



## Physical Education at St Mary's Catholic Primary

	<b>Movement and Handling</b>	<b>Health and self – care</b>
<b>Nursery (30 – 50 months)</b>	<p>Runs safely on whole foot.</p> <p>Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.</p> <p>Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.</p> <p>Can kick a large ball.</p> <p>Turns pages in a book, sometimes several at once. Shows control in holding and using jugs to pour, hammers, books and mark-making tools.</p> <p>Beginning to use three fingers (tripod grip) to hold writing tools</p> <p>Imitates drawing simple shapes such as circles and lines.</p> <p>Walks upstairs or downstairs holding onto a rail two feet to a step.</p> <p>May be beginning to show preference for dominant hand.</p>	<p>Observes the effects of activity on their bodies.</p> <p>Understands that equipment and tools have to be used safely.</p> <p>Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p>
<b>Reception (40 – 60 months, ELG)</b>	<p>Experiments with different ways of moving.</p> <p>Jumps off an object and lands appropriately.</p> <p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control.</p> <p>Shows a preference for a dominant hand.</p> <p>Begins to use anticlockwise movement and retrace vertical lines.</p>	<p>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p> <p>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</p> <p>Shows understanding of how to transport and store equipment safely.</p> <p>Practices some appropriate safety measures without direct supervision.</p> <p><b>Early Learning Goal</b></p> <p>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>

	<b>Early Learning Goal</b> 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, including pencils for writing						
	<b>Fundamental Movement skills</b>	<b>Team games</b>	<b>Dance</b>	<b>Gymnastics</b>	<b>Swimming</b>	<b>Personal Challenge</b>	<b>Health &amp; Fitness</b>
<b>Y1 Topics</b>	<b>Ourselves/ Changes Through the ages</b>		<b>Up and Away/ Into the Woods</b>			<b>Real Life Superheroes/ All at Sea</b>	
	<p>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</p> <p>Master basic movements such as running, jumping, hopping, skipping, kicking, throwing and catching</p>	<p>Participate in team games, developing simple tactics for attacking and defending</p> <p>Practise basic striking, sending and receiving. Use rolling skills in a game. Pass the ball to another player in a game. Use kicking skills in a game. Begin to use space in a game. Follow simple rules to play games, including team games. Use simple attacking skills such as dodging to get past a</p>	<p>perform dances using simple movement patterns</p> <p>Copy and repeat actions. Put a sequence of actions together to create a motif. Vary the speed of their actions. Use simple choreographic devices such as unison, canon and mirroring. Begin to improvise independently to create a simple dance. Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. Watch and describe performances.</p>	<p>developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>Create and perform a movement sequence. Copy actions and movement sequences with a beginning, middle and end. Link two actions to make a sequence. Recognise and copy contrasting actions (small/tall, narrow/wide). Travel in different ways, changing direction and speed. Hold still shapes and simple balances. Carry out simple stretches. Carry out a range of</p>	<p>Swim competently, confidently and proficiently over a distance of at least 25 metres, use a range of strokes effectively [for example, front crawl, backstroke and breaststroke], perform safe self-rescue in different water-based situations</p>	<p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p>Describe how the body feels before, during and after exercise.</p> <p>Carry and place equipment safely.</p>

		defender. Use simple defensive skills such as marking a player or defending a space.		simple jumps, landing safely. Move around, under, over, and through different objects and equipment. Begin to move with control and care.			
<b>Y2 Topics</b>	<b>Explorers</b>		<b>Roots, Shoots and Juicy Fruits</b>			<b>The Big Smoke</b>	
	<p>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</p> <p>Improve on basic movements taught previously such as running, jumping, throwing and catching, hopping, skipping, kicking, beginning to apply these in simple team games.</p>	<p>Participate in team games, developing simple tactics for attacking and defending</p> <p>Learn skills for playing striking and fielding games. Use throwing and catching skills in a game, beginning to vary the types of throw used with guidance. Begin to use and understand the terms attacking and defending. Use at least one technique to attack or defend to play</p>	<p>perform dances using simple movement patterns</p> <p>Copy, remember and repeat actions. Create a short motif inspired by a stimulus. Change the speed and level of their actions. Use simple choreographic devices such as unison, canon and mirroring. Use different transitions within a dance motif. Move in time to music. Improve the timing of their actions. Perform sequences of their own composition with coordination. Perform learnt skills with increasing</p>	<p>developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>Copy, explore and remember actions and movements to create their own sequence. Link actions to make a sequence. Travel in a variety of ways, including rolling. Hold a still shape whilst balancing on different points of the body. Jump in a variety of ways and land with increasing control and balance. Climb onto and jump off the equipment safely. Move with</p>		<p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Recognise and describe how the body feels during and after different physical activities.</p> <p>Explain what they need to stay healthy.</p>

		a game successfully. Understand the importance of rules in games. Begin to choose and use the best space in a game.	control. Compete against self and others. Watch and describe performances, and use what they see to improve their own performance.	increasing control and care			
<b>Y3 Topics</b>	<b>Stone Age to Iron Age</b>		<b>UK</b>			<b>Ancient Egypt</b>	
<b>YEAR 3</b>	Continue to apply and develop a broader range of movement skills and develop flexibility, strength, technique, control and balance <b>Use running, jumping, throwing and catching in isolation and in combination, practising and applying them in team games such as basketball, netball, football and athletics</b>	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  <b>Know how to keep and win back possession of the ball in a</b>	perform dances using a range of movement patterns  <b>Begin to improvise with a partner to create a simple dance. Create motifs from different stimuli. Begin to compare and adapt movements and motifs to create a larger sequence. Use simple dance vocabulary to compare and improve work. Perform with some awareness of rhythm and expression. Develop the quality of the actions in their performances.</b>	develop flexibility, strength, technique, control and balance <b>Choose ideas to compose a movement sequence independently and with others. Link combinations of actions with increasing confidence, including changes of direction, speed or level. Develop the quality of their actions, shapes and balances. Move with coordination, control and care. Use turns whilst travelling in a variety of ways. Use a range of jumps in</b>	swim competently, confidently and proficiently over a distance of at least 25 metres, use a range of strokes effectively [for example, front crawl, backstroke and breaststroke], perform safe self-rescue in different water-based situations	Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	<b>Recognise and describe the effects of exercise on the body.</b>  <b>Know the importance of strength and flexibility for physical activity.</b>  <b>Explain why it is important to warm-up and cool-down.</b>

		<p>team game. Pass the ball in two different ways in a game situation with some success. Find a useful space and get into it to support teammates. Use simple attacking and defending skills in a game. Use fielding skills to stop a ball from travelling past them. Apply and follow rules fairly. Understand and begin to apply the basic principles of invasion games. Know how to play a striking and fielding game fairly.</p>	<p>Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner. Watch, describe and evaluate the effectiveness of a performance</p>	<p>their sequences. Begin to use equipment to vault. Create interesting body shapes while holding balances with control and confidence. Begin to show flexibility in movements.</p>			
<b>Y4 Topics</b>	<b>Ancient Greece</b>		<b>Africa</b>			<b>Celts and Romans</b>	
<b>YEAR 4</b>	Continue to apply and develop a broader	play competitive games,	perform dances using a range of movement patterns	develop flexibility, strength, technique, control and balance		Compare their performances with previous	Describe how the body reacts at

	<p>range of movement skills and develop flexibility, strength, technique, control and balance</p> <p>Use running, jumping, throwing and catching in isolation and in combination, applying them in team games such as such as basketball, netball, football and athletics</p>	<p>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>Pass the ball with increasing speed, accuracy and success in a game situation. Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game. Make the best use of space to pass and receive the ball. Use a</p>	<p>Identify and repeat the movement patterns and actions of a chosen dance style. Compose a dance that reflects the chosen dance style. Confidently improvise with a partner or on their own. Compose longer dance sequences in a small group. Demonstrate precision and some control in response to stimuli. Begin to vary dynamics and develop actions and motifs in response to stimuli. Demonstrate rhythm and spatial awareness. Change parts of a dance as a result of self-evaluation. Use simple dance vocabulary when comparing and improving work. Perform and create sequences with fluency and expression. Perform and apply skills and techniques with</p>	<p>Create a sequence of actions that fit a theme. Use an increasing range of actions, directions and levels in their sequences. Move with clarity, fluency and expression. Show changes of direction, speed and level during a performance. Travel in different ways, including using flight. Improve the placement and alignment of body parts in balances. Use equipment to vault in a variety of ways. Carry out balances, recognising the position of their centre of gravity and how this affects the balance. Begin to develop good technique when travelling, balancing and using equipment. Develop strength, technique and flexibility throughout performances.</p>		<p>ones and demonstrate improvement to achieve their personal best.</p>	<p>different times and how this affects performance.</p> <p>Explain why exercise is good for your health.</p> <p>Know some reasons for warming up and cooling down.</p>
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		range of attacking and defending skills and techniques in a game. Use fielding skills as an individual to prevent a player from scoring. Vary the tactics they use in a game. Adapt rules to alter games.	control and accuracy. Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.				
<b>Y5 Topics</b>	<b>Invaders</b>		<b>The Final Frontier</b>			<b>The Mighty Medway</b>	
<b>YEAR 5</b>	Continue to apply and develop a broader range of movement skills and develop flexibility, strength, technique, control and balance <b>Use running, jumping, throwing and catching in isolation and in combination, applying them successfully in team games such as basketball,</b>	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	perform dances using a range of movement patterns <b>Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Show a change of pace and timing in their movements. Develop an awareness of their use of space. Demonstrate imagination and creativity in the</b>	develop flexibility, strength, technique, control and balance <b>Select ideas to compose specific sequences of movements, shapes and balances. Adapt their sequences to fit new criteria or suggestions. Perform jumps, shapes and balances fluently and with control. Confidently develop the placement of their body parts in balances, recognising the position of their</b>	swim competently, confidently and proficiently over a distance of at least 25 metres, use a range of strokes effectively [for example, front crawl, backstroke and breaststroke], perform safe self-rescue in different water-based situations	Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	<b>Know and understand the reasons for warming up and cooling down.</b>  <b>Explain some safety principles when preparing for and during exercise.</b>

	<p>netball, football and athletics. Children being aware of the most effective method of movement, e.g. using a chest pass in netball.</p>	<p>Consolidate different ways of throwing and catching, and know when each is appropriate in a game. Use a variety of ways to dribble in a game with success. Use ball skills in various ways, and begin to link together. Pass a ball with speed and accuracy using appropriate techniques in a game situation. Keep and win back possession of the ball effectively in a team game. Demonstrate an increasing awareness of space. Choose the best tactics for attacking and defending. Shoot in a game. Use</p>	<p>movements they devise in response to stimuli. Use transitions to link motifs smoothly together. Improvise with confidence, still demonstrating fluency across the sequence. Ensure their actions fit the rhythm of the music. Modify parts of a sequence as a result of self and peer evaluation. Use more complex dance vocabulary to compare and improve work. Perform own longer, more complex sequences in time to music. Consistently perform and apply skills and techniques with accuracy and control. Choose and use criteria to evaluate own and others' performances.</p>	<p>centre of gravity and where it should be in relation to the base of the balance. Confidently use equipment to vault in a variety of ways. Apply skills and techniques consistently. Develop strength, technique and flexibility throughout performances. Combine equipment with movement to create sequences.</p>			
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		fielding skills as a team to prevent the opposition from scoring. Know when to pass and when to dribble in a game. Devise and adapt rules to create their own game.					
<b>Y6 Topics</b>	<b>The World at War</b>		<b>Marvellous Mayans</b>			<b>Galapagos</b>	
<b>YEAR 6</b>	Continue to apply and develop a broader range of movement skills and develop flexibility, strength, technique, control and balance Use running, jumping, throwing and catching in isolation and in combination, applying them successfully in team games such as basketball, netball, football and athletics. Children	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 Throw and catch accurately and	perform dances using a range of movement patterns Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Use dramatic expression in dance movements and motifs. Perform with confidence, using a range of movement patterns. Demonstrate strong and controlled movements throughout a dance	develop flexibility, strength, technique, control and balance Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching. Demonstrate precise and controlled placement of body parts in		Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier

	<p>independently and successfully using the most effective method of movement, e.g. using a chest pass in netball when under pressure.</p>	<p>successfully under pressure in a game, using the correct technique. Show confidence in using ball skills in various ways in a game situation, and link these together effectively. Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move. Keep and win back possession of the ball effectively and in a variety of ways in a team game. Demonstrate a good awareness of space. Think</p>	<p>sequence. Combine flexibility, techniques and movements to create a fluent sequence. Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs. Show a change of pace and timing in their movements. Move rhythmically and accurately in dance sequences. Improvise with confidence, still demonstrating fluency across their sequence. Dance with fluency and control, linking all movements and ensuring that transitions flow. Demonstrate consistent precision when performing dance sequences. Modify some elements of a sequence as a result of self and peer</p>	<p>their actions, shapes and balances. Confidently use equipment to vault and incorporate this into sequences. Apply skills and techniques consistently, showing precision and control. Develop strength, technique and flexibility throughout performances.</p>			
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		<p>ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending. Work as a team to develop fielding strategies to prevent the opposition from scoring. Follow and create complicated rules to play a game successfully. Communicate plans to others during a game and lead others during a game.</p>	<p>evaluation. Use complex dance vocabulary to compare and improve work. Link actions to create a complex sequence using a full range of movement. Perform the sequence in time to music. Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p>				
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