

Monkway Junior School PE Journey.

Teachers are to cover these sports and activities throughout the year in this order but within timescale, which they see fit (ensuring skills are learnt and progression is made throughout the allotted teaching period).

After every teaching session, staff **must** update the appropriate columns on the PE PLANNING AND ASSESSMENT sheet (found on onedrive).

All PE lessons to start with a **10 minute intense fitness based warm up (with discussion of biological impact on body including correct terminology)** and end with a **stretching, flexibility and balancing based cool down** and then a **5 minute mindfulness session** for all children.

N.B - The position of swimming in each year group depends on the availability of slots at our local pool. Thus, the timings of this learning may change for each year group but the learning will still take place in that year group. As a result, this may slightly affect the timings of other areas of PE, however all objectives and learning will be covered.

<u>Year 3</u>						
Sport or activity:	Ball Skills- control, throwing, catching, kicking skills	Dance	Swimming	Outdoor Adventure Team games, orienteering and Problem Solving	Invasion games: Tag Rugby	Athletics- track sports, long distance and short distance running, hurdles, relay Field events: javelin, discus, long jump
Goal:	Team competitions or improving team times.	Performance for others	Water safety Increased confidence Work towards EOKS goals	Improve times, improve communication	Whole-class Tournament	Compete in sports day for team Beat PB
Key Vocabulary:	Avoiding Tracking a ball Rolling Striking Overarm throw Bouncing Catching Free space Own space Opposite Team Rebound Follow Aiming Speed Direction Passing Controlling Shooting Scoring	Travel Stillness Direction Space Beginning Middle End Feelings Body parts Levels Directions Pathways Speed Rhythm Space Repeat Dance Phrase Improvisation Character Gesture Repetition Action and reaction	Breast Stroke Back Stroke Float Front Crawl Butterfly Length Width Breathing Safety Safely Entry Poolside	Communication Map Orientation Orienteering Control Point Conditional Instructions Map Symbols	Tag Rugby Ball Belt Attacker Backward Pass Defender Try W-Grip Non-contact Intercept Intercepting Dodging Offside Side Step	Sling Pull Distance Sprint Steady pace Accuracy Height Record Joints Rhythm Leading leg Measure Underarm Overarm Heart beat Pulse rate Jogging Walk Hurdles Landing Control Preferred Landing foot

		Myth Legend Costume Prop Pattern				Time Stamina Obstacles Stance Diagonal Approach Speed Relay
Year 4						
Sport or activity:	Invasion games: Football	Gymnastics	Swimming	Striking and Fielding: Rounders	Net and Wall sports: Badminton	Athletics- track sports, long distance and short distance running, hurdles, relay Field events: javelin, discus, long jump
Goal:	Whole-class Tournament	Performance for others	Water safety Increased confidence Work towards EOKS goals	Whole-class Tournament/Match	Whole-class Tournament	Compete in sports day for team Beat PB
Key Vocabulary:	Kick Free Kick Off Side Mark Attack Defend Goal Score Cruyff Turn Step Over Stop Turn Dribble Possession Drag Back	Straddle Jump Vault Roll Chassis Step Control Springboard Landing Safety Mat Pivot Rebound Sequence Backward roll Forward roll Leap	Breast Stroke Back Stroke Float Front Crawl Butterfly Length Width Breathing Safety Safely Entry Poolside	Bat Ball Position Runs Fielder Bowler Base Rounder Half rounder Backstop Batting Stance Deep Fielder Underarm Throw No-Ball Pitch Overarm Throw	Racket Net Shuttlecock Aim Strike Hand grip/position Court Opponent Clear Drop Smash	Sling Pull Distance Sprint Steady pace Accuracy Height Record Joints Rhythm Leading leg Measure Underarm Overarm Heart beat Pulse rate Jogging Walk Hurdles Landing Control Preferred Landing foot Time Stamina Obstacles Stance Diagonal

						Approach Speed Relay
<u>Year 5</u>						
Sport or activity:	Invasion games: Basketball	Swimming	Dance	Net and Wall sports: Tennis	Invasion games: Tag Rugby	Athletics – track sports, long distance and short distance running, hurdles. relay Field events: javelin, discus, long jump, triple jump
Goal:	Whole-class Tournament	Water safety Increased confidence Work towards EOKS goals	Performance for others	Whole-class Tournament	Whole-class Tournament	Compete in sports day for team Beat PB
Key Vocabulary:	Hoop Position Attack Defend Mark Throw Chest Pass Overhead Pass Bounce Pass Shoot Tactics Court Pivoting Possession Intercept Arm Bar Dribbling Cross Over	Breast Stroke Back Stroke Float Front Crawl Butterfly Length Width Breathing Safety Entry Dive Straddle Jump Tread Water Rescue Submerge Jump Poolside Shout and Signal Rescue Reach Rescue	Dance style Technique Formation Pattern Rhythm Variation Improvisation Unison Canon Action Motif Interpret Exploration Levels Mood	Racket Ball Net Position Strike Forehand Backhand Serve Volley Match Point Cross Court Deuce Drop Shot Footwork Grip Ground Stroke Ready Position Set	Tag Rugby Ball Belt Attacker Backward Pass Defender Try W-Grip Non-contact Intercept Intercepting Dodging Offside Side Step Tactics Team work Communication Position	Isolation Sprint Combination Run Jump Throw Hurdle Javelin Discus Long Distance Short Distance Long Jump Triple Jump Start Finish line Personal Best (PB) Improve Time Accuracy Height Target Pacing Rhythm Obstacles Leading leg Speed Take off Stamina Time Projectory Release Performance

						Distance Target Position Measure Control Height Run up Landing Run up
<u>Year 6</u>						
Sport or activity:	Invasion games: Netball	Invasion games: Hockey	Gymnastics	Swimming	Striking and Fielding: Cricket	Athletics- track sports, long distance and short distance running, hurdles. relay Field events: javelin, discus, long jump, triple jump
Goal:	Whole-class Tournament	Whole-class Tournament	Performance for others	Water safety Increased confidence Work towards EOKS goals	Whole-class Tournament	Compete in sports day for team Beat PB
Key Vocabulary:	Hoop/Net Position Attack Defend Mark Throw Chest Pass Overhead throw Bounce Pass Shoot Tactics Position Goal Attack Centre Goal Keeper Goal Defence Goal Shooter Court Shadowing Pivoting Possession Intercept	Stick Ball Goal Block Tackle Defender Attacker Tactics Straight Dribble Possession Push Pass	Straddle Jump Vault Roll Chassis Step Control Springboard Landing Safety Mat Pivot Rebound Sequence Backward roll Forward roll Leap Dive Forward Roll Stag Leap Split Leap Pike Linking Actions Perform Routine Round Off Start Position End Position	Breast Stroke Back Stroke Float Front Crawl Butterfly Length Width Breathing Safety Safely Entry Dive Straddle Jump Tread Water Rescue Submerge Jump Poolside Shout and Signal Rescue Reach Rescue	Bat Ball Position Wickets Runs Fielder Bowler Batsman Boundary Crease Cut Shot Innings Outfield Forward Defensive Over Stumps Stance Pitch Pullshot Wicket Keeper	Isolation Sprint Combination Run Jump Throw Hurdle Javelin Discus Long Distance Short Distance Long Jump Triple Jump Start Finish line Personal Best (PB) Improve Time Accuracy Height Target Pacing Rhythm Obstacles Leading leg

						Speed Take off Stamina Time Projectory Release Performance Distance Target Position Measure Control Height Run up
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Whole-school opportunities:

A wide range of outdoor activities and sporting events

Examples:

Hiking

Archery

Quidditch

Water sports

Climbing

Scootering and skateboarding

Differentiation can often be achieved by using STEP:

S = change the space available

T = change the time allowed

E = change the equipment, e.g. softer or larger balls, different sized bats

P = change the people, e.g. size of the groups

Physical Education Progression information:

KS2 National Curriculum Aims

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. Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- 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
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- 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.

Progression of skills: PHYSICAL EDUCATION			
	KS1 skills	Lower KS2 skills	Upper KS2 skills
Dance	Copies and explores basic movements and body patterns	Beginning to improvise independently to create a simple dance.	Beginning to exaggerate dance movements and motifs (using expression when moving)

	<p>Remembers simple movements and dance steps</p> <p>Links movements to sounds and music.</p> <p>Responds to range of stimuli.</p> <p>Copies and explores basic movements with clear control.</p> <p>Varies levels and speed in sequence</p> <p>Can vary the size of their body shapes</p> <p>Add change of direction to a sequence</p> <p>Uses space well and negotiates space clearly.</p> <p>Can describe a short dance using appropriate vocabulary.</p> <p>Responds imaginatively to stimuli.</p>	<p>Beginning to improvise with a partner to create a simple dance.</p> <p>Translates ideas from stimuli into movement</p> <p>Beginning to compare and adapt movements and motifs to create a larger sequence.</p> <p>Uses simple dance vocabulary to compare and improve work.</p> <p>Confidently improvises with a partner or on their own.</p> <p>Beginning to create longer dance sequences in a larger group.</p> <p>Demonstrating precision and some control in response to stimuli.</p> <p>Beginning to vary dynamics and develop actions and motifs.</p> <p>Demonstrates rhythm and spatial awareness.</p> <p>Modifies parts of a sequence as a result of self-evaluation.</p> <p>Uses simple dance vocabulary to compare and improve work.</p>	<p>Demonstrates strong movements throughout a dance sequence.</p> <p>Combines flexibility, techniques and movements to create a fluent sequence.</p> <p>Moves appropriately and with the required style in relation to the stimulus. <i>e.g using various levels, ways of travelling and motifs.</i></p> <p>Beginning to show a change of pace and timing in their movements.</p> <p>Uses the space provided to his maximum potential.</p> <p>Improvises with confidence, still demonstrating fluency across their sequence.</p> <p>Modifies parts of a sequence as a result of self and peer evaluation.</p> <p>Uses more complex dance vocabulary to compare and improve work.</p> <p>Exaggerate dance movements and motifs (using expression when moving)</p> <p>Performs with confidence, using a range of movement patterns.</p> <p>Demonstrates a strong imagination when creating own dance sequences and motifs.</p> <p>Demonstrates strong movements throughout a dance sequence.</p> <p>Combines flexibility, techniques and movements to create a fluent sequence.</p> <p>Moves appropriately and with the required style in relation to the stimulus.</p> <p><i>e.g using various levels, ways of travelling and motifs.</i></p> <p>Beginning to show a change of pace and timing in their movements.</p> <p>Is able to move to the beat accurately in dance sequences.</p> <p>Improvises with confidence, still demonstrating fluency across their sequence.</p> <p>Dances with fluency, linking all movements and ensuring they flow.</p> <p>Demonstrates consistent precision when performing dance sequences.</p>
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			<p>Modifies parts of a sequence as a result of self and peer evaluation.</p> <p>Uses more complex dance vocabulary to compare and improve work.</p>
	KS1 skills	Lower KS2 skills	Upper KS2 skills
Gymnastics	<p>Copies and explores basic movements with some control and coordination.</p> <p>Can perform different body shapes</p> <p>Performs at different levels</p> <p>Can perform 2 footed jump</p> <p>Can use equipment safely</p> <p>Balances with some control</p> <p>Can link 2-3 simple movements</p> <p>Explores and creates different pathways and patterns.</p> <p>Uses equipment in a variety of ways to create a sequence</p> <p>Link movements together to create a sequence</p>	<p>Applies compositional ideas independently and with others to create a sequence.</p> <p>Copies, explores and remembers a variety of movements and uses these to create their own sequence.</p> <p>Describes their own work using simple gym vocabulary.</p> <p>Beginning to notice similarities and differences between sequences.</p> <p>Uses turns whilst travelling in a variety of ways.</p> <p>Beginning to show flexibility in movements</p> <p>Beginning to develop good technique when travelling, balancing, using equipment etc</p> <p>Links skills with control, technique, co-ordination and fluency.</p> <p>Understands composition by performing more complex sequences.</p> <p>Beginning to use gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p> <p>Creates sequences using various body shapes and equipment.</p> <p>Combines equipment with movement to create sequences.</p>	<p>Select and combine their skills, techniques and ideas.</p> <p>Apply combined skills accurately and appropriately, consistently showing precision, control and fluency.</p> <p>Draw on what they know about strategy, tactics and composition when performing and evaluating.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Uses more complex gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p> <p>Links skills with control, technique, co-ordination and fluency.</p> <p>Understands composition by performing more complex sequences.</p> <p>Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.</p> <p>Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction.</p> <p>Adapts sequences to include a partner or a small group.</p> <p>Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.</p> <p>Draw on what they know about strategy, tactics and composition when performing and evaluating.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Uses more complex gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p>

	Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)
Games (invasion, net and wall, striking and fielding)	<p>Can travel in a variety of ways including running and jumping.</p> <p>Beginning to perform a range of throws.</p> <p>Receives a ball with basic control</p> <p>Beginning to develop hand-eye coordination</p> <p>Participates in simple games</p>	<p>Confident to send the ball to others in a range of ways.</p> <p>Beginning to apply and combine a variety of skills (to a game situation)</p> <p>Develop strong spatial awareness.</p> <p>Beginning to develop own games with peers.</p> <p>Understand the importance of rules in games.</p> <p>Develop simple tactics and use them appropriately.</p> <p>Beginning to develop an understanding of attacking/ defending</p>	<p>Understands tactics and composition by starting to vary how they respond.</p> <p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Beginning to communicate with others during game situations.</p> <p>Uses skills with co-ordination and control.</p> <p>Develops own rules for new games.</p> <p>Makes imaginative pathways using equipment.</p> <p>Works well in a group to develop various games.</p> <p>Beginning to understand how to compete with each other in a controlled manner.</p> <p>Beginning to select resources independently to carry out different skills.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Shows confidence in using ball skills in various ways, and can link these together.</p> <p><i>e.g. dribbling, bouncing, kicking</i></p> <p>Uses skills with co-ordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Works well in a group to develop various games.</p> <p>Compares and comments on skills to support creation of new games.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply basic skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and combination.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Shows confidence in using ball skills in various ways, and can link these together.</p> <p>Uses skills with co-ordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply basic skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and combination.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Shows confidence in using ball skills in various ways, and can link these together effectively.</p> <p><i>e.g. dribbling, bouncing, kicking</i></p> <p>Keeps possession of balls during games situations.</p> <p>Consistently uses skills with co-ordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Modifies competitive games.</p> <p>Compares and comments on skills to support creation of new games.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply knowledge of skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and in combination.</p>
	Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)
Athletics	<p>Can run at different speeds.</p> <p>Can jump from a standing position</p>	<p>Can change speed and direction whilst running.</p>	<p>Beginning to run at speeds appropriate for the distance.</p>	<p>Beginning to build a variety of running techniques and use with confidence.</p>	<p>Beginning to build a variety of running techniques and use with confidence.</p>	<p>Beginning to build a variety of running techniques and use with confidence.</p>

	Performs a variety of throws with basic control.	<p>Can jump from a standing position with accuracy.</p> <p>Performs a variety of throws with control and co-ordination.</p> <p><i>preparation for shot put and javelin</i></p> <p>Can use equipment safely</p>	<p><i>e.g. sprinting and cross country</i></p> <p>Can perform a running jump with some accuracy</p> <p>Performs a variety of throws using a selection of equipment.</p> <p>Can use equipment safely and with good control.</p>	<p>Can perform a running jump with more than one component.</p> <p><i>e.g. hop skip jump (triple jump)</i></p> <p>Demonstrates accuracy in throwing and catching activities.</p> <p>Describes good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>	<p>Can perform a running jump with more than one component.</p> <p><i>e.g. hop skip jump (triple jump)</i></p> <p>Beginning to record peers performances, and evaluate these.</p> <p>Demonstrates accuracy and confidence in throwing and catching activities.</p> <p>Describes good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>	<p>Can perform a running jump with more than one component.</p> <p><i>e.g. hop skip jump (triple jump)</i></p> <p>Beginning to record peers performances, and evaluate these.</p> <p>Demonstrates accuracy and confidence in throwing and catching activities.</p> <p>Describes good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>
	Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)
Outdoor Adventurous Activities			<p>Develops listening skills.</p> <p>Listens to instructions from a partner/ adult.</p> <p>Beginning to think activities through and problem solve.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p>	<p>Develops strong listening skills.</p> <p>Uses simple maps.</p> <p>Beginning to think activities through and problem solve.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p>	<p>Develops strong listening skills.</p> <p>Use and interprets simple maps.</p> <p>Think activities through and problem solve using general knowledge.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p>	<p>Develops strong listening skills.</p> <p>Use and interprets simple maps.</p> <p>Think activities through and problem solve using general knowledge.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p>
	Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)
Swimming						Swims competently, confidently and proficiently over a distance of at least 25 metres

						<p>Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</p> <p>Performs safe self-rescue in different water-based situations</p>
	KS1 Skill		Lower KS2 Skills		Upper KS2 Skills	
Evaluation	<p>Can comment on own and others performance</p> <p>Can give comments on how to improve performance.</p> <p>Use appropriate vocabulary when giving feedback.</p>		<p>Watches and describes performances accurately.</p> <p>Beginning to think about how they can improve their own work.</p> <p>Work with a partner or small group to improve their skills.</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences.</p>		<p>Watches and describes performances accurately.</p> <p>Learn from others how they can improve their skills.</p> <p>Comment on tactics and techniques to help improve performances.</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences.</p>	
Healthy Lifestyles	<p>Can describe the effect exercise has on the body</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p>		<p>Can describe the effect exercise has on the body</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understands the need to warm up and cool down.</p>		<p>Can describe the effect exercise has on the body</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understands the need to warm up and cool down.</p>	