



Clipston Primary School: Two-Year Rolling Programme Overview for Physical Education

This document should be read in conjunction with the Big Picture for Physical Education.

Reception	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<ul style="list-style-type: none"> Autumn 1 – Gymnastics (<i>Gym in the Jungle</i>) Autumn 2 – Dance (<i>Dinosaurs</i>) Spring 1 – Striking & Fielding (<i>Arm Skills</i>) Spring 2 – Circuit Training (<i>Jump! Rock 'n' Roll</i>) Summer 1 – Athletics (<i>Traditional Games</i>) Summer 2 – Invasion Games (<i>Foot Skills</i>) <p>Plus: Forest School & Balance Bikes</p>	<p><u>Year A</u></p> <ul style="list-style-type: none"> Autumn 1 – Striking, Fielding & Net Games (<i>Bat and Ball</i>) Autumn 2 – Dance (<i>The Seasons</i>) Spring 1 – Gymnastics (<i>The Basics</i>) Spring 2 – Circuit Training (<i>Agility</i>) Summer 1 – Athletics (<i>Olympics</i>) Summer 2 – Invasion Games (<i>Attack & Defence</i>) <p><u>Year B</u></p> <ul style="list-style-type: none"> Autumn 1 – Striking, Fielding & Net Games (<i>Bat and Ball</i>) Autumn 2 – Dance (<i>The Gunpowder Plot</i>) Spring 1 – Gymnastics (<i>Symmetry</i>) Spring 2 – Circuit Training (<i>Control & Combinations</i>) Summer 1 – Athletics (<i>Running, Jumping & Target games</i>) Summer 2 – Invasion Games (<i>Attack & Defence</i>) <p>Plus: Swimming Lessons (Year 2)</p>	<p><u>Year A</u></p> <ul style="list-style-type: none"> Autumn 1 – Striking, Fielding & Net Games (<i>Badminton</i>) Autumn 2 – Dance (<i>Extreme Earth</i>) Spring 1 – Gymnastics (<i>Shapes</i>) Spring 2 – Circuit Training (<i>Adapt & Improve</i>) Summer 1 – Athletics (<i>The Basics</i>) Summer 2 – Invasion Games (<i>Tag Rugby</i>) <p><u>Year B</u></p> <ul style="list-style-type: none"> Autumn 1 – Striking, Fielding & Net Games (<i>Cricket</i>) Autumn 2 – Dance (<i>Water</i>) Spring 1 – Gymnastics (<i>Themed Routines</i>) Spring 2 – Circuit Training (<i>Exercises</i>) Summer 1 – Athletics (<i>Pentathlon</i>) Summer 2 – Invasion Games (<i>Hockey</i>) <p>Plus: Swimming Lessons (potential for extra in Years 3 & 4)</p>	<p><u>Year A</u></p> <ul style="list-style-type: none"> Autumn 1 – Striking, Fielding & Net Games (<i>Tennis</i>) Autumn 2 – Dance (<i>WWII</i>) Spring 1 – Gymnastics (<i>Rhythmic Routines</i>) Spring 2 – Circuit Training (<i>Fitness Battles</i>) Summer 1 – Athletics (<i>Advanced Techniques</i>) Summer 2 – Invasion Games (<i>Handball</i>) <p><u>Year B</u></p> <ul style="list-style-type: none"> Autumn 1 – Striking, Fielding & Net Games (<i>Rounders</i>) Autumn 2 – Dance (<i>Through the Decades</i>) Spring 1 – Gymnastics (<i>Advanced Themed Routines</i>) Spring 2 – Circuit Training (<i>Strength</i>) Summer 1 – Athletics (<i>Advanced Techniques</i>) Summer 2 – Invasion Games (<i>Netball</i>) <p>Plus: Bikeability (Year 5), Opportunity to lead delivery of Sports Day (Year 6), Residential (Year 5 or Year 6)</p>

Clipston Primary School – Progression & End Points for Physical Education

End point outcomes are integrated into the programme of units taught.

R	Y1 or Y2	Y3 or Y4	Y5 or Y6
Gymnastics			
<p>Physical Development:</p> <ul style="list-style-type: none"> • Children can refine movement skills already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. • Children can confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Children can combine different movements with ease and fluency. 	<ul style="list-style-type: none"> • Follow instructions involving two or more commands. • Egg, log, teddy bear roll and forward roll from a crouched position. • Move from one roll into another and finish by standing. • Adapt star, straight and tuck shapes to create balance, showing some control. • Balance in a shape on own and with a partner. • Crab walk. • Do a supported handstand. • Perform a front support wheelbarrow and support their partner in this position. • Change speed from fast to slow. • Move high and low. • Copy and link actions to create movement sequences with a clear start and finish. • Say how their body feels before, during and after exercise. • Say what they like about their partner’s movements. • Watch and describe a partner’s movement using prompt questions. 	<ul style="list-style-type: none"> • Perform movements that show an understanding and control of the key skills needed. • Practise and refine own movements. • Link a series of movements together to create a longer sequence. • ‘Spot’ for others. • Show good control and co-ordination when making simple static shapes / positions. • Make basic shapes / positions clearly in the air when taking off from the floor and some complex shapes when taking off from low-level apparatus. • Use apparatus confidently and safely. • Identify and make symmetrical shapes. • Copy and remember actions with accuracy and consistency. • Perform with an awareness of others • Describe what has been done or changed in order to improve own performance. • Observe and describe the movements of others, using appropriate language. 	<ul style="list-style-type: none"> • Perform movements that show a good understanding and control of the key skills needed. • Practise and refine own movements. • Link a series of movements together to create a routine with a ‘theme’ or ‘style’. • ‘Spot’ and advise others. • Move into or out of a balance or shape using interesting and creative ways with fluency and control. • Perform a range of counterbalances with a partner, experimenting with different levels and shapes. • Use a range of apparatus in creative ways as part of a sequence. • Create a range of shapes with rhythmic equipment. • Work collaboratively with a partner and/or group to perform. • Describe what has been done or changed in order to improve own and others performance, using appropriate technical vocabulary.

R	Y1 or Y2	Y3 or Y4	Y5 or Y6
Dance			
<p>Physical Development:</p> <ul style="list-style-type: none"> • Children can combine different movements with ease and fluency. <p>Expressive Arts & Design:</p> <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express ideas and feelings. • Move to music, express my feelings and responses. • Watch and talk about dance. • Engage in dance, performing solo or in groups. 	<ul style="list-style-type: none"> • Copy and repeat actions in time to the music. • Move fluently to a rhythm and music, keeping to the beat when performing. • Show control when travelling, jumping and spinning. • Shape bodies appropriately to represent and object. • Respond to changes in speed, changing tempo and rhythm of movement to match the music. • Move between personal and wider space. • Mirror the dance movements of a partner. • Combine actions to create a short motif. • Improvise and adapt ideas to include in a dance. • Work effectively in a group to perform in a canon. • Identify which part of a performance may need to be improved, using some appropriate vocabulary. 	<ul style="list-style-type: none"> • Demonstrate a range of dance techniques (e.g. unison, canon, repetition etc.) in time to music. • Create fluent movements, using precision and control. • Change movements according to different stimuli. • Use movements to tell a narrative. • Combine and link an increasing number of movement phrases and patterns. • Use the skill of improvisation, responding to stimuli. • Show an awareness of other's movements, responding accordingly with their own movements. • Evaluate their own performance, suggesting ways to improve it using appropriate vocabulary. 	<ul style="list-style-type: none"> • Perform more complex dance movements with combined arm, leg and hip movements, with fluency, precision and control. • Perform dance movements in unison, in time to music / rhythm. • Improvise and adapt simple dance movements, performing them in a series, drawing influence from known dance styles. • Link a series of dance motifs to create a longer dance sequence which reflects a theme or story. • Work with others to choreograph effective routines while recognising and developing their own strengths and abilities within a group. • Describe some of the features and steps of taught dance styles. • Describe and analyse what has been done or changed in order to improve own and other's performance, using appropriate technical vocabulary.

R	Y1 or Y2	Y3 or Y4	Y5 or Y6
Striking, Fielding & Net Games			
<p>Physical Development:</p> <ul style="list-style-type: none"> • Children develop their confidence, competence, precision and accuracy when engaging in activities that involve a ball. • Children develop and refine a range of ball skills including: throwing, catching, batting and aiming. 	<ul style="list-style-type: none"> • Hold a racket/bat correctly and use it to hit a ball with control. • Hit a ball to a target with increasing accuracy. • Hit a ball that has been thrown to them showing some control over the direction. • Throw and catch a ball with a partner, showing some accuracy. • Use the correct technique to roll a ball accurately to a partner. • Watch a partner, describe what they are doing well and identify an area for improvement. • Co-operate with others to play a team game, taking on different role within the game. 	<ul style="list-style-type: none"> • Catch a ball accurately. • Accurately roll or throw a ball at a target, using a range of techniques. • Strike a stationary ball in an intended direction. • Strike a shuttlecock to serve over the net. • Strike a bowled / moving ball in an intended direction. • Stop a ball using a range of techniques. • Play co-operatively with teammates, making decisions when to run for points and when to not. • Choose and use a range of simple tactics and strategies when striking and fielding. • Invent rules for own striking and fielding games. • Begin to identify own and other's strengths and areas of own and other's performance that could be improved. 	<ul style="list-style-type: none"> • Catch a ball with precision and control, including with one hand and, sometimes, with non-dominant hand. • Accurately roll or throw a ball at a target using over-arm and under-arm techniques. • Strike a ball to serve accurately over the net. • Strike a bowled / moving ball in an intended direction, into space. • Stop a ball using a range of techniques, selecting the most appropriate for the situation / game. • Understand the active role of the fielder and know how to 'attack the ball'. • Play co-operatively with teammates, making decisions for the benefit of the whole team. • Effectively choose and use a range of simple tactics and strategies when striking and fielding. • Play to, adapt, and invent rules for striking and fielding games. • Identify own and other's strengths and areas of own and other's performance that could be improved.

R	Y1 or Y2	Y3 or Y4	Y5 or Y6
Circuit Training			
<p>Physical Development:</p> <ul style="list-style-type: none"> • Children can refine movement skills already acquired: rolling and jumping • Children can combine different movements with ease and fluency. 	<ul style="list-style-type: none"> • Copy a range of exercises with some control, accuracy, fluency and success. • Identify which skills are needed for an activity and combine skills within an activity. • Identify similarities and difference between own performance and that of someone else. • Identify which activities they need to improve. • Complete activities independently (after demonstration) and record their scores. • Identify improvements shown on their score card. • Explain how they feel after exercise. 	<ul style="list-style-type: none"> • Understand the importance of warming-up. • Follow step-by-step instructions and copy and range of exercises with increasing control, accuracy, fluency and success. • Set appropriate targets / goals based on past and current performance. • Compete against self and others and demonstrate some improvements to achieve their personal best. • Use scorecards to record and interpret their scores. • Recognise when a skill or technique has not been performed effectively and begin to suggest ways to improve. • Begin to identify how specific activity affects their body. 	<ul style="list-style-type: none"> • Help lead and take part in warm-ups and cool-downs safely and effectively. • Follow step-by-step instructions to learn and develop a range of exercises with control, accuracy, fluency and success. • Set challenging yet achievable targets / goals based on past and current performance. • Compete against self and others with confidence and demonstrate noticeable improvements to achieve their personal best. • Design and use scorecards to record and interpret their scores. • Evaluate the effectiveness of a performance, offering suggestions of how to improve a skill or technique. • Identify how specific activity affects their body. • Suggest ways to make activities more challenging.

R	Y1 or Y2	Y3 or Y4	Y5 or Y6
Athletics			
<p>Physical Development:</p> <ul style="list-style-type: none"> • Children can refine movement skills already acquired: walking, jumping, running, hopping and skipping. • Children can confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. 	<ul style="list-style-type: none"> • Sprint in a straight line and say what they can do to move faster. • Change direction quickly when sprinting. • Vary body position and grip as required e.g. when moving faster/slower, with/without equipment. • Jump from two feet to two feet in different directions e.g. forwards, backwards, sideways. • Use arms and legs to help jump further. • Throw underarm and overarm with some control and accuracy. • Throw to reach a target. • Jump over equipment with control e.g. agility ladder, between hoops etc. 	<ul style="list-style-type: none"> • Perform the movement skills of running, jumping and throwing with control and efficiency. • Identify what three different parts of their body should be doing when sprinting and practise these actions. • Apply most elements of the technique for sprinting effectively. • Sustain sprinting pace over distance. • Combine a variety of three jumps in one continuous movement. • Execute the standing triple jump technique with control and efficiency, jumping a good distance. • Execute the pull throw technique with control. • Show noticeable improvement when throwing / jumping for distance and accuracy. • Adjust performance to try to achieve their personal best. • Identify good technique and suggest more than one area for improvement. • Work successfully as part of a team in a combined athletics event. 	<ul style="list-style-type: none"> • Demonstrate an improvement in reaction speed through repetition. • Understand an effective what springing technique involves and work to improve theirs. • Demonstrate some endurance and stamina to be able to run for longer distances. • Run at an appropriate pace to suit the activity, including speeding up at the end. • Mostly use preferred leg to lead over obstacles, maintaining consistent stride pattern. • Demonstrate increasing co-ordination, speed and rhythm when running, jumping and throwing. • Demonstrate and effective technique for the three different jumps and gain good height and distance with them. • Effectively use different throwing techniques (e.g. over arm, under arm, pull and heave) for distance and accuracy. • Work successfully as part of a team in a combined athletics event, offering advice and suggestions for improvement.

R	Y1 or Y2	Y3 or Y4	Y5 or Y6
Invasion Games			
<p>Physical Development:</p> <ul style="list-style-type: none"> • Children develop their confidence, competence, precision and accuracy when engaging in activities that involve a ball. • Children develop and refine a range of ball skills including: kicking, passing and aiming. 	<ul style="list-style-type: none"> • Pass a ball using the correct technique, whilst moving, with some control and fluency. • Pass the ball in different ways, using the correct technique, with some control and fluency. • Use throwing, catching and kicking skills in a game with increasing confidence and success. • Begin to understand and use the terms 'attacking' and 'defending'. • Begin to choose the best pass to make in a game, including passing to a player who is in a space. • Begin to apply a range of attacking and defending skills in a game, including dodging and marking. • Follow rules to play different games and understand the importance of having them. • Show good teamwork in competitive situations. • Identify skills to work on and actively work towards improving these. 	<ul style="list-style-type: none"> • Move a ball with control, using the correct technique. • Move a ball with accuracy, using the correct technique. • Use the correct body position when moving a ball / travelling in a game. • Change direction with a ball / the body with good control at walking pace. • Move past a defender or opponent with increasing speed and efficiency. • Know most of the rules for, and use, the correct technique for tackling safely, with some success. • Usually demonstrate accuracy when aiming for a target a medium distance away. • Use a range of attacking and defending skills to contribute towards the success of their team. • Know and follow most of the basic rules for the invasion games studied. • Evaluate own performance, suggesting appropriate improvements. 	<ul style="list-style-type: none"> • Execute a range of passes with control & efficiency. • Execute a range passes with control & power. • Effectively use a range of passes in a game situation. • Use correct footwork in a range of situations & scenarios. • Understand official game rules and demonstrate this understanding in a game situation. • Move at a range of speeds and in different directions in specific drills. • Effectively execute the movement skills of dodging and leading to outwit a defender. • Apply a range of attacking movement skills with success in a game. • Know how to mark an opposition player with/without the ball. • Perform all elements of shooting technique (in isolation). • Effectively use a range of attacking and defending skills to contribute towards the success of their team. • Understand and demonstrate being part of a team in different ways. • Evaluate own and other's performance, suggesting appropriate improvements.