



# East Midlands Academy Trust

## Physical Education Primary Key Processes



		Year Groups							Further Information and Exemplars	
		R	1	2	3	4	5	6		
<b>HANDS</b>	<b>Acquire and Developing Skills</b>	Running							<i>Varying speeds, sprinting, over obstacles endurance, pacing, relay change over, dribbling, evasive, with an object, retrieving, tagging.</i>	
		Jumping							<i>For height, for distance, rhythm, game related, travelling, flight.</i>	
		Throwing							<i>For distance, accuracy, push, pull, heave, fling, underarm, overarm, maintain possession, shooting, passing</i>	
		Catching							<i>Different techniques, size of objects, speeds, direction, under pressure, intercepting,</i>	
		Agility, Balance, Coordination, Control							<i>Take-off and landing, dodging, jockeying, turning, footwork, change of direction, point/patch, individual and pair balances, (a)symmetrical balances, handstand, headstand, ready position.</i>	
		Flexibility, Strength							<i>Straight roll, forwards roll, straight jump, tuck jump, star jump, bridge, shoulder stand.</i>	
		Technique							<i>Accurate replication, canon, unison, pathways, dynamics, actions, matching, mirroring, refining, fielding, striking a ball, bowling, forehand, backhand, volley, serving, dig, set.</i>	
<b>HEAD</b>	<b>Making and Applying Decisions</b>	Tactical Thinking							<i>Penetration, support / depth, mobility, width, creativity, space</i>	
		Attacking							<i>Pressure, cover, balance, compactness, control, restraint, delay and prevent</i>	
		Defending							<i>Problem solving, communication, positioning, applying tactics, pacing</i>	
		Strategic Thinking							<i>Unison, Cannon, Mirror, Matching, Pathways, emotion, dynamics, precision, extension, control</i>	
	<b>Mental Capacity</b>	Composition and Choreography							<i>Technique, rules, scoring, tactics, skills</i>	
		Knowledge & Understanding							<i>Skills, equipment, movements, rules, scoring, communication, reflect</i>	
		Key Vocabulary							<i>Understanding Rules and Regulations, officiating, leadership</i>	
	<b>Review and Improve</b>	Rules and Regulations							<i>What Worked Well? (WWW), own and others' performances, criteria</i>	
		Identifying Strengths							<i>Even Better If (EBI), own and others' performance, criteria</i>	
		Identifying Areas to Improve							<i>Implementing EBI's into future performances, reflection, improvement</i>	
<b>HEART</b>	<b>Behavioural Change</b>	Improving Performance							<i>Always try their hardest, determination, set goals, extra-curricular</i>	
		Effort							<i>Positive approach to all activities, behaviour, correct kit, supportive</i>	
		Attitude							<i>Actively involved, socially, emotionally, physically, enjoyment, proud</i>	
	<b>Healthy Lifestyles and Safety</b>	Engagement							<i>Self-esteem, self-respect, positivity, confidence, achievements.</i>	
		Understanding the benefits of physical exercise	Mental							<i>Fitness: Coordination, Balance, Agility, Flexibility Strength, Stamina.</i>
			Physical							<i>Interaction, empathy, tolerance, rights, responsibilities, communication</i>
			Social							<i>Pulse raiser, dynamic &amp; static stretches, skill-based practice, individual, pairs and small groups (pupil led by year 5/6)</i>
		Warm-up and Cool-Down							<i>Personal hygiene, equipment, space, warm up/cool down, rules</i>	
Understanding Safety							<i>Balanced diet, sleep, regular physical activity, managing risks</i>			
Positive lifestyle choices										
<b>Personal Development</b>	<b>Active Citizens</b>	Respect							<i>Accepting, kindness, accept decisions, listening, considerate.</i>	
		Responsibility							<i>Plan ahead, organised, volunteer to help, offer advice, contributes.</i>	
		Resolves Conflicts							<i>Calm, honest, empathy, courage, listen, communication</i>	
		Tolerance							<i>Patience, understanding, listen, reflect, try your hardest.</i>	
		Equality & Diversity							<i>Embrace others' differences, motivate others, fairness, compassion</i>	
		Inclusion							<i>Listen, involve each other, encouragement, respect, understanding</i>	
	<b>Character</b>	Self-Motivation							<i>Involvement, set goals, initiative, extra-curricular, try new things.</i>	
		Cooperation							<i>Share ideas, help others, lead a warm-up, take turns, team work</i>	
		Integrity							<i>High standards, behave, honesty, fairness, trust, follow rules</i>	
	<b>Health &amp; Wellbeing</b>	Confidence							<i>Positive, focused, work on own and with others, creative, persevere, problem solving, volunteer to answer questions.</i>	
		Resilience							<i>Accepts challenge, never gives up, try different methods, adapt, belief</i>	
	<b>Pursue Interests</b>	Aspirations							<i>Determined to improve and achieve, links to out of school clubs, seeks opportunities, extra-curricular, intra/inter competitions.</i>	

## Attainment Targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Key Stage 1</b></p>	<p>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.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• participate in team games, developing simple tactics for attacking and defending</li> <li>• perform dances using simple movement patterns.</li> </ul>								
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Key Stage 2</b></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. 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> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• 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</li> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>• perform dances using a range of movement patterns</li> <li>• take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>								
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Swimming and Water Safety</b></p>	<p>All schools must provide swimming instruction either in Key Stage 1 or Key Stage 2. In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>• use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>• perform safe self-rescue in different water-based situations.</li> </ul>	<p style="text-align: center;"><b><u>Progression of Vocabulary</u></b></p> <table border="1" data-bbox="868 1408 1525 1568"> <tr> <td data-bbox="868 1408 957 1491"><b><u>KS1</u></b></td> <td data-bbox="957 1408 1099 1491">Simple...</td> <td data-bbox="1099 1408 1315 1491">Basic...</td> <td data-bbox="1315 1408 1525 1491">Team...</td> </tr> <tr> <td data-bbox="868 1491 957 1568"><b><u>KS2</u></b></td> <td data-bbox="957 1491 1099 1568">A range of...</td> <td data-bbox="1099 1491 1315 1568">Isolation and combination...</td> <td data-bbox="1315 1491 1525 1568">Competitive...</td> </tr> </table>	<b><u>KS1</u></b>	Simple...	Basic...	Team...	<b><u>KS2</u></b>	A range of...	Isolation and combination...	Competitive...
<b><u>KS1</u></b>	Simple...	Basic...	Team...							
<b><u>KS2</u></b>	A range of...	Isolation and combination...	Competitive...							





# PE Curriculum Map – Progression of Skills EYFS to Year 6



	EYFS	Year 1	Year 2
Invasion Games	<p>I can copy a range of different body shapes, steps and actions with control and co-ordination.</p> <p>I can balance in a range of different ways (static or dynamic - when moving).</p> <p>I can copy simple rolls with control.</p> <p>I can link individual and whole-body movements together.</p> <p>I can handle small and/or low apparatus safely.</p> <p>I can move on/off, under, over, along or through, up/down apparatus with control and accuracy.</p> <p>I can jump in a range of different ways e.g. 5 types of jump: 1 foot to 1 foot hop, 1 foot to 1 foot leap, 1 foot to 2 feet, 2 feet to 1 foot, 2 feet to 2 feet.</p>	<p><i>I can use my dominant hand to throw accurately under arm.</i></p> <p><i>I can catch a large object with two hands</i></p> <p><i>I can throw and catch a chest pass with two hands</i></p> <p><i>I can kick a stationary ball</i></p> <p><i>I can stop a ball rolling towards me with my feet</i></p> <p><i>I can hit a stationary ball off the floor or a tee with a bat.</i></p> <p><i>I can hit a dropped ball after one/two bounces</i></p> <p><i>I can roll a ball from a seated position</i></p> <p><i>I can run to evade opponents</i></p>	<p><i>I can use my dominant hand to consistently throw accurately under arm with increasing control.</i></p> <p><i>I can catch a small object with two hands</i></p> <p><i>I throw and catch a bounce pass with two hands</i></p> <p><i>I can copy the technique for an overarm one-handed throw with a small object</i></p> <p><i>I can kick a stationary ball towards my partner</i></p> <p><i>I can underarm hit a ball fed to me by my partner</i></p> <p><i>I can roll a ball from a kneeling on one knee</i></p> <p><i>I can use hitting, kicking and/or rolling in a game with increasing accuracy</i></p> <p><i>I can follow rules</i></p> <p><i>I can use one tactic in a game when attacking or defending</i></p>
Striking and Fielding			
Net and Wall Games			
Dance	<p>I can bend my knees to land safely with control when jumping in different ways.</p> <p>I can step up or down stairs safely.</p>	<p>I can move safely in a space</p> <p>I can move in time to music</p> <p>I can copy and remember dance moves</p> <p>I can perform my own dance moves</p>	<p>I can dance with control and coordination</p> <p>I can use dance to show a mood or feeling</p> <p>I can change rhythm, speed, level and direction in my dance</p> <p>I can add motifs to a set dance</p>
Gymnastics	<p><i>I can start and stop on a given signal and follow instructions.</i></p> <p><i>I can move freely into space and share space with others safely.</i></p> <p><i>I can travel with confidence in a range of different ways.</i></p> <p><i>I can change my speed when travelling.</i></p> <p><i>I can copy individual and whole-body movements with some control and co-ordination.</i></p> <p><i>I can recognise my own personal space and others space.</i></p> <p><i>I can concentrate and listen to my teacher.</i></p> <p><i>I can tell you some changes to my body during exercise.</i></p> <p><i>I can work with others and take turns with equipment.</i></p> <p><i>I can watch others work and talk about it.</i></p> <p><i>I can talk about ways to keep healthy.</i></p> <p><i>I can dress and undress independently.</i></p>	<p>I can make my body curled, tense, stretched and relaxed individually.</p> <p>I can control my body when travelling and balancing on the floor and low level equipment.</p> <p>I can egg roll</p> <p>I can teddy bear roll</p> <p>I can curl, travel and balance in different ways.</p> <p>I can copy simple sequences and repeat them accurately</p> <p>I can straight jump</p> <p>I can star jump</p> <p>I can hold the front support position</p> <p>I can hold the back support position</p> <p>I can hold the half pike position on my back</p>	<p>I can star roll</p> <p>I can rock and roll to standing</p> <p>I can tuck jump</p> <p>I can half turn jump</p> <p>I can transfer my weight from front support to back support</p> <p>I can begin to take my weight on 4 points when travelling</p> <p>I can plan and perform a sequence of movements individually and with a partner</p> <p>I can give and receive feedback on a performance</p>
Athletics	<p><i>I show preference for a dominant hand in different contexts.</i></p>	<p>I can move and stop safely</p> <p>I can find space when on the move</p> <p>I can move with control and care</p> <p>I can copy actions</p> <p>I can use equipment safely.</p>	<p>I can copy and remember actions.</p> <p>I can lift and carry equipment safely.</p> <p>I can change direction safely when moving at speed</p> <p>I can work on my own and with a partner.</p>

		Year 3	Year 4	Year 5	Year 6
Invasion Games	HANDS	<i>Basketball / Football / Hockey / Netball / Tag Rugby</i> To be able to: dribble, pass, receive and shoot with some control; find space away from others; move with a ball towards goal with increasing control; track an opponent to slow them down.	<i>Basketball / Football / Hockey / Netball / Tag Rugby</i> To be able to: dribble, pass, receive and shoot with increasing control; move to space to help team keep possession and score; delay an opponent to prevent them scoring.	<i>Basketball / Basketball / Football / Hockey / Netball / Tag Rugby</i> To be able to: dribble, pass, receive and shoot with some control under pressure; often make the correct decision of who to pass to and when; use tracking and intercepting in defence.	<i>Basketball / Football / Hockey / Netball / Tag Rugby</i> To be able to: dribble, pass, receive and shoot with increasing control under pressure; quickly select the correct action for the situation; create and use space to help my team; use marking, tackling and/or interception to improve their defence.
Striking & Fielding	HANDS	<i>Cricket / Rounders</i> To be able to: bowl a ball towards a target; begin to strike a bowled ball after one bounce; use overarm and underarm throwing and catching skills.	<i>Cricket / Rounders</i> To be able to: bowl a ball with some accuracy and consistency; to strike a bowled ball after a bounce/with adapted equipment; use overarm and underarm throwing and catching skills with increased accuracy.	<i>Cricket / Rounders</i> To be able to: bowl a ball underarm with increased accuracy and consistency; to begin to strike a ball with a cricket/rounders bat; develop a wider range of fielding skills.	<i>Cricket / Rounders</i> To be able to: use a wider range of skills with increasing control under pressure; to strike a bowled ball with increasing consistency; to begin to demonstrate the correct overarm bowling technique.
Net & Wall Games	HANDS	<i>Tennis / Dodgeball</i> To be able to: return a ball to a partner; use basic racket skills (grip / ball balancing); accurately underarm throw & catch a ball with a partner.	<i>Tennis / Dodgeball</i> To be able to: sometimes play a continuous game/rally; I can use a range of basic racket skills (grip / ball balancing / ball juggling); return to ready position to defend own side of the court.	<i>Tennis / Volleyball</i> To be able to: develop a wider range of skills and use these under some pressure (bump / forehand / backhand); begin to apply different skills to different game situations; begin to play cooperatively with a partner.	<i>Tennis / Volleyball</i> To be able to: use a wider range of skills with increasing control under pressure (including serving / volley / spike / bump / dig / set); select the appropriate action for a situation; play cooperatively with a partner.
All Games	HEAD	To understand more of the rules of the game and begin to use them; Developing an understanding of tactics and beginning to use them in games; Use key words to give feedback.	To understand more rules of the game and begin to use them; To communicate with team mates to apply simple tactics; Use key terminology to give feedback; To understand how to improve their performance.	To understand the rules of the game and apply them honestly (incl. as official); To understand the need for tactics in different situations; Know some of the positions they can play in within the game; Identify when they were successful and what they need to do to improve.	To use the rules of the game honestly and consistently (as official); To understand the need for tactics and apply some in different situations; Know the positions they can play in within the game; Recognise own and other' strengths and weaknesses and suggest ways to improve.
	HEART	Understand the benefits of exercise; Work cooperatively within a group to self-manage games; To begin to play honestly and fairly.	To explain what happens to the body when we exercise and how this keeps you healthy; Be able to share ideas when working with others to manage a game; To play with fairness and honesty.	To identify how different activities can benefit health; Be able to work cooperatively with others to manage a game; To play with fairness and honesty; To explain what happens to the body when we exercise; Use feedback to improve their work.	To identify how different activities can benefit health; To understand there are different areas of fitness; Be able to work cooperatively with others to manage a game; Use feedback to improve their work; To play fairly and honestly.
Dance	HANDS	To be able to: use dynamic and expressive qualities in relation to an idea; create short dance phrases that communicate an idea; repeat, remember and perform a dance phrase.	To be able to: use changes in timing and spacing to develop a dance; choose actions and dynamics to convey an idea; copy and remember set choreography; Use simple movement patterns to structure dance phrases on own, with a partner and in a small group; Use counts to stay in time.	To be able to: refine the use of actions, dynamics, relationships and space; choreograph phrases considering actions and dynamics; accurately copy and repeat set choreography; confidently perform clearly and fluently, showing good sense of timing; Use counts to stay in time.	To be able to: refine the use of actions, dynamics and relationships to represent ideas, emotions and feelings; choreograph a dance safely using as prop; perform confidently and fluently with accuracy and good timing; Use counts when choreographing to improve the quality of work produced.

	HEAD	To use key words to provide feedback.	Use appropriate language to provide feedback with lessons.	To use key terminology to suggest ways to improve own/others work.	To use appropriate language to evaluate and refine own and others' work.
	HEART	To be respectful of others when watching them perform; To understand the benefits of exercise; To work with a partner and small group, sharing ideas.	To be respectful of others when watching them perform; To explain what happens to the body when we exercise;	To lead a group through a short warm-up routine; To identify how dance activities can benefit physical health; To use feedback to improve their work.	To understand there are different areas of fitness and how they help in dance activities; To lead a small group through a short warm-up routine; To work creatively and imaginatively on own, with a partner and a small group.
Gymnastics	HANDS	To be able to: complete actions with increasing balance and control (point/patch balances, rolls and jumps); move in unison with a partner.	To be able to: understand how body tension can improve control and quality of movements; To safely perform balances individually and with a partner.	To be able to: use strength and flexibility to improve the quality of performance; create and perform sequences using apparatus, individually and with a partner; use canon and matching/mirroring when performing.	To be able to: combine and perform actions, shapes and balances with control and fluency; show examples of counter balance and tension with a partner;
	HEAD	To use key words to give feedback; With help, recognise how performances can be improved.	To identify some muscle groups used in gymnastics activities; To suggest possible improvements in own and others' performances.	To use criteria to make simple judgements about performances and suggest ways they can be improved.	To use appropriate language to evaluate and refine own and others' work; To use feedback to improve their work; To understand how to work safely.
	HEART	To understand the benefits of exercise;	To explain what happens to the body when we exercise.	To work safely when learning; To lead a partner through a short warm-up routine	To work collaboratively with others to create a sequence; To lead a warm-up
Athletics	HANDS	To be able to: successfully take part in a relay; improve sprinting technique; develop jumping for distance and height; throw a variety of objects for accuracy and distance; safely land when jumping.	To be able to: take part in a relay knowing when to start running; demonstrate sprinting and jogging techniques; jump for distance and height with balance and control; throw with some accuracy and power towards a target.	To be able to: choose the best pace for a running event; perform a range of jumps showing some technique; show control at take-off and landing in jumping events; show accuracy and power when throwing for distance.	To be able to: select and apply the best pace for a running event; perform jumps for height and distance using good rhythm and coordination; show accuracy and good technique when throwing for distance.
	HEAD	To identify when they are successful.	To identify when they are successful and how they can improve.	To identify good performance and explain why it is good.	To help others improve their technique using key teaching points.
	HEART	To work with a partner and in a small group, sharing ideas; To understand why it is important to warm-up.	To support and encourage others to do their best; To show determination to improve their personal best.	To take on the role of coach, official and timer when working in a group; To understand how stamina and power help performance in different activities.	To understand there are different areas of fitness; To use strategies to persevere to achieve personal best; To show fair play and honesty.

OAA	HANDS	To be able to: follow and give instructions; develop map reading skills; demonstrate sustained running in orienteering activities.	To be able to: accurately follow and give instructions; confidently communicate ideas and listen to others; identify key symbols on a map and help navigate around a grid; show stamina within running challenges.	To be able to: orientate a map confidently; navigate around a course using a map; demonstrate increased endurance within orienteering challenges.	To be able to orientate a map efficiently to navigate around a course; demonstrate sustained effort when running within orienteering challenges.
	HEAD	To plan and attempt to apply strategies to solve problems; To reflect on successes in challenges.	To plan and apply strategies to solve problems; To reflect on when and why they were successful at solving challenges.	To use critical thinking skills to approach a task; To reflect on successes when solving challenges and adapt in order to improve;	To use critical thinking skills to solve challenges; To reflect on successes and alter methods to improve.
	HEART	To listen and accepting of others' ideas; To work collaboratively with a partner and in a small group.	To work collaboratively and effectively with a partner and a small group.	To be inclusive of others and share job roles; To work effectively with others, sharing ideas and agreeing on strategy.	To share ideas within a group, selecting and applying the best method to solve a problem; To be inclusive of others, sharing roles / lead as appropriate
Swimming	HANDS	To be able to: float on front and back; use arms and legs together to move across the water; glide on both front and back; roll from front to back and regain a standing position; swim over a distance of at least 10m with buoyancy aid / unaided; perform safe self-rescue; use a range of strokes effectively; swim confidently over a distance of at least 25m.			
	HEAD	To explain several pool rules that help to keep them safe.			
	HEART	To understand the benefits of regular exercise.			

**Every child deserves to be the best they can be**



## Hardingstone Academy PE Curriculum Map Overview 2021-2022



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Multi Skills -Agility Balance Co-ordination (ABC) Games -Ball Skills	Gymnastics Dance - Toys / Fairy Tales	Gymnastics Fitness	Yoga Net and Wall	Teambuilding and Parachute Games Dance - Animals / Under the Sea	Athletics Striking and Fielding / Net and Wall
Year 2	Multi Skills -Agility Balance Co-ordination (ABC) Games -Ball Skills / Cricket	Sending and Receiving Hockey	Gymnastics Invasion Games	Dance - Great Fire of London / Healthy Me Gymnastics / Yoga	Teambuilding and Parachute Games Net and Wall	Athletics Striking and Fielding
Year 3	Cricket Swimming	Gymnastics Swimming	Gymnastics / Yoga Swimming	Football Swimming	Basketball Swimming	Outdoor and Adventurous Activities / Athletics Swimming
Year 4	Basketball / Football Swimming	Hockey Swimming	Gymnastics Swimming	Dance - Samba / Greeks / Romans Swimming	Athletics Swimming	Outdoor and Adventurous Activities Swimming
Year 5	Tag Rugby Fitness	Gymnastics Dance - Vikings	Gymnastics Hockey	Basketball / Football Yoga	Athletics Dance - Space Solar System	Outdoor and Adventurous Activities Tennis
Year 6	Cricket Fitness	Gymnastics Dodgeball / Football	Gymnastics Netball	Tennis Volleyball	Athletics Tag Rugby	Outdoor and Adventurous Activities Dance
	= Class Teacher = PE Teacher					





# East Midlands Academy Trust

## Physical Education Primary Curriculum Overview



EYFS		Autumn		Spring		Summer		Horizontal Links
		1	2	1	2	1	2	
<b>General</b>	A1	I can start and stop on a given signal and follow instructions (HEAD)						<p><b>Literacy</b> Listening and following instructions, expressing ideas, communicating with others.</p> <p><b>Personal, Social and Emotional development</b> Working with a partner, understanding how to move safely around others and in different spaces, opportunities to show individual and group performances to class, learning how to take turns.</p> <p><b>Maths</b> Counting numbers in games, travelling in different directions, recognising different speeds, counting how many passes made etc., using counts of 8, measure distance from target using steps, creating shapes with their bodies.</p> <p><b>Communication and Language</b> Learning vocabulary (balance, stillness, direction, target etc.), commenting on their own and others' performances.</p> <p><b>Expressive Arts and Design</b> Exploring and understanding how to move safely as an individual, sharing thoughts and feelings through dance and movements.</p> <p><b>Understanding the world</b> Exploring equipment, exploring how the body moves, different methods of transport, using the weather as stimulus for games.</p>
	A2	I can move freely into space and share space with others safely (HEAD)						
	A3	I can travel with confidence in a range of different ways (HANDS)						
	A4	I can change my speed when travelling (HANDS)						
	A5	I can copy individual and whole-body movements with some control and co-ordination (HANDS, HEAD)						
	A6	I can recognise my own personal space and others space (HEAD)						
	A7	I can concentrate and listen to my teacher (HEART)						
	A8	I can tell you some changes to my body during exercise (HEART)						
	A9	I can work with others and take turns with equipment (HEART)						
	A10	I can watch others work and talk about it (HEAD)						
	A11	I can talk about ways to keep healthy (HEART)						
	A12	I show preference for a dominant hand in different contexts (HANDS)						
<b>Games</b>	A13	I can follow simple rules (HEAD)						
	A14	I can control an object by pushing, patting, throwing, rolling, catching or kicking it (HANDS)						
	A15	I can play racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles (HANDS)						
<b>Gymnastics and dance</b>	A16	I can copy a range of different body shapes, steps and actions with control and co-ordination. (HANDS, HEAD)						
	A17	I can balance in a range of different ways (static or dynamic - when moving). (HANDS)						
	A18	I can copy simple rolls with control. (HANDS)						
	A19	I can link individual and whole-body movements together. (HANDS, HEAD)						
	A20	I can handle small and/or low apparatus safely. (HANDS, HEAD)						
	A21	I can move on/off, under, over, along or through, up/down apparatus with control and accuracy (HANDS)						
	A22	I can jump in a range of different ways e.g. 5 types of jump (HANDS)						
	A23	I can bend my knees to land safely with control when jumping in different ways (HANDS)						
	A24	I can step up or down apparatus safely. (HANDS)						





# East Midlands Academy Trust

## Physical Education Primary Curriculum Overview



Year 1			Aut		Spr		Sum		Vertical Links	Horizontal Links
			1	2	1	2	1	2		
General	B1	I can move and stop safely (HEAD)								
	B2	I can find space when on the move (HEAD)								
	B3	I can move with control and care (HANDS, HEAD)								
	B4	I can copy actions (HANDS, HEAD)								
	B5	I can use equipment safely. (HANDS, HEAD)								
Games	B6	I can use my dominant hand to throw accurately under arm. (HANDS)								
	B7	I can catch a large object with two hands (HANDS)								
	B8	I can throw and catch a chest pass with two hands (HANDS)								
	B9	I can kick a stationary ball (HANDS)								
	B10	I can stop a ball rolling towards me with my feet (HANDS)								
	B11	I can hit a stationary ball off the floor or a tee with a bat. (HANDS)								
	B12	I can hit a dropped ball after one/two bounces (HANDS)								
	B13	I can roll a ball from a seated position (HANDS)								
B14	I can run to evade opponents (HANDS)									
Gymnastics	B15	I can make my body curled, tense, stretched and relaxed individually. (HANDS)								
	B16	I can control my body when travelling and balancing on the floor and low-level equipment (HANDS)								
	B17	I can egg roll (HANDS)								
	B18	I can teddy bear roll (HANDS)								
	B19	I can curl, travel and balance in different ways. (HANDS)								
	B20	I can copy simple sequences and repeat them accurately (HANDS, HEAD)								
	B21	I can straight jump (HANDS)								
	B22	I can star jump (HANDS)								
	B23	I can hold the front support position (HANDS)								
	B24	I can hold the back-support position (HANDS)								
B25	I can hold the half pike position on my back (HANDS)									
Dance	B26	I can move safely in a space (HEAD)								
	B27	I can move in time to music (HANDS, HEAD)								
	B28	I can copy and remember dance moves (HANDS, HEAD)								

B29	I can perform my own dance moves (HANDS)										
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	<h2 style="margin: 0;">East Midlands Academy Trust</h2> <h3 style="margin: 0;">Physical Education Primary Curriculum Overview</h3>	
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Year 2			Aut		Spr		Sum		Vertical Links	Horizontal Links
			1	2	1	2	1	2		
General	C1	I can copy and remember actions (HANDS, HEAD)								
	C2	I can lift and carry equipment safely. (HANDS, HEAD)								
	C3	I can change direction safely when moving at speed (HANDS)								
	C4	I can work on my own and with a partner (HEAD, HEART)								
Games	C5	I can use my dominant hand to consistently throw accurately under arm with increasing control. (HANDS)								
	C6	I can catch a small object with two hands (HANDS)								
	C7	I throw and catch a bounce pass with two hands (HANDS)								
	C8	I can copy the technique for an overarm one-handed throw with a small object (HANDS)								
	C9	I can kick a stationary ball towards my partner (HANDS)								
	C10	I can underarm hit a ball fed to me by my partner (HANDS)								
	C11	I can roll a ball from a kneeling Position on one knee (HANDS)								
	C12	I can use hitting, kicking and/or rolling in a game with increasing accuracy (HANDS)								
	C13	I can follow rules (HEAD)								
	C14	I can use one tactic in a game when attacking or defending (HEAD)								
Gymnastics	C15	I can star roll (HANDS)								
	C16	I can rock and roll to standing (HANDS)								
	C17	I can tuck jump (HANDS)								
	C18	I can half turn jump (HANDS)								
	C19	I can transfer my weight from front support to back support (HANDS)								
	C20	I can begin to take my weight on 4 points when travelling (HANDS)								
	C21	I can plan and perform a sequence of movements individually and with a partner (HEAD, HEART)								
	C22	I can give and receive feedback on a performance (HEAD)								
Dance	C23	I can dance with control and coordination (HANDS)								

C24	I can use dance to show a mood or feeling (HANDS)										
C25	I can change rhythm, speed, level and direction in my dance (HANDS)										
C26	I can add motifs to a set dance (HANDS)										



## East Midlands Academy Trust Physical Education Primary Curriculum Overview



Year 3			Autumn		Spring		Summer		Vertical Links	Horizontal Links
			1	2	1	2	1	2		
Invasion Games	D1	I can dribble, pass, receive and shoot a ball with some control (HANDS)								
	D2	I can move away from others into space to help my team (HANDS)								
	D3	I can track an opponent to slow them down when defending (HANDS)								
Striking and Fielding	D4	I can use overarm and underarm throwing and catching skills (HANDS)								
	D5	I am beginning to strike a bowled ball after one or no bounce with modified bat (HANDS)								
	D6	I am able to bowl a ball towards a target (HANDS)								
Net & Wall Games	D7	I can return a ball to a partner with a racket (HANDS)								
	D8	I can use basic racket skills (HANDS)								
	D9	I can accurately throw and catch a ball underarm with a partner (HANDS)								
All Games	D10	I am understanding some tactics and using them in games (HEAD)								
	D11	I can identify when I was successful and use key words when giving feedback (HEAD)								
	D12	I am beginning to understand the rules of games (HEAD)								
	D13	I can work well with others to self-manage games and I play these games fairly and honestly (HEART)								
Dance	D14	I can create dance phases that communicate an idea (HANDS)								
	D15	I can create, remember and repeat dance phrases with a partner / small group using canon and unison (HANDS)								
	D16	I can use dynamic and expressive qualities in relation to an idea (HANDS)								
	D17	I can work well with others when sharing ideas and show respect when watching performances (HEART)								
Gymnastics	D18	I can demonstrate a variety of rolls (straight / forward /barrel) and jumps (straight/tuck/star) (HANDS)								
	D19	I can complete actions with increased balance and control and choose actions that flow well together (HANDS)								
	D20	I am beginning to confidently use apparatus in sequences and move in unison with a partner (HANDS)								
	D21	I can recognise how performances can be improved and use key words to communicate this (HEAD)								
Athletics	D22	I can show good sprinting technique (HANDS)								
	D23	I can use different take-off and landings when jumping for distance and height (HANDS)								





## East Midlands Academy Trust Physical Education Primary Curriculum Overview



Year 4			Autumn		Spring		Summer		Vertical Links	Horizontal Links
			1	2	1	2	1	2		
Invasion Games	E1	I can dribble, pass, receive and shoot with increasing control (HANDS)								
	E2	I can move into space to help my team keep possession in attack (HANDS)								
	E3	I can delay and help prevent opposition when defending (HANDS)								
Striking and Fielding	E4	I can use overarm and underarm throwing and catching skills with increased accuracy (HANDS)								
	E5	I can strike a bowled ball with/without a bounce with modified bat (HANDS)								
	E6	I can bowl a ball with some accuracy and consistency (HANDS)								
Net & Wall Games	E7	I can play a short continuous game (rally) (HANDS)								
	E8	I can use a range of basic racket skills and return to the ready position when defending (HANDS)								
	E9	I can consistently throw and catch a ball underarm with a partner over a range of distances (HANDS)								
All Games	E10	I can communicate simple tactics to help my team (HEAD) and can work well with others to manage a game (HEART)								
	E11	I can feedback on when I was successful and what I need to do to improve using key terminology (HEAD)								
	E12	I am understanding more rules of the game (HEAD) and play honestly and fairly (HEART)								
	E13	I can explain what happens to my body when I exercise (HEART)								
Dance	E14	I can choose actions and dynamics in relation to a theme (HANDS)								
	E15	I can use simple motifs to structure dance phrases on my own / partner / small group (HANDS)								
	E16	I can use changes in timing and spacing to develop a dance (HANDS)								
	E17	I can use counts to stay in time (HANDS)								
	E18	I can work well with others when sharing ideas and show respect when watching performances (HEART)								
Gymnastics	E19	I can safely perform a range of balances individually and with a partner (HANDS)								
	E20	I understand how body tension can improve the control and quality of movements (HANDS)								





## East Midlands Academy Trust Physical Education Primary Curriculum Overview



Year 5			Autumn		Spring		Summer		Vertical Links	Horizontal Links
			1	2	1	2	1	2		
Invasion Games	F1	I can dribble, pass, receive and shoot the ball with some control under pressure (HANDS)								
	F2	I can often make the right decision of who to pass to and when (HANDS)								
	F3	I can track an opponent and intercept when defending (HANDS)								
Striking and Fielding	F4	I am developing a wider range of fielding skills and starting to use these under some pressure (HANDS)								
	F5	I am beginning to strike a bowled ball at varied height and speed (HANDS)								
	F6	I can bowl a ball with increased accuracy and consistency (HANDS)								
Net & Wall Games	F7	I am beginning to play cooperatively with a partner (HANDS)								
	F8	I am beginning to use a wider range of skills under some pressure (HANDS)								
	F9	I can apply different skills to different game situations (HANDS)								
All Games	F10	I know some of the positions I am playing and how to contribute when attacking and defending (HEAD)								
	F11	I recognise my own and others' strengths and areas for development and suggest ways to improve (HEAD)								
	F12	I understand rules of the game and can use them as an official (HEAD).								
	F13	I can play honestly and fairly (HEART)								
	F14	I can lead a partner through a short warm-up and explain what happens to our body when we exercise (HEART)								
Dance	F15	I can adapt the way I use actions, dynamics, relationships and space in my dance (HANDS)								
	F16	I can apply fluency and control in my movements as well as showing a good sense of timing (HANDS)								
	F17	I can choreograph dance phrases using different actions and dynamics (HANDS)								
	F18	I can suggest ways to improve my own and other people's work (HEAD) and lead a short warm up routine (HEART)								
Gymnast	F19	I can create and perform sequences using apparatus (as an individual and with a partner) (HANDS)								







## East Midlands Academy Trust Physical Education Primary Curriculum Overview



Year 6			Autumn		Spring		Summer		Vertical Links	Horizontal Links
			1	2	1	2	1	2		
Invasion Games	G1	I can dribble, pass, receive and shoot the ball with increasing control under pressure (HANDS)								
	G2	I can create and use space to help my team when attacking (HANDS)								
	G3	I can use marking, tackling and intercepting when defending (HANDS)								
	G4	I can quickly select and apply different actions and skills appropriate to the situation (HANDS)								
Striking and Fielding	G5	I can use a wider range of fielding skills in game situations (HANDS)								
	G6	I can strike a bowled ball with increasing consistency (HANDS)								
	G7	I can start to perform the correct action for an overarm bowl (HANDS)								
Net & Wall Games	G8	I can use a wider range of skills under pressure in game situations (HANDS)								
	G9	I can play cooperatively with a partner (HANDS)								
	G10	I can select the appropriate action for the game situation (HANDS)								
All Games	G11	I can use and explain some tactics and link them different playing roles within a game (HEAD)								
	G12	I can identify my own and others' strengths and areas for development and can suggest ways to improve (HEAD)								
	G13	I can use the rules of the game consistently as a player and official (HEAD) and play honestly (HEART)								
	G14	I can lead a small group in a short warm-up and understand different components of fitness (HEART)								
Dance	G15	I can perform dances safely using a prop, showing fluency, control and good timing (HANDS)								

