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

This document should be used with reference to the Big Picture for Physical Education

Reception	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
- Autumn 1 – Gymnastics *(Gym in the Jungle)* - Autumn 2 – Dance *(Dinosaurs)* - Spring 1 – Striking & Fielding *(Arm Skills)* - Spring 2 – Circuit Training *(Jump! Rock 'n' Roll)* - Summer 1 – Athletics *(Traditional Games)* - Summer 2 – Invasion Games *(Foot Skills)* Plus: Forest School & Balance Bikes	**Year A:** - Autumn 1 – Striking, Fielding & Net Games *(Bat and Ball)* - Autumn 2 – Dance *(The Seasons)* - Spring 1 – Gymnastics *(The Basics)* - Spring 2 – Circuit Training *(Agility)* - Summer 1 – Athletics *(Olympics)* - Summer 2 – Invasion Games *(Attack & Defence)* **Year B:** - Autumn 1 – Striking, Fielding & Net Games *(Bat and Ball)* - Autumn 2 – Dance *(The Gunpowder Plot)* - Spring 1 – Gymnastics *(Symmetry)* - Spring 2 – Circuit Training *(Control & Combinations)* - Summer 1 – Athletics *(Running, Jumping & Target games)* - Summer 2 – Invasion Games *(Attack & Defence)*	**Year A:** - Autumn 1 – Striking, Fielding & Net Games *(Badminton)* - Autumn 2 – Dance *(Extreme Earth)* - Spring 1 – Gymnastics *(Shapes)* - Spring 2 – Circuit Training *(Adapt & Improve)* - Summer 1 – Athletics *(The Basics)* - Summer 2 – Invasion Games *(Tag Rugby)* **Year B:** - Autumn 1 – Striking, Fielding & Net Games *(Cricket)* - Autumn 2 – Dance *(Water)* - Spring 1 – Gymnastics *(Themed Routines)* - Spring 2 – Circuit Training *(Exercises)* - Summer 1 – Athletics *(Pentathlon)* - Summer 2 – Invasion Games *(Hockey)* Plus: Swimming Lessons	**Year A:** - Autumn 1 – Striking, Fielding & Net Games *(Tennis)* - Autumn 2 – Dance *(WWII)* - Spring 1 – Gymnastics *(Rhythmic Routines)* - Spring 2 – Circuit Training *(Fitness Battles)* - Summer 1 – Athletics *(Advanced Techniques)* - Summer 2 – Invasion Games *(Handball)* **Year B:** - Autumn 1 – Striking, Fielding & Net Games *(Rounders)* - Autumn 2 – Dance *(Through the Decades)* - Spring 1 – Gymnastics *(Advanced Themed Routines)* - Spring 2 – Circuit Training *(Strength)* - Summer 1 – Athletics *(Advanced Techniques)* - Summer 2 – Invasion Games *(Netball)* Plus: Bikeability, opportunity to lead delivery of Sports Day, and Residential

Clipston Primary School – Progression & End Points for Physical Education

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

R	KS1	LKS2	UKS2
Gymnastics			
• Can refine movement skills already acquired (e.g. rolling, crawling, jumping, hopping, skipping, climbing). • Can confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Can combine different movements with ease and fluency.	• Can follow instructions involving two or more commands. • Can perform a range of movements with some control including: egg, log, teddy bear roll and forward roll from a crouched position; crab walk; supported handstands; front support wheelbarrows; star, straight and tuck jumps. • Can balance in a shape on own and with a partner, change speed from fast to slow, and move high and low. • Can copy and link actions to create movement sequences with a clear start and finish. • Can say what they like about their partner's movements, watching and describing movement using prompt questions.	• Can practice, perform and refine own movements, showing an understanding and control key skills and an awareness of others. • Can link a series of movements together to create a longer sequence, copying and remembering actions with accuracy and consistency. • Shows good control / co-ordination when making simple static shapes / positions, including symmetrical shapes. • Can 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, using apparatus confidently and safely, and 'spot' for others. • Can observe and describe the movements of others, using appropriate language and describing what has been done or changed to improve their own performance.	• Can practise, perform and refine movements that shows a good understanding and control of the key skills and a good awareness of others. • Can link a series of movements together to create a routine / sequence of movements with a 'theme' or 'style', incorporating a range of apparatus. • 'Spot' and advise others. • Can move into or out of a balance / shape / position using interesting and creative ways and a range of rhythmic equipment with fluency and control. • Can perform a range of counterbalances with a partner, experimenting with different levels and shapes. • Can work collaboratively with a partner and/or group to perform, describing what has been done or changed in order to improve own and others performance, using appropriate technical vocabulary.

R	KS1	LKS2	UKS2
Dance			
• Can combine different movements with ease and fluency, engaging in dance to perform solo or in groups. • Can explore, use and refine a variety of artistic effects, moving to music to express ideas and feelings. • Can watch and talk about dance.	• Can copy and repeat actions in time to the music, moving fluently to a rhythm and music, keeping to the beat when performing. • Shows control when travelling, jumping and spinning, responding to changes in speed, changing tempo and rhythm of movement to match the music. • Can move between personal and wider space, mirror the dance movements of a partner, and shape their body appropriately to represent and object. • Can combine actions to create a short improvisation and adapt ideas to include in a dance. • Work effectively in a group to perform in a canon, identifying which part of a performance may need to be improved, using some appropriate vocabulary.	• Can perform a range of dance techniques in time to music, using fluent movements, precision and control. • Can change movements and improvise movements, responding to different stimuli, and using these to tell a narrative. • Can combine and link an increasing number of movement phrases and patterns. • Shows an awareness of other's movements, responding accordingly with their own movements. • Can evaluate their own performance, suggesting ways to improve it using appropriate vocabulary.	• Can perform more complex dance movements with combined arm, leg and hip movements, with fluency, precision and control, in unison and in time to music / rhythm. • Can link a series of dance motifs, improvise and adapt simple dance movements, to create and perform a longer dance sequence, drawing influence from known dance styles and/ or reflecting a theme / story. • Can work with others to choreograph effective routines while recognising and developing their own strengths and abilities within a group. • Can describe some of the features and steps of taught dance styles. • Can describe and analyse what has been done or changed in order to improve own and other's performance, using appropriate technical vocabulary.

R	KS1	LKS2	UKS2
Striking, Fielding & Net Games			
• Is developing confidence, competence, precision and accuracy when engaging in activities that involve a ball. • Can use and refine a range of ball skills including throwing, catching, batting and aiming.	• Can use the correct technique to roll, throw and catch a ball with some accuracy, and hold a racket/bat using it to hit a ball to a target with some control over direction. • Can watch a partner, describing what they are doing well and identifying an area for improvement. • Can co-operate with others to play a team game, taking on different role within the game.	• Catch a ball accurately. • Can accurately catch, stop, roll and throw a ball at a target, using a range of techniques. • Can strike a ball / shuttlecock (stationary, bowled, moving) in an intended direction. • Can play co-operatively with teammates, making decisions when to run for points and when to not, choosing and using a range of simple tactics and strategies when striking and fielding. • Can invent own rules for own striking and fielding games. • Is beginning to identify own and other's strengths and areas of own and other's performance that could be improved.	• Can catch a ball with precision and control, including with one hand and, sometimes, with non-dominant hand. • Can accurately roll or throw a ball at a target using over-arm and under-arm techniques. • Can strike a bowled / moving ball in an intended direction, into space. • Can stop a ball using a range of techniques, selecting the most appropriate for the situation / game. • Understands the active role of the fielder and know how to 'attack the ball', effectively choosing and using a range of simple tactics and strategies when striking and fielding. • Plays co-operatively with teammates, making decisions for the benefit of the whole team. • Can play to, adapt, and invent rules for striking and fielding games. • Can identify own and other's strengths and areas of own and other's performance that could be improved.

R	KS1	LKS2	UKS2
Circuit Training			
• Can refine movement skills already acquired (e.g. rolling, crawling, jumping, hopping, skipping, running). • Can combine different movements with ease and fluency.	• Can copy a range of exercises with some control, accuracy, fluency and success. • Can identify which skills are needed for an activity and combine skills within an activity. • Can identify similarities and differences between their own performance and that of someone else. • Can record their scores and identify improvements shown. • Can say how their body feels before, during and after exercise.	• Understands the importance of warming-up, beginning to identify how specific activity affects their body. • Can follow step-by-step instructions, copying a range of exercises with increasing control, accuracy, fluency and success. • Can set appropriate targets / goals based on past and current performance. • Can compete against self and others, demonstrating some improvements to achieve their personal best, using scorecards to record and interpret their scores. • Can recognise when a skill or technique has not been performed effectively and is beginning to suggest ways to improve.	• Can help to lead and take part in warm-ups and cool-downs safely and effectively, identifying how specific activity affects their body. • Can follow step-by-step instructions to learn and develop a range of exercises with control, accuracy, fluency and success. • Can compete against self and others with confidence and demonstrate noticeable improvements to achieve their personal best, setting challenging yet achievable targets / goals based on past and current performance. • Can design and use scorecards to record and interpret their scores, evaluating the effectiveness of a performance, offering suggestions of how to improve a skill or technique and ways to make activities more challenging.

R	KS1	LKS2	UKS2
Athletics			
• Can refine movement skills already acquired (e.g. walking, jumping, running, hopping and skipping). • Can confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.	• Can sprint in a straight line and change direction quickly, saying what they can do to move faster. • Can vary body position and grip as required e.g. when moving faster/slower, with/without equipment. • Can jump from two feet to two feet in different directions e.g. forwards, backwards, sideways, using arms and legs to help jump further. • Can jump over equipment with control e.g. agility ladder, between hoops etc. • Can throw underarm and overarm with some control and accuracy to reach a target.	• Can identify what three different parts of their body should be doing when sprinting and practise these actions, applying these elements effectively and sustaining sprinting pace over distance. • Can combine a variety of three jumps in one continuous movement. • Can execute the standing triple jump technique with control and efficiency, jumping a good distance. • Can execute the pull throw technique with control. • Shows noticeable improvement when running / throwing / jumping for distance and accuracy, adjusting their performance to try to achieve their personal best. • Can identify good technique and suggest more than one area for improvement. • Works successfully as part of a team in a combined athletics event.	• Understands what an effective springing technique involves and work to improve theirs. • Can run at an appropriate pace to suit the activity, including speeding up at the end and an improvement in reaction speed through repetition. • Can use preferred leg to lead over obstacles, maintaining a consistent stride pattern. • Demonstrates an increasing co-ordination, speed and rhythm when jumping, throwing and running including showing some endurance and stamina to be able to run for longer distances. • Can use an effective technique for the three different jumps, gaining good height and distance with them. • Can effectively use different throwing techniques (e.g. over arm, under arm, pull and heave) for distance and accuracy. • Can work successfully as part of a team in a combined athletics event, offering advice and suggestions for improvement.

R	KS1	LKS2	UKS2
Invasion Games			
• Is developing confidence, competence, precision and accuracy when engaging in activities that involve a ball. • Can use and refine a range of ball skills including kicking, passing and aiming.	• Can pass a ball in different ways whilst moving, with some control and fluency. • Can use throwing, catching and kicking skills in a game with increasing confidence and success. • Is beginning to understand and use the terms 'attacking' and 'defending', applying some of these in a game. • Is beginning to choose the best pass to make in a game, including passing to a player who is in a space. • Can follow rules to play different games and understand the importance of having them, showing good teamwork in competitive situations. • Can identify skills to work on and actively work towards improving these.	• Can move a ball with control and accuracy, using the correct technique, using the correct body position when moving a ball / travelling in a game. • Can change direction with a ball / the body with good control at walking pace. • Can move past a defender or opponent with increasing speed and efficiency. • Knows most of the rules for, and use, the correct technique for tackling safely, with some success. • Usually demonstrates accuracy when aiming for a target a medium distance away. • Can use a range of attacking and defending skills to contribute towards the success of their team. • Knows and follows most of the basic rules for the invasion games studied. • Can evaluate own performance, suggesting appropriate improvements.	• Can execute a range of passes with control, efficiency and power, effectively using a range of these in a game situation. • Can use the correct footwork, moving at a range of speeds, in different directions, situations, scenarios and drills. • Understands the official game rules, demonstrating this understanding in a game situation. • Can effectively execute the movement skills of dodging and leading to outwit a defender, marking an opposition player with/without the ball. • Can apply a range of attacking movement skills with success in a game. • Can perform all elements of shooting technique (in isolation). • Can effectively use a range of attacking and defending skills to contribute towards the success of their team. • Understands and can demonstrate being part of a team in different ways, evaluating own and other's performance, suggesting appropriate improvements.