Observe, remember and copy simple dance steps</p> <p>Respond to different moods in music with movement</p> <p>Use the terms step, clap, turn and jump</p>
Athletics:	<p>Run at different speeds</p> <p>Jump from two feet to two feet then one foot to one foot</p> <p>Throwing underarm with increasing control</p> <p>Take part in races and team relays</p> <p>Jump from markers and measure the distance</p>



Y1 P.E. A.R.E

A Y1 sports person can....

- move and stop safely
- show good awareness of the space around them
- throw and catch with both hands
- copy sequences and repeat them
- control their body when dancing and traveling
- can use simple vocabulary to describe their movements
- can follow the rules and take part in simple games
- can roll, curl, travel and balance in different ways
- can describe why we need exercise to keep us healthy



Y2 P.E. Curriculum

Games:	<p>Perform a range of throwing, rolling, striking, kicking and gathering skills</p> <p>Use space effectively within team games</p> <p>Use basic tactics within team games</p> <p>Follow rules and co-operate within a team</p>
Gymnastics:	<p>Plan and perform a sequence of movements</p> <p>Work both independently and with a partner</p> <p>Develop smooth transitions from positions of stillness to travelling and vice-versa</p> <p>Be able to roll, curl and balance in different ways</p> <p>Use the terms star, pencil, tuck, arch, bridge, patch and point, twist, turn and pivot</p>
Dance:	<p>Develop a wider range of body actions</p> <p>Create longer dance phrases individually and in pairs</p> <p>Use the music to guide and shape a dance phase</p> <p>Demonstrate co-ordination and increased control</p> <p>Change rhythms speed, level and direction of the dance</p> <p>Use the vocabulary step, clap, tap, jump, slide, hop, travel & mirror</p>
Athletics:	<p>Change speed and direction whilst running</p> <p>Hand over a baton to a team mate</p> <p>Throw a variety of objects over and under arm</p> <p>Run up, put feet together and jump forward</p> <p>Choose a sensible speed for longer distances</p> <p>Mark and measure the distances thrown and jumped</p>



Y2 P.E. A.R.E

A Y2 sports person can....

- show good awareness of the space around them
- use equipment safely and with consideration of others
- throw and catch using both over and under arm
- vary running skills/pace according to the activity
- work with a partner to create a short performance
- can use simple vocabulary to describe their movements
- can follow the rules and co-operate in simple games
- can roll, curl, travel and balance with greater accuracy and control
- can describe why we need exercise to keep us healthy and describe the effect exercise has upon our bodies



Y3 P.E. Curriculum

Games:	<p>Develop throwing and catching skills with control and accuracy and varying speeds</p> <p>Use a range of skills to keep possession and control of the ball</p> <p>Develop tactical skills when working within team games</p> <p>Use and apply rules fairly - develop a good sporting attitude</p>
Gymnastics:	<p>Move between floor, mat and apparatus using shape, balance and travel</p> <p>Adapt a sequence to include different levels, speed and directions</p> <p>Evaluate own sequences and that of peers</p> <p>Show increasing control, accuracy and fluency when performing</p>
Dance	<p>Dance with greater control and co-ordination</p> <p>Change rhythm speed, level and direction when dancing</p> <p>Respond to stimuli through gestures, facial expression and actions</p> <p>Say what they like/dislike giving simple reasons</p>
Athletics:	<p>Improve speed, change of pace and baton handover when running</p> <p>Understand time and distance when running at speed</p> <p>Practise jumping from side to side with balance and co-ordination</p> <p>Experiment throwing different weights and shapes of equipment</p>



Y3 P.E. A.R.E

A Y3 sports person can....

- show awareness of space and use it to support team mates
- use equipment safely and with consideration of others
- use a range of skills to keep possession and control of the ball
- run at fast medium and slow speeds and changing direction
- work with a partner to create a dance with beginning, middle and end
- can use simple vocabulary to describe and evaluate their movements
- can make good decisions about what to do and where to pass
- can describe the qualities of a good sports person and aspire to be like them
- can describe why we need exercise to keep us healthy and describe the effect exercise has upon our bodies - including cooling down and warming up



Y4 P.E. Curriculum

Games:	<p>Strike a ball with intent and throw it with greater accuracy when bowling and fielding</p> <p>Change direction and speed when dribbling the ball</p> <p>Use a range of techniques when passing</p> <p>Intercept and stop the ball with consistency and sometimes catch it</p> <p>Use a range of tactics to keep possession of the ball and to attack goal</p>
Gymnastics:	<p>Create a longer sequence which includes and number of prescribed elements (4 linked movements travel, jump, roll, stand, balance & pivot)</p> <p>Combine actions to make sequences changing speed, direction, level and shape</p> <p>Refine and improve gym work in response to feedback</p>
Dance	<p>Develop techniques for linking phrases in a longer dance (e.g. freeze frame, change of level our direction)</p> <p>Encourage and develop improvisations</p> <p>Think about characters and narrative and respond through movement</p> <p>Refine and improve dance in response to feedback</p>
Athletics:	<p>Improve speed, change of pace and baton handover when running</p> <p>Understand time and distance when running at speed</p> <p>Practise jumping form side to side with balance and co-ordination</p> <p>Experiment throwing different weights and shapes of equipment</p>



Y4 P.E. A.R.E

A Y4 sports person can....

- show awareness of space and use it tactically
- achieve 25 metres swimming proficiency certificate
- use a range of skills to keep possession and control of the ball
- run at fast medium and slow speeds and changing direction including a curved track
- create a longer gym sequence including 4 linked movements
- evaluate and refine their movements based on feedback
- make good decisions about what to do and where to pass
- can use a range of tactics to keep possession of the ball
- recognise good sportsmanship in themselves and others
- discuss their own fitness level and ways to improve

As part of the Y4 curriculum children will access swimming lessons teaching a range of strokes, proficiency in 25 metres and self rescue.



Y5 P.E. Curriculum

Games:	<p>Accurately pass the ball to someone else whilst moving</p> <p>React to the ball and move to receive it</p> <p>Play shots on both sides of the body and over-head</p> <p>Change body height to receive the ball</p> <p>Control the speed and direction of the ball</p> <p>Choose positions within the team and know how to help attack</p> <p>Use a variety of tactics to keep the ball/score a goal</p>
Gymnastics:	<p>Repeat a longer sequence with extension, clear body shape and changes in direction</p> <p>Vary direction, levels and pathways to improve the look of a sequence</p> <p>Watch and comment upon the quality of movements, shapes and balances</p> <p>Describe how to refine, improve and modify performances for selves and others</p>
Dance	<p>Choose appropriate material to create new dance phrases in different styles</p> <p>Develop increased fluency and consistency when creating and performing dance</p> <p>Demonstrate increased rhythm and spatial awareness</p> <p>Modify performances as a result of people's observations</p>
Athletics:	<p>Link running and jumping</p> <p>Improve co-ordination and rhythm in stepping and leaping sequences</p> <p>Learn and develop different types of jump from height</p> <p>Learn techniques for throwing for distance</p>



Y5 P.E. A.R.E

A Y5 sports person can....

- show awareness of space and use it to determine position and speed
- use tactics for defending and attacking
- vary tactics depending on what is happening within the game
- show improved co-ordination in stepping and leaping sequences
- make complex extended gym sequences
- evaluate and refine their movements based on feedback
- compose their own dances using their own stimulus
- recognise good sportsmanship in themselves and others
- discuss the types of exercise which aids speed, stamina and ability



Y6 P.E. Curriculum

Games:	<p>Choose when to pass or dribble in order to keep possession and progress towards a goal</p> <p>Use attacking and defending skills appropriately in games</p> <p>Direct the ball away from fielding using different angles and speeds</p> <p>Learn and obey footwork rules</p> <p>Make quick decisions and choose the best pass/gauge when to run pass depending on position</p>
Gymnastics:	<p>Develop performance skills to improve the quality of work (posture, presentation, planned starting and finishing points and transitions)</p> <p>Vary direction levels and pathways to improve the look of a sequence</p> <p>Use planned variations and contrasts in actions and speed in their sequences</p> <p>Describe how to refine, improve and modify performances for selves and others</p>
Dance	<p>Develop performance skills to improve the quality of work (posture, body shape, positioning, expression and drama)</p> <p>Respond to a range of stimuli improvising freely</p> <p>Explore dance and movement ideas imaginatively including actions, dynamics, space and relationships</p> <p>Develop a polished performance</p>
Athletics:	<p>Link running and jumping with improved judgement of pace</p> <p>Improve co-ordination and rhythm in stepping and leaping sequences</p> <p>Continue to develop different types of jump from height</p> <p>Develop techniques for throwing for distance</p>



Y6 P.E. A.R.E

A Y6 sports person can....

- make team decisions and communicate a plan
- learn and obey footwork rules
- umpire and play to agreed rules
- link sequences to specific timings
- choose their own music and style
- evaluate and refine their movements based on feedback
- demonstrate the qualities of good team players/sportspeople
- recognise the best points of a team's performance
- discuss the types of exercise which aids speed, stamina and ability