



Yellow – shows transition between each year group as they build on their thread of knowledge and skills

Moorside Primary School

PE Overview

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum reference		Perform dances using simple movement patterns.		Perform dances using a range of movement patterns Compare their performances with previous ones and demonstrate improvement to achieve their personal best.			
Dance	Can follow a simple dance phrase	Can create a simple dance phrase using actions Can recognise how to improve dance through timing Knows how to identify corrections and give constructive feedback to others		Can create a series of phrases to be performed in a range of formations Can use Space and Relationships between Dancers Can demonstrate strength and stamina whilst understanding and applying aspects of safe dance practice Can analyse improvements and comment constructively to suggest areas of development for themselves and others		Can create a series of phrases to be performed in formations with transitions included Can use and identify choreographic devices within performance such as – Unison, Canon and Motif. Knows how to dance with expression, understanding, feeling and focus with a desire to improve Can watch performances and pick out strengths and weaknesses, communicating effectively about their own and others work.	
National Curriculum reference (Individual sports)		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		Develop flexibility, strength, techniques, control and balance (for example, through athletics and gymnastics) Use running, jumping, throwing and catching in isolation and in combination			
Gymnastics	Can follow a warm up Can use the apparatus to perform short sequences involving weight on hands, balancing, rolling, flight (jumping) & travel	Can warm up effectively – involving both stretching and conditioning exercises Can articulate the technical process involved in executing certain movements Can change direction, work at different levels and use floor space imaginatively Can work safely alongside others whilst travelling in a variety of ways Shapes: Straight, tuck, star, pike, straddle, landing shape Balances: 1-point balances: Arabesque, flamingo, introduction to dish and arch		Can warm up a small group of others effectively Can perform more complex sequences with smooth transitions Can perform sequences which have elements of flow, displaying multiple skills and a range of dynamics Can use a variety of apparatus, linking movements together using travelling, jumping, balancing and rolling arrangements Shapes: Straight, tuck, star, pike, straddle, landing shape, squat sit, straddle stand, needle Balances: 1-point balances & 2-point balances, V-Sit, dish and arch, introduction to bridge		Can warm up a large group effectively, preparing the body and mind Can perform and create a wide range of complexed sequences with smooth transitions whilst working with and alongside others Understands different ways of working with others on the apparatus and in throughout sequences using mirroring, unison and pathways Shapes: Straight, tuck, star, pike, straddle, landing shape, front support, back support, side support, T-shape, Balances: 3&4-point balances (balances in all shapes), partner balances, bridge	



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		<p>Jumps: Straight, tuck, star, straddle, half turn</p> <p>Rolls: Pencil, egg, forwards</p>	<p>Jumps: Straight, tuck, star, straddle, half turn, pike, over apparatus, bunny hops</p> <p>Rolls: Pencil, egg, forwards, teddy bear, preparation for backwards roll</p>	<p>Jumps: Straight, tuck, star, straddle, half turn, over higher apparatus, bunny hops, full turn</p> <p>Rolls: Backwards, side</p>
Athletics	<p>Run and jump over low hurdles</p> <p>Standing overarm throw at targets</p> <p>Short distance running</p>	<p>Standing long jump</p> <p>Run and jump low and medium sized hurdles</p> <p>Longer sprints with a ready start and dip finish</p> <p>Standing overarm throw for distance, using a sideways position</p>	<p>Triple jump - can take off one foot</p> <p>Can run and jump medium and high sized hurdles, attempting a same leg lead</p> <p>Middle distance pacing – demonstrating a good starting position, correct form throughout and a dip finish</p> <p>Can transfer a relay baton in motion</p> <p>Standing overarm throw for distance, understanding the importance of the non-throwing arm in achieving elevation and trajectory</p>	<p>Triple jump – can complete with a run up – hop skip and jump</p> <p>Can run and jump higher hurdles with same leg bringing opposite arm forwards to balance the lead leg</p> <p>Can identify how to pace longer distance running</p> <p>Can transfer a relay baton on the move in alternate hands, receiving facing forwards</p> <p>Can throw with a run up leaving sufficient space to follow through</p>
Curriculum reference (Team sports)		<p>Participate in team games developing simple tactics for attacking and defending</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>Use running, jumping, throwing and catching in isolation and in combination</p>	
Invasion Games	<p>Can send the ball over short distances</p>	<p>Can send and receive the ball over an increased distance</p> <p>Can move into space to receive from a teammate</p>	<p>Pass over medium distance and move away from opponents</p> <p>Can move into space effectively</p>	<p>Can send and receive a ball in a variety of ways and retain possession</p> <p>Understands and demonstrates knowledge of the rules in a variety of invasion games</p>



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	<p>Can receive/trap the ball</p> <p>Can demonstrate a position of readiness to receive</p>	<p>Can change direction on command, dribble and shoot for accuracy</p> <p>Can identify tactics to slow an attack down</p>	<p>Shield a ball from an opponent, knowing how to position the body correctly to retain possession</p> <p>Can track an opponent whilst being aware of where the ball is and where opponents are on the pitch</p> <p>Can defend as part of a team</p>	<p>Can play different positions and understand the roles of these e.g. goalkeeper, striker etc.</p> <p>Can implement a range of tactics in game situations, understanding strengths and weaknesses</p>
Striking and Fielding Games	<p>Can run between marked points</p> <p>Can catch in a ready position</p> <p>Underarm throwing</p>	<p>Can strike off a tee perched on a stump</p> <p>Can get into a ready position with a bat</p> <p>Calling and running between wickets/bases – sliding bat over the line</p> <p>Can stop and pick up ball using the long barrier</p> <p>Can identify and use underarm and overarm throwing</p>	<p>Can strike without a tee</p> <p>Can catch a high ball</p> <p>Underarm bowling</p> <p>Can use the long barrier effectively</p> <p>Can communicate effectively with their teammates e.g. calling name and taking responsibility</p> <p>Can position themselves effectively</p>	<p>Can catch a high ball on the move</p> <p>Can identify different ways of gripping a ball to make it move in different ways</p> <p>Overarm bowling</p> <p>Understand basic rules, positionings and tactics</p>
Net & Wall Games	<p>Can get into a ready position</p> <p>Knows which is dominant hand and can grip with it</p>	<p>Can get into a ready position with a racket, moving forwards, backwards and sideways</p> <p>Can keep ball balanced on racket and under control</p> <p>Can strike using forehand</p> <p>Can attempt a 1 on 1 rally</p>	<p>Can bounce the ball continuously on forehand and backhand</p> <p>Can cushion the impact of a ball</p> <p>Knows how to get into the best position to return a ball successfully</p> <p>Can take part in a singles rally, knowing when to attack and defend</p>	<p>Knows how to work alongside a partner</p> <p>Can identify and use different grips – forehand and backhand (two hands or one hand)</p> <p>Can maintain a rally using a range of strokes</p> <p>Can identify and use different types of shots</p>



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	Can throw and catch after one bounce			
Target Games	Can show an element of control over an object pushing, patting, throwing, catching or kicking	<p>Can roll and strike a ball at a target with some degree of accuracy – using both hands/feet</p> <p>Can aim for a target using some degree of accuracy – overarm and underarm throwing</p> <p>Can bounce a ball with some degree of accuracy</p>	<p>Can aim successfully at a static target</p> <p>Can demonstrate effective throwing and catching techniques</p> <p>Begin to develop coordination in a range of forms to enable successful performance</p>	<p>Can aim successfully at a moving target</p> <p>Use agility to move and dodge</p> <p>Can outwit an opponent using tactics and strategies</p> <p>Can officiate a match</p>
Curriculum reference (OAA & Health Related Fitness)			<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>	
OAA		<p>Simple map reading and finding clues – can work individually and as a team</p> <p>Can solve simple problems by working together – planning, performing and communicating clearly to others</p>	<p>Basic orienteering and running activities – matching symbols</p> <p>Can complete activities blindfolded using apparatus</p> <p>Can give and follow instructions to keep a partner safe</p> <p>Solve problems through discussion</p>	<p>Can read a map successfully, matching more complex symbols</p> <p>Can solve problems using a variety of non-verbal communication</p> <p>Solve more complex problems through discussion and evaluation</p>



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<p>Health Related Fitness</p>	<p>N/A</p>	<p>N/A</p>	<p>Warms up prior to exercise</p> <p>Can recognise success in self and others</p> <p>Can identify basic components of fitness – speed, agility, coordination, power, strength, flexibility</p>	<p>Can warm up effectively prior to exercise and able to sustain performance over a period of time</p> <p>Can compete and challenge themselves to improve performance</p> <p>Can understand the benefits of regular exercise</p> <p>Can understand and use the basic components of fitness – speed, agility, coordination, power, strength, flexibility, muscular strength, cardiovascular endurance</p>
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