

Subject content	Objectives	Vocabulary	Health and Wellbeing	NC Objectives
Invasion Games	Can travel in a variety of ways including running and jumping with awareness of space. Receives a ball with basic control. Beginning to develop hand-eye coordination. Beginning to perform a range of throws. Begin to understand rules and participates in simple games.	Start, stop, turn, look, throw, catch, jump, sprint, jog.	Social me: How do I communicate with others? Physical me: Can I use the space around me? Healthy me: Why do we change for PE? What effect does exercise have on the body?	Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, 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.
Gymnastics	Show good awareness of space, apparatus & the actions of others. Can recognise and perform simple positions and shapes (star, pike, tuck, dish, straddle, stretch, curl) Can perform basic actions including travelling, rolling (forward, backward, log, teddy-bear), jumping, climbing and stillness safely and with increasing control and co-ordination. With support, can carry and set up equipment safely and recognise risks involved. Copies and explores basic movements with some control and coordination (Can link 2-3 simple movements)	star, pike, tuck, dish, straddle, stretch, curl Rolls - forward, backward, log, teddy-bear	Thinking me: Can I comment on my own and others performance? Emotional me: What can I do if things do not turn out the way I want to?	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 perform dances using simple movement patterns
Dance	Identify a range of body parts and explore how they can move (i.e. shoulders, elbows, hips, knees, ankles, fingers, wrists, neck...) Consider how changing speed, level and dynamics can open up new opportunities for movement. Explore, remember, repeat and link a range of actions with coordination, control and expression* Compose and perform dance phrases and moods, ideas and feelings, choosing and varying simple compositional ideas carefully considering how music affects the movement. Watch and evaluate (their own and others) dance phrases and dances, and use what they learn to feedback and improve. *In KS1, stories/poems can be used as the basis for generating movement.	Action: Wiggle, shake, turn, shuffle, stretch, gesture, travel, balance Space: High/ low, body shapes, curved/ straight pathways, Dynamics: Time: Sudden/ sustained, Space: direct/ indirect Relationship: Solos, duets, whole class work Chorographic: Unison, improvisation, mirroring, call / response		
Athletics	Can move safely and around objects. Can run at different speeds and change direction whilst running. Can jump from a standing position. Can throw overarm and underarm with one hand. Can take part in a range of team events. Use their bodies and a variety of equipment with greater control and co-ordination. Can use equipment safely Can watch, copy others and describe what they are doing. Recognise and describe what their body feels during different types of exercise.	Hop, Jog, Land/Landing, Jump, Overarm Pathway (direction of travel), Sequence, Skip, Sprint, Standing Jump, Take Off, Underarm		

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Invasion Games	Develop co-ordination and control of their physical movements and a range of equipment (e.g. dribbling and striking). Develop basic techniques of throwing underarm and over-arm and catching when moving and standing still. To be able to pass with accuracy. Develop spatial awareness. Understand the importance of rules in games.	Pass, control, force, dribble, strike	Social me: How do I show a positive attitude in PE? Physical me: How can I practise the skills needed?	Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, 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.
Gymnastics	Explores and creates different pathways and patterns. Uses equipment in a variety of ways to create a sequence Link movements together to create a sequence	star, pike, tuck, dish, straddle, stretch, curl Rolls - forward, backward, log, teddy-bear	Healthy me: Can I explain the importance of exercise and a healthy lifestyle?	Pupils should be taught to:
Dance	Create and explores basic movements with increasing control within personal and general space carefully considering how music affects the movement. Varies size of their movements considering changing levels, direction and speed both in isolation and within a sequence Responds imaginatively to stimuli. Explore, remember, repeat and link a range of actions with coordination, control and expression. Watch and evaluate (their own and others) dance phrases and dances using appropriate vocabulary, and use what they learn to feedback and improve.	<i>(refer to vocab from previous years to ensure appropriate progression)</i> Action: jump, roll, turn, gesture Space: size of movement, levels, personal/general (on the spot/ travelling) Dynamics: slow, fast, sudden, sustained Relationship: Duet and group work, contact work, unison	Thinking me: How can I position myself to ensure success? Emotional me: How can I celebrate appropriately?	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
Athletics	Develop running technique at fast, medium and slow speed, changing direction and run for longer distances. Can perform various run and jump sequences. Throws with increasing accuracy at a given target changing technique for distance. Can compete in a range of team events, including relay. Can watch and evaluate others and focus on specific actions to improve own skills (set simple targets).	Hop, Jog, Land/Landing, Jump, Overarm Pathway (direction of travel), Sequence, Skip, Sprint, Standing Jump, Take Off, Underarm, Long Jump, Long Distance Running, Pull Throw		

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Invasion Games	Develop a variety of ball skills such as dribbling, stopping, passing, receiving and striking with more accuracy and consistency. Learn to throw and catch a ball in different ways (chest pass, overhead pass, bounce pass, over-arm, bowling, shooting). Understands the role of attacking and defending. Be able to change direction and speed e.g. changing direction when faced with an opponent. Uses skills with co-ordination and control.	Types of passes - chest pass, overhead pass, bounce pass, over-arm, bowling. Shooting, opponent. mark/defend, control, co-ordination	Social me: Can I explain how someone can improve in a positive manner? Physical me: What can I do to help me get fitter/stronger?	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.
Gymnastics	Applies compositional ideas independently and with others to create a sequence. Copies, explores and remembers a variety of movements and uses these to create their own sequence. Describes their own work using simple gym vocabulary. Beginning to notice similarities and differences between sequences. Uses turns whilst travelling in a variety of ways. Beginning to show flexibility in movements Beginning to develop good technique when travelling, balancing, using equipment etc	star, pike, tuck, dish, straddle, stretch, curl Rolls - forward, backward, log, teddy-bear	Healthy me: Why do we need to warm up and cool down? Thinking me: What can I do to support others?	Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination.
Dance	Begin to explore solos, duets, trios, quartets and small group choreography carefully considering how music affects the movement. Translate ideas from stimuli into movement. Begin to compare and adapt movements and motifs to create a larger more complex sequence. Watch and evaluate (their own and others) dance phrases and dances using appropriate dance vocabulary, and use what they learn to feedback and improve.	<i>(refer to vocab from previous years to ensure appropriate progression)</i> Action: Gesture, travel, rotation, balance, body parts, stillness, motif (small gesture that is repeated and developed throughout a dance) Space: High/ low, body shapes, over, under, around. Dynamics: Strong/ light, Sudden/ sustained, Personal/general Flow: Bound/ free Relationship: Solos, duets, whole class work, counter-balance Chorographic: Unison, improvisation, call / response	Emotional me: How can I compete with others in a controlled manner?	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]
Athletics	Beginning to run at speeds appropriate for the distance. Recognise and can demonstrate a range of throwing techniques (chest throw, overhead throw, javelin, discus, shot putt) safely. Can perform a range of jumps (standing long jump, speed bounce, vertical jump, hop-skip jump). Can identify good performance and suggest ways to improve own and others performance. Compete in a range of team events and races (including relay, knowing when to run and what to do). Can relate different athletic activities to change in heart rate and breathing.	Up, Jog, Land/Landing, Jump, Over-arm Pathway (direction of travel), Sequence, Skip, Sprint, Standing Jump, Take Off, Underarm Long Jump, Long Distance Running, Pull Throw, Baton Exchange, Field event, Flight, Fling Throw, Hurdling, Lead leg, Push Throw, Shot Put, Standing Long Jump, Track event, Trail leg		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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Invasion Games	<p>Vary skills, actions and ideas and link these in ways that suit the games activity showing an understanding of the rules.</p> <p>Shows confidence in using ball skills in various ways, and can link these together e.g. dribbling, bouncing, kicking</p> <p>Select the appropriate pass for the situation</p> <p>Uses skills with co-ordination, control and fluency.</p> <p>Takes part in competitive games using basic skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and combination</p>	<p>Forehand, backhand, volley, overhead, rally, singles, doubles, changing direction, changing speed.</p> <p>Attack, defend, pass, dodge, space, pace,</p> <p>rules, tactics, accuracy, consistency, fluency, footwork.</p>	<p>Social me: How do I give constructive feedback to my peers?</p> <p>Physical me: How can I keep myself and others safe in a lesson?</p> <p>Healthy me: Can I understand how strength, stamina and speed can be improved by playing a game?</p> <p>Thinking me: Can I make suggestions as to what resources can be used to differentiate a game?</p> <p>Emotional me: How can I celebrate my achievements and the achievements of others?</p>	<p>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.</p> <p>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.</p> <p>Pupils should be taught to:</p> <p>use running, jumping, throwing and catching in isolation and in combination</p> <p>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</p> <p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>perform dances using a range of movement patterns</p> <p>take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>
Gymnastics	<p>Links skills with control, technique, co-ordination and fluency.</p> <p>Understands composition by performing more complex sequences.</p> <p>Beginning to use gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p> <p>Creates sequences using various body shapes and equipment.</p> <p>Combines equipment with movement to create sequences.</p>	<p>star, pike, tuck, dish, straddle, stretch, curl</p> <p>Rolls - forward, backward, log, teddy-bear</p>		
Dance	<p>Explore a range of choreographic devices (unison, canon, repetition) and use these to develop phrases of movement.</p> <p>Understand how to create dance motifs and use these to support a narrative in choreography.</p> <p>Demonstrating precision and increasing control in response to stimuli*.</p> <p>Continue to vary dynamics and develop actions and motifs.</p> <p>Perform more complex dance phrases and dances that communicate character and narrative</p> <p>Watch and evaluate (their own and others) dance phrases and dances using appropriate dance vocabulary, and use what they learn to feedback and improve.</p> <p>*Watch clips of professional dance when appropriate to learning theme to develop deeper awareness of style genre.</p>	<p>Levels</p> <p>Expressions</p> <p>Freeze</p> <p>Direction</p> <p>Performance</p> <p>Speed</p> <p>Sequence/phrases</p>		
Athletics	<p>Understands and can consistently demonstrate the appropriate running style for the activity.</p> <p>Knows and can demonstrate a range of throwing techniques (chest throw, overhead throw, javelin, discus, shot putt) safely and with increasing accuracy and distance towards a target area.</p> <p>Can perform a range of jumps (standing long jump, speed bounce, vertical jump, hop-skip jump) showing consistent technique, landing safely with control.</p> <p>Describes good athletic performance using correct vocabulary.</p>	<p>Hop, Jog, Land/Landing, Jump, Overarm Pathway (direction of travel), Sequence, Skip, Sprint, Standing Jump, Take Off, Underarm</p> <p>Long Jump, Long Distance Running, Pull Throw, Baton Exchange,</p> <p>Field event, Flight, Fling Throw, Hurdling, Lead leg, Push Throw, Shot Put, Standing Long Jump, Track event, Trail leg</p>		

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Inva-sion Games	<p>To have an understanding of different positions in a game.</p> <p>To apply various skills, actions and ideas in order to progress the game.</p> <p>Shows confidence in using ball skills in various ways, and can link these together.</p> <p>Uses skills with co-ordination, control and fluency.</p> <p>Apply basic skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and combination.</p> <p>Understand the need for different tactics and select appropriately for attacking and defending in different games.</p>	<p><i>(refer to vocab from previous years to ensure appropriate progression)</i></p> <p>co-ordination, control and fluency, positioning,</p>	<p>Social me:</p> <p>I can analyse and comment on skills and techniques.</p> <p>Healthy me:</p> <p>Can I identify some of the long-term effects of exercise and activity on physical, mental and social health?</p> <p>Thinking me:</p> <p>I can select and combine skills and techniques and apply these accurately and appropriately.</p> <p>Emotional me:</p> <p>Can I use different strategies to manage my emotions appropriately?</p>	<p>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.</p> <p>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.</p> <p>Pupils should be taught to:</p> <p>use running, jumping, throwing and catching in isolation and in combination</p> <p>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</p> <p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>perform dances using a range of movement patterns</p> <p>take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>
Gym-nastics	<p>Select and combine their skills, techniques and ideas.</p> <p>Apply combined skills accurately and appropriately, consistently showing precision, control and fluency.</p> <p>Draw on what they know about strategy, tactics and composition when performing and evaluating.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Uses more complex gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p> <p>Links skills with control, technique, co-ordination and fluency.</p> <p>Understands composition by performing more complex sequences.</p>	<p>star, pike, tuck, dish, straddle, stretch, curl</p> <p>Rolls - forward, backward, log, teddy-bear</p>		
Dance	<p>Use expression to demonstrate theme and narrative in a dance sequence</p> <p>Use all the space provided to maximum potential e.g. using various levels, ways of travelling and motifs.</p> <p>Develop understanding of how dance can be performed in different formations i.e. diamond, circle, squares, line.</p> <p>Perform movements with an awareness of technique i.e. pointed toes/flex feet to create a fluent sequence with the required style in relation to the stimulus.</p> <p>Continue to show a change of pace and timing in their movements paying particular focus to choreographic devices i.e. cannon, repetition.</p> <p>Modifies parts of a sequence as a result of self and peer evaluation using more complex dance vocabulary to compare and improve work.</p> <p>Incorporate moments to watch/analyse professional dance performances either in theatre or through media.</p>	<p><i>(refer to vocab from previous years to ensure appropriate progression)</i></p> <p>Action: Gesture, travel, rotation, balance, body parts, stillness</p> <p>Space: High/ low, body shapes, surrounding, over, under, around</p> <p>Dynamics: Weight: Strong/ light, Time: Sudden/ sustained, Space: direct/ indirect Flow: Bound/ free</p> <p>Relationship: Solos, duets, whole class work, counterbalance, simple lifts</p> <p>Chorographic: cannon (movement to mimic domino effect) Unison, improvisation, call / respons</p>		

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Athletics	<p>Choose the best pace for a running event in order to sustain running and improve personal target, speed and stamina.</p> <p>Show control and power at take-off in jumping activities.</p> <p>Develop increasing accuracy, technique and distance in a range of throwing activities.</p> <p>Recognise strengths and weaknesses in their own and others performance and suggest ideas that will improve performance.</p> <p>Appreciate the benefits of practice and reflection to improve personal and group performance.</p> <p>Can pass and receive a baton accurately.</p>	<p>Hop, Jog, Land/Landing, Jump, Overarm Pathway (direction of travel), Sequence, Skip, Sprint, Standing Jump, Take Off, Underarm</p> <p>Long Jump, Long Distance Running, Pull Throw, Baton Exchange</p> <p>Field event, Flight, Fling Throw, Hurdling, Lead leg, Push Throw, Shot Put, Standing Long Jump, Track event, Trail leg, Crouch Start, Standing Vertical Jump,</p>		

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Invasion Games	<p>Keeps possession of balls during games situations.</p> <p>Consistently uses skills with co-ordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Apply knowledge of skills for attacking and defending and can control the game.</p>	<p>(refer to vocab from previous years to ensure appropriate progression)</p> <p>Technique, territory, possession.</p>	<p>Social me: Can I compare and comment on skills? Can I use this knowledge to support the creation of new games?</p> <p>Healthy me: Can I explain with some clarity, how the body reacts during different types of exercise and how this helps develop better performance, fitness and health (mentally, socially)?</p> <p>Thinking me: Can I recall some strategies/tactical approaches and link this knowledge to another sport?</p>	<p>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.</p> <p>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.</p> <p>Pupils should be taught to:</p> <p>use running, jumping, throwing and catching in isolation and in combination</p> <p>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</p>
Gymnastics	<p>Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.</p> <p>Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction.</p> <p>Adapts sequences to include a partner or a small group.</p> <p>Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.</p> <p>Draw on what they know about strategy, tactics and composition when performing and evaluating.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Uses more complex gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p>	<p>star, pike, tuck, dish, straddle, stretch, curl</p> <p>Rolls - forward, backward, log, teddy-bear</p>	<p>Social me: Can I lead other members of the group?</p> <p>Emotional me: Am I aware of my own strengths and weaknesses?</p>	<p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>perform dances using a range of movement patterns</p> <p>take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
Dance	<p>Use expression to demonstrate theme and narrative in a dance sequence ensuring dances flow and movements are linked considering pattern and formation i.e. diamond, circle, squares, line.</p> <p>Use all the space provided to maximum potential e.g. using various levels, ways of travelling and motifs.</p> <p>Perform movements with a growing awareness of technique i.e. pointed toes/flex feet to create a fluent sequence with the required style in relation to the stimulus.</p> <p>Continue to show a change of pace and timing in their movements paying particular focus to choreographic devices i.e. cannon, repetition, unison, counterbalancing, lifting and supporting partner.</p> <p>Modifies parts of a sequence as a result of self and peer evaluation using more complex dance vocabulary to compare and improve work.</p> <p>Incorporate moments to watch/analyse professional dance performances either in theatre or through media.</p>	<p>Levels</p> <p>Expressions</p> <p>Freeze</p> <p>Direction</p> <p>Performance</p> <p>Speed</p> <p>Sequence/phrases</p>		

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Athletics	<p>Can effectively sustain the appropriate running pace for running event.</p> <p>Using control and power, can perform various jumps and improve technique and distance.</p> <p>Can choose the correct technique to effectively perform all throws, including overarm, underarm, javelin, discus and shot put, with accuracy and distance.</p> <p>Beginning to record peers performances, and evaluate these.</p>	<p>Hop, Jog, Land/Landing, Jump, Overarm Pathway (direction of travel), Sequence, Skip, Sprint, Standing Jump, Take Off, Underarm</p> <p>Long Jump, Long Distance Running, Pull Throw, Baton Exchange,</p> <p>Field event, Flight, Fling Throw, Hurdling, Lead leg, Push Throw, Shot Put, Standing Long Jump, Track event, Trail leg, Crouch Start, Standing Vertical Jump, Changeover zone, Heave throw, Stride pattern, Pacing</p>		