

## Development of Physical Education (PE) at George Spicer

Year Group	Striking and Fielding	Invasion Games	Dance	Gymnastics	Net and Wall	Athletics
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>- Stance</li> <li>- Pitch (of the ball)</li> <li>- Bowl</li> <li>- Field</li> <li>- Over</li> <li>- Innings</li> <li>- Boundary</li> <li>- Stump</li> <li>- Wicket</li> <li>- Base</li> <li>- long barrier</li> </ul>	<ul style="list-style-type: none"> <li>- Marking</li> <li>- Space</li> <li>- Track and mark</li> <li>- Send/ pass</li> <li>- Receive/ control</li> <li>- Possession</li> <li>- Support</li> <li>- Cover</li> <li>- Tactics</li> <li>- Goal-side</li> <li>- Intercept</li> <li>- Formation</li> </ul>	<ul style="list-style-type: none"> <li>- Expression</li> <li>- Poise</li> <li>- Posture</li> <li>- Rhythm/ Pulse</li> <li>- Flow</li> <li>- Pace/ Speed</li> <li>- Levels (of height)</li> <li>- Transition</li> <li>- Turn/ rotate</li> <li>- Pivot</li> </ul>	<ul style="list-style-type: none"> <li>- Sequence</li> <li>- Tension</li> <li>- Extension</li> <li>- Match</li> <li>- Mirror</li> <li>- Balance/ counter balance</li> <li>- Symmetry</li> <li>- Flight</li> <li>- Rotation</li> <li>- Flexibility/ suppleness</li> <li>- Levels</li> </ul>	<ul style="list-style-type: none"> <li>- Forehand</li> <li>- Backhand</li> <li>- Serve</li> <li>- Side on</li> <li>- Hand-eye co-ordination</li> <li>- Force (of shot)</li> <li>- Drop shot</li> <li>- Lob</li> <li>- Doubles</li> </ul>	<ul style="list-style-type: none"> <li>- Directional language.</li> <li>- Aim</li> <li>- Balls of feet</li> <li>- On toes</li> <li>- Sprint, Jog</li> <li>- Side on</li> <li>- Stamina</li> <li>- Take off</li> </ul>
<b>6</b>	<p style="text-align: center;"><b>Cricket</b></p> <p>Select their shot based on where the ball is bowled and with the intention of avoiding the fielders. Hit with control and accuracy. Bowl with increasing accuracy and an awareness of the field placement. Field effectively and return the ball to an appropriate base position. Read the game, selecting tactics and team strategies which suit the situation. Use initiative to work on aspects where they need to improve their own and others performance. Take an active and thoughtful part in the games. Apply rules and take on the role of umpire.</p>	<p style="text-align: center;"><b>Netball</b></p> <p>Use different techniques for passing, controlling, dribbling and shooting the ball in games. Apply basic principles of team play to keep possession of the ball. Use marking, interception to improve their defence. Play effectively as part of a team. Know what position they are playing in and how to contribute when attacking and defending. Play effectively as part of a team. Know what position they are playing in and how to contribute when attacking and defending. Play in a number of positions and understand attacking and defending positions well.</p>	<p>Uses compositional devices of canon, unison, question and answer, contrast and complimentary movements to create a dance phrase</p> <ul style="list-style-type: none"> <li>• Work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances with attention to dynamics.</li> <li>• Perform to an accompaniment expressively and sensitively</li> <li>• Perform dances fluently and with control</li> <li>• Warm up and cool down independently</li> <li>• Understand how dance helps to keep them healthy</li> <li>• Use appropriate criteria to evaluate and refine their own and others' work</li> <li>• Talk about dance with understanding, using appropriate language and terminology and an awareness of artistic intention</li> </ul>	<p>8 to 10 elements – twisting turning, flight, changes of direction and speed, and contrasting shapes and balances. E.g. start on the floor, move onto apparatus, finish on the floor.</p> <p>Show an awareness of factors influencing the quality of performance and suggest aspects that need improving. Arrange own apparatus safely to suit the needs of the task. Use own criteria to judge performances.</p>	<p style="text-align: center;"><b>Tennis</b></p> <p>Choose and use combinations of skills with confidence, accuracy and consistent quality. Use these skills and techniques fluently and precisely. Choose, apply, and practice skills and simple tactics to suit the situation in a game. Decide how to improve different aspects of performance.</p>	<p>Use sound basic techniques in a range of running, jumping and throwing activities and events; apply a good knowledge of basic principles to specific events; pace their effort to meet targets they have set for themselves; identify and describe elements of performance and technique which are effective; explain what needs to be practised and improved</p>

5	<p><b>Cricket</b></p> <p>Strike a bowled ball. Use a range of fielding skills, e.g. catching, throwing, bowling, intercepting, with growing control and consistency</p> <p>Play a range of roles in a fielding team. Understand and implement a range of tactics in games.</p>	<p><b>Netball</b></p> <p>Pass, dribble and shoot with control in games. Mark opponents and help each other in defence. Identify and use tactics to help their team keep the ball and take it towards the opposition goal.</p>	<p>Compose motifs and plan dances creatively and collaboratively in groups</p> <ul style="list-style-type: none"> <li>• Responds to the phrasing of music</li> <li>• Understands the relationship between dance and its accompaniment</li> <li>• Adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they use</li> <li>• Perform different styles of dance clearly, rhythmically and fluently</li> <li>• Organise their own warm-up and cool-down exercises</li> <li>• Show an understanding of safe exercising</li> <li>• Recognise and comment, using appropriate vocabulary, on dances, showing an understanding of style</li> </ul>	<p>Partner or small group. 8 elements. Include changes of direction and level, and incorporate mirroring or matching shapes or balances. e.g. a combination of asymmetrical shapes and balances, with symmetrical rolling and jumping actions</p> <p>Adapt performance to the demands of a task, using their knowledge of composition. Judge the strengths and weaknesses of performances and choose a focus for improvement.</p>	<p><b>Tennis</b></p> <p>Use forehand, backhand and overhead shots increasingly well in the games they play. Use the volley in games where it is important.</p> <p>Identify strengths and weaknesses in their own and others play and suggest practices that will lead to improvement. Use the skills they prefer with competence and consistency.</p>	<p>Choose the best pace for a running event, so that they can sustain their running and improve on a personal target; show control at take-off in jumping activities; show accuracy and good technique when throwing for distance; organise and manage an athletic event well; understand how stamina and power help people to perform well in different athletic activities; identify good athletic performance and explain why it is good, using agreed criteria.</p>
4	<p><b>Rounders</b></p> <p>Use a range of skills, e.g. throwing, striking, intercepting and stopping a ball, with increasing control, accuracy and some consistency. Choose and vary skills and tactics to suit the situation in a game.</p> <p>Collect, stop and intercept a ball with increasing efficiency and decide where to direct it. Set up small games. Know rules and use them fairly to keep games going.</p>	<p><b>Handball</b></p> <p>Play games with some fluency and accuracy, using a range of throwing and catching techniques. Use a small number of basic tactics for attacking. Find ways of attacking successfully when using other skills. Use a variety of simple tactics for attacking well, keeping possession of the ball as a team and getting into positions to score.</p>	<p>Respond imaginatively to a range of stimuli related to character and narrative</p> <ul style="list-style-type: none"> <li>• Can portray a mood through movement</li> <li>• Use simple body actions, gestures and movement pathways to structure dance phrases on their own, with a partner and in a group</li> <li>• Refine, repeat and remember movements until they match the style of dance or music being used.</li> <li>• Uses “contrasts” to create and extend movement phrase</li> <li>• Pays attention to the transition from one dance movement to another to link movement phrases clearly and fluently</li> <li>• Displays good use of personal, interpersonal</li> </ul>	<p>6 elements. Teach your sequence to a partner, and then perform it so that both of you start and finish at the same time. e.g. four twisted shapes and two ways of travelling</p> <p>Plan, perform and repeat longer sequences that include changes of speed, level, clear shapes and quality of movement. Demonstrate exercises that strengthen major muscle groups.</p>	<p><b>Modified Volleyball</b></p> <p>Use a wide range of throwing, catching and hitting skills, on both sides of their body with accuracy and consistency. Change the pace, length and direction of their shots, with control to outwit their opponent and defend their court.</p> <p>Select and practice a range of simple tactics for sending the ball in different ways to outwit their opponent and defend their court. Use and interpret rules fair.</p>	<p>Understand and demonstrate the difference between sprinting and running for sustained periods; know and demonstrate a range of throwing techniques; throw with some accuracy and power into a target area; perform a range of jumps, showing consistent technique and sometimes using a short run-up; play different roles in small groups – such as timekeeper; judge/official/coach; compare and contrast performances using appropriate language.</p>

			<p>space and pathways as dictated by the dance.</p> <ul style="list-style-type: none"> <li>• Show sensitivity to the dance idea and the accompaniment</li> <li>• Show a clear understanding of how to warm up and cool down safely</li> <li>• Describe, interpret and evaluate dance, using appropriate language</li> </ul>			
<b>3</b>	<p><b>Rounders</b></p> <p>Use a range of skills, e.g. throwing, striking, intercepting and stopping a ball, with some control and accuracy. Carry out tactics successfully. Choose, apply and practise skills and simple tactics to suit the game. Play games well using a variety of skills and equipment.</p>	<p><b>Handball</b></p> <p>Throw and catch with control to keep possession and score 'goals'. Keep possession with some success Make effective decisions when they have the ball. Be aware of space and use it to support team mates and cause problems for the opposition. Decide quickly where and when to pass the ball, showing good awareness of what is going on around them</p>	<p>Improvise freely, translating ideas from a stimulus into movement</p> <ul style="list-style-type: none"> <li>• Create appropriate dance phrases to reflect the ides or style</li> <li>• Shares the composition of dance phrases with a partner and in a small group</li> <li>• Repeat, remember and perform steps of a set style</li> <li>• Use dynamic, rhythmic and expressive qualities clearly and with control</li> <li>• Recognise and describe the expressive qualities of a dance style</li> <li>• Suggest improvements to their own and other people's dances using</li> <li>• Understand the importance of warming up and cooling down</li> </ul>	<p>5 elements. Contrasting actions and shapes. Show extension when balancing and flow when transferring your weight. e.g. three jumps and two balances</p> <p>Show contrast in shape and change of direction</p> <p>Adapt sequences to suit different types of apparatus and a partner's ability</p> <p>Recognise how strength and suppleness affect quality of performance.</p>	<p><b>Modified Volleyball</b></p> <p>Keep up a continuous game, using a range of throwing, striking and catching skills and techniques. Use a small range of basic striking skills.</p> <p>Choose and use a range of simple tactics for sending the ball in different ways to make it difficult for their opponent. Change the pace, length and direction of their throws/shots to outwit the opponent.</p> <p>Identify practices to help them improve.</p>	<p>Run at fast, medium and slow speeds, changing speed and direction; link running and jumping activities with some fluency, control and consistency; make up and repeat a short sequence of linked jumps; take part in a relay activity, remembering when to run and what to do; throw a variety of objects, changing their action for accuracy and distance.</p>
<b>2</b>	<p>Perform basic skills of rolling, striking and kicking with more confidence. Catch and throw in games when they are standing still.</p> <p>Show awareness of opponents and teammates when playing games.</p> <p>Apply skills in a variety of simple games.</p>	<p>Perform basic skills of rolling, striking and kicking with more confidence. Catch and throw in games when they are standing still.</p> <p>Show awareness of opponents and teammates when playing games.</p> <p>Apply skills in a variety of simple games.</p>	<p>Perform body actions with control (set counts) and coordination.</p> <ul style="list-style-type: none"> <li>• Choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling; link actions</li> <li>• Remember and repeat a dance phrases of two or more specific steps</li> <li>• Can Engage with a partner or group to perform</li> </ul>	<p>Up to 4 elements. A clear starting position and that moves smoothly between shapes and actions. E.g. balance, roll, jump, body shape. Perform with control, co-ordination and variety. Show contrasts in shape Use wide range of gymnastic agilities and actions confidently on floor and apparatus.</p>	<p>Perform basic skills of rolling, striking and kicking with more confidence. Catch and throw in games when they are standing still.</p> <p>Show awareness of opponents and teammates when playing games.</p> <p>Apply skills in a variety of simple games.</p>	<p>Run at different speeds; take part in a relay activity with guidance; jump with accuracy into and out of areas from a standing position; throw a variety of objects, using a small range of techniques.</p>

			<ul style="list-style-type: none"> <li>• Perform short dances, showing an understanding of expressive qualities of the dance style.</li> <li>• Use some simple dance vocabulary to describe and interpret dance</li> <li>• Describe how dancing affects their body</li> <li>• Know why it is important to be active; suggest ways they could improve their work</li> </ul>			
1	<p>Use basic underarm, rolling and hitting skills. Intercept, retrieve and stop a beanbag and a medium-sized ball with some consistency. Sometimes catch a beanbag and a medium-sized ball.</p> <p>Track balls and other equipment sent to them, moving in line with the ball to collect it. Throw, hit and kick a ball in a variety of ways, depending on the needs of the game. Control their body and limbs well.</p>	<p>Use basic underarm, rolling and hitting skills. Intercept, retrieve and stop a beanbag and a medium-sized ball with some consistency. Sometimes catch a beanbag and a medium-sized ball.</p> <p>Track balls and other equipment sent to them, moving in line with the ball to collect it. Throw, hit and kick a ball in a variety of ways, depending on the needs of the game. Control their body and limbs well.</p>	<p>Perform basic body actions. Perform a sequence with clear beginning, middle and end. Use different parts of the body singly and in combination. Show some sense of dynamic, expressive and rhythmic qualities in their own dance.</p> <p>Choose appropriate movements for different dance ideas. Remember and repeat short dance phrases and simple dances. Move with control. Works well with a partner. Vary the way they use space.</p> <p>Describe how their lungs and heart work when dancing. Describe basic body actions and simple expressive and dynamic qualities of movement</p>	<p>2 elements. Two ways of travelling link them together to make a movement phrase. Start and finish shapes. E.g. walking backwards safely and a roll. Understand how to use space and apparatus safely. Choose and link like actions Remember and repeat. Show control and co-ordination when travelling and when still.</p>	<p>Use basic underarm, rolling and hitting skills. Intercept, retrieve and stop a beanbag and a medium-sized ball with some consistency. Sometimes catch a beanbag and a medium-sized ball.</p> <p>Track balls and other equipment sent to them, moving in line with the ball to collect it. Throw, hit and kick a ball in a variety of ways, depending on the needs of the game. Control their body and limbs well.</p>	<p>Combination Jumping</p> <ul style="list-style-type: none"> <li>- developing awareness of distance &amp; height</li> <li>- learning to link a variety of different jumps together</li> <li>- learning to link movements in a coordinated &amp; controlled way</li> <li>Throwing for Distance</li> <li>- developing awareness of distance &amp; weight</li> <li>- learning to throw in a coordinated way for distance</li> <li>- learning to throw a range of different throwing implements</li> </ul>

**R  
PE Passport**

Use a small range of underarm throwing and rolling skills Use a small range of collecting and receiving skills  
Show some awareness of the space available and a basic awareness of others around the space. Choose and use a small range of basic skills and ideas in a simple game.

Use a small range of underarm throwing and rolling skills Use a small range of collecting and receiving skills  
Show some awareness of the space available and a basic awareness of others around the space. Choose and use a small range of basic skills and ideas in a simple game.

To copy and explore basic actions. Begin to combine movements using different parts of the body. Recognise a beginning and ending of a sequence. Practise moving expressively and clearly. Show some rhythmic intention in their movements. Try to choose movements that reflect the dance idea. With help, remember, repeat and link movement phrases and dances. Needs support and direction to work with a partner or group. Recognise when they feel out of breath when dancing. Recognise and describe simple body actions and some expressive and dynamic qualities of movement

Travel around under, over and through balancing and climbing equipment. Begin to associate basic gymnastic actions with words, signs and symbols. Understand how to use space properly

Use a small range of underarm throwing and rolling skills Use a small range of collecting and receiving skills  
Show some awareness of the space available and a basic awareness of others around the space. Choose and use a small range of basic skills and ideas in a simple game.

- Running & Walking
  - developing awareness of speed & distance
  - learning to run in a coordinated & fluent way
  - learning to run at different speeds for short & longer durations
- Running Over Obstacles
  - developing spatial awareness
  - learning to run in a coordinated & fluent way over obstacles
  - learning to run at different speeds over obstacles

## Reception PE Progress Passport

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Statutory Targets to achieve by the end of reception (ELG):

- Confident to move in a range of ways e.g. run, walk, slither, jump, skip, roll, hop, slide, crawl
- Travel with confidence and skill – around, under, over, through
- Show increasing control when pushing, patting, throwing, catching objects
- Begin to experiment in more creative ways with the above movements
- Climb stairs or equipment using alternate feet
- Run skilfully and negotiate space successfully adjusting speed or direction to avoid obstacles
- Stand on one foot
- Catch a large ball

Gymnastics skills   Athletics skills   Games skills

Target	Date achieved	Date achieved	Date achieved	Date target met
To be able to perform a forward roll				
To be able to perform a pencil roll				
To be able to perform a teddy bear roll				
To jump 1-2, 2-1, 2-2 feet				
To being to make and hold basic shapes with control				
To be able to stand on one leg				
To begin to weave in and out of spaces avoiding obstacles				
To be able to hop on one leg				
To walk and run in a straight line				
To be able to control running speed				
To be able to skip with a rope confidently				
To be able roll and stop a range of balls				
To be able to throw underhand (one or two hands) with a degree of accuracy to a partner.				
To be able to catch with two hands				
To be able to find space to receive a pass				

