

PE Coverage and Assessment

	1	2	3	4	5	6
EYFS	Dance	Gymnastics	Object Manipulation	Target Games	Fundamental Movement Skills	Athletics
1	Dance Pirates	Gymnastics Pathways- short & long	Yoga	Gymnastics Balancing & spinning	Dance Under the sea	Gymnastics Wide, narrow, curled, rolling & balancing
	Football	Hockey	Dodgeball	Tennis	Cricket	Athletics
2	Dance Animals	Gymnastics Pathways	Yoga	Gymnastics Spinning, turning & twisting	Dance Fire of London	Gymnastics Stretching, curling & arching
	Football	Hockey	Dodgeball	Tennis	Cricket	Athletics
3	Dance Space	Gymnastics Linking movements together	Yoga	Gymnastics Receiving body weight	Dance Romans	OAA
	Football	Hockey	Dodgeball	Tennis	Cricket	Athletics
4	Dance Vikings	Gymnastics Arching and bridges	Yoga	Gymnastics Rolling and travelling low	Swimming	Swimming
	Football	Hockey	Dodgeball	Tennis	Cricket	Athletics
5	Dance Dance through the ages	Gymnastics Synchronisation & canon	Swimming	Swimming	Dance British Values	OAA
	Football	Hockey	Dodgeball	Tennis	Cricket	Athletics

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6	Swimming	Swimming	Yoga	Gymnastics Flight	Dance Haka	OAA
	Football	Hockey	Dodgeball	Tennis	Cricket	Athletics

Early Years PE Links

EYFS Statutory Educational Programme: Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence

Gross Motor	To refine and revise fundamental ways of body movements			To develop and revise whole body movements. To develop and refine ball skills.			Children develop fluent styles of moving. They demonstrate control and move with ease and fluency		
	Children develop skills and control when completing simple, straight and curved body movements.	Children begin to understand how to use some equipment and apparatus safely.	Children begin to link movements together with fluency. They can move all body parts separately to each other and demonstrate control over their movements.	Children to explore rolling balls with accuracy to aim towards a large target.	Children develop their ability to move balls whilst using their feet. They move with control and demonstrate ability to stop and kick the ball with control.	Children develop their throwing and catching skills- starting with larger balls and further developing by making the ball smaller.	Children continue to develop their understanding of how to use a range of different apparatus safely. They begin to understand the different processes of how to use this apparatus.	Children develop their skills using a range of large one-handed games based apparatus and items. They begin to engage in team based sports and understand the concept of competing.	Children confidently move and have control over their bodies in a range of different ways. They understand how to work well in a team and engage with a range of team based games.
	PE Disciplinary Knowledge								
	Performing Observing Evaluating Creating Preserving Recognising success	Collaborating Communicating Preserving Observing			Competing Recognising success Collaborating Communicating Preserving Observing				

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Dance	Gymnastics	Object Manipulation	Target Games	Fundamental Movement Skills	Athletics

PE Coverage and Assessment

KS1 PE National Curriculum

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.

Pupils should be taught to:

- 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
- Participate in team games, developing simple tactics for attacking and defending
- Perform dances using simple movement patterns

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Dance Pirates	Gymnastics Pathways- short & long	Yoga	Gymnastics Balancing & spinning	Dance Under the sea	Gymnastics Wide, narrow, curled, rolling & balancing
	Football	Hockey	Dodgeball	Tennis	Cricket	Athletics
2.	Dance Animals	Gymnastics Pathways	Yoga	Gymnastics Spinning, turning & twisting	Dance Fire of London	Gymnastics Stretching, curling & arching
	Football	Hockey	Dodgeball	Tennis	Cricket	Athletics

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Year 1			
P – Physical me	T – Thinking me	S – Social me	H – Healthy me *
Yoga <ul style="list-style-type: none"> ▪ I can warm up safely prior to exercise and sustain performance over periods. (P) ▪ I can bend, stretch and reach in 5 yoga poses and hold them for at least 3 seconds (P) ▪ I can use my breath to help me focus. (T) 	Gymnastics <ul style="list-style-type: none"> ▪ I can warm up with a partner (S/P) ▪ I can perform a variety of exercises which target different areas of the body (H/P) <u>Floorwork</u> ▪ I can articulate the technical process involved in executing movements (T) ▪ I can use a range of gymnastic techniques with control and good technique (P): <ul style="list-style-type: none"> - Flight (pencil, star, ¼ turn, tuck) - Rolls (log, egg, teddy bear, backwards down wedges) - Balances (front, back, shoulder, arabesque, bottom 4 & 3 point) - Weight on hands (bunny jumps, scrambling, crab/spider walking) - Spins (on patches & points, knees/feet) - Travelling (on patches) <u>Apparatus</u> ▪ I can change direction, work at different levels and use the floor space imaginatively (P/T) ▪ I can work safely alongside others whilst travelling in different directions e.g. keeping head up, taking turns, spatial awareness. (S/T) <u>Evaluation</u> ▪ I can recognise what success looks like for myself and others (T) 	Dance <ul style="list-style-type: none"> ▪ I can copy and explore simple movement patterns (P). ▪ I can use my body to express simple theme related shapes, movements and feelings. (P) ▪ I can choose actions and link them with sounds and music (T). ▪ I can explore level, pathways and direction safely in a space. (P) ▪ I can work cooperatively by working with others by (S). ▪ I can remember simple dance steps and perform them in a controlled, safe manner (T/P). 	
Fundamental Movement Skills <ul style="list-style-type: none"> ▪ I can move carefully retaining my balance (P) ▪ I can travel backwards safely (P) ▪ I can combine a run and a jump (P) ▪ I can travel around the space being aware of others sharing it with me. (P/T) ▪ I know when to attack and when to defend (T) ▪ I can apply basic skills competently in a range of physical activities (P/T) 	Target Games <ul style="list-style-type: none"> ▪ I can work with a friend and encourage them (S) ▪ I can explain what success looks like for me and my friends (T) ▪ I can strike with increasing accuracy (T) ▪ I can take turns and share equipment. (S) ▪ I know when to throw underarm and when to throw overarm.(T/P) ▪ I can apply basic skills competently in a range of physical activities. (P) 	Invasion games <ul style="list-style-type: none"> ▪ I can pass the ball from my chest using a bounce pass. (P) ▪ I can change direction confidently and competently (P) ▪ Keep my head up and travel with control whilst dribbling a ball (P) ▪ Move around safely whilst bouncing (P/T) ▪ I can manage my feelings and behaviour well (S) ▪ I can apply attacking and defending skills within activities which require them (P/T) 	
Net/Wall Games (Tennis) <ul style="list-style-type: none"> ▪ I can show increasing control over an object in throwing and catching it (P) ▪ I can communicate effectively and work well with others. (S) ▪ I can dig a ball by getting underneath it (P/T) ▪ I can strike a small ball using an open palm and move into position to receive it back.(P) ▪ I can keep a rally going with a partner (S/P) ▪ Keep my eye on the ball at all times (T) 	Striking & Fielding (Cricket) <ul style="list-style-type: none"> ▪ I can get in line with the ball and field it (P/T) ▪ I can stop a ball with 2 hands, creating a barrier behind it with my feet or body. (P) ▪ I can try and bowl keeping my arms straight. (P) ▪ I can pick up a ball with one hand and throw it underarm (P) ▪ I can communicate effectively and work well with others. (S) ▪ I can show awareness of boundaries and rules (T) 	Athletics <ul style="list-style-type: none"> ▪ I can demonstrate agility, balance and coordination (P) ▪ I can cushion my knees when landing (P) ▪ I can leap, jump and hop (P) ▪ I can warm up safely prior to exercise and can sustain performance over periods of time (P) ▪ I can throw with a run up (T) ▪ I can share equipment and take turns (S) 	

PE Coverage and Assessment

Year 2		
P – Physical me T – Thinking me S – Social me H – Healthy me *		
Yoga <ul style="list-style-type: none"> ▪ I can warm up safely prior to exercise and sustain performance over periods. (P) ▪ I can bend, stretch and reach in 5 yoga poses and hold them for at least 3 seconds (P) ▪ I can use my breath to help me focus. (T) 	Gymnastics <ul style="list-style-type: none"> ▪ I can warm up with a partner (S/P) ▪ I can perform a variety of exercises which target different areas of the body (H/P) <u>Floorwork</u> ▪ I can articulate the technical process involved in executing movements (T) ▪ I can use a range of gymnastic techniques with control and good technique (P): <ul style="list-style-type: none"> - Flight (pencil, star, ¼ turn, tuck) - Rolls (log, egg, teddy bear, backwards down wedges) - Balances (front, back, shoulder, arabesque, bottom 4 & 3 point) - Weight on hands (bunny jumps, scrambling, crab/spider walking) - Spins (on patches & points, knees/feet) - Travelling (on patches) <u>Apparatus</u> ▪ I can change direction, work at different levels and use the floor space imaginatively (P/T) ▪ I can work safely alongside others whilst travelling in different directions e.g. keeping head up, taking turns, spatial awareness. (S/T) <u>Evaluation</u> ▪ I can recognise what success looks like for myself and others (T) 	Dance <ul style="list-style-type: none"> ▪ I can copy and explore simple movement patterns (P). ▪ I can use my body to express simple theme related shapes, movements and feelings. (P) ▪ I can choose actions and link them with sounds and music (T). ▪ I can explore level, pathways and direction safely in a space. (P) ▪ I can work cooperatively by working with others by (S). ▪ I can remember simple dance steps and perform them in a controlled, safe manner (T/P).
Fundamental Movement Skills <ul style="list-style-type: none"> ▪ I can travel with a ball, with my head up and with the ball under control. (P) ▪ I can jump in a variety of ways (P) ▪ I can receive a ball and trap it. (P) ▪ I can work safely within a defined space (P/T) ▪ I can manage feelings and behaviour well (S) ▪ I can catch consistently well (P) 	Target Games <ul style="list-style-type: none"> ▪ I can work with a friend and encourage them (S) ▪ I can explain what success looks like for me and my friends(T) ▪ I can strike with increasing accuracy (T) ▪ I can take turns and share equipment. (S) ▪ I know when to throw underarm and when to throw overarm.(T/P) ▪ I can apply basic skills competently in a range of physical activities. (P) 	Invasion games <ul style="list-style-type: none"> ▪ I can throw overarm for my partner to catch after one bounce. (P) ▪ I can catch a ball consistently (P) ▪ I can intercept a pass (P) ▪ I can dodge to beat an opponent. (P) ▪ I can manage my feelings and behaviour well (S) ▪ I can apply attacking and defending skills within activities which require them (P/T)
Net/Wall Games (Tennis) <ul style="list-style-type: none"> ▪ I can send and receive a ball with some degree of accuracy (P) ▪ I can strike a ball with some degree of accuracy (P) ▪ I can keep a short rally going with a partner (S/P) ▪ I can develop a good grip and stance (P) ▪ I can move quickly to get into good positions to return the ball (P) ▪ I can play a game against an opponent using a variety of shots (T/S/P) 	Striking & Fielding (Cricket) <ul style="list-style-type: none"> ▪ I can work safely within a defined space (T) ▪ I can stop a ball stop the ball consistently (P) ▪ I can return the ball quickly (P) ▪ I can use the correct technique for throwing overarm (P) ▪ I can communicate effectively and work well with others. (S) ▪ I can show awareness of boundaries and rules (T) 	Athletics <ul style="list-style-type: none"> ▪ I can demonstrate agility, balance and coordination (P) ▪ I can cushion my knees when landing (P) ▪ I can leap, jump and hop (P) ▪ I can warm up safely prior to exercise and can sustain performance over periods of time (P) ▪ I can throw with a run up (T) ▪ I can share equipment and take turns (S)

PE Coverage and Assessment

Y1 and Y2 PE Assessment Statements

Based on evidence gathered through the teaching of PE:

<p>Y1</p> <p>9 Statements</p>	<p><u>Dance</u> 1. I can copy & explore simple movement patterns. (P)</p> <p><u>Yoga</u> 2. I can bend, stretch and reach in 5 yoga poses and hold them for at least 3 seconds (P)</p> <p><u>Gym</u> 3. I can use a range of gymnastic techniques with control and good technique (P) 4. I can change direction, work at different levels and use the floor space imaginatively. (P) 5. I can recognise what success looks like for myself and others (T)</p> <p><u>Games</u> 6. I can travel around the space being aware of others sharing it with me. (P/T) 7. I can warm up safely prior to exercise and can sustain performance over periods of time (P) 8. I can communicate effectively and work well with others. (S) 9. I can show increasing control over an object in throwing and catching it (P) 10. I can apply basic skills competently in a range of physical activities. (P) 11. I can apply attacking and defending skills within activities which require them (P/T)</p>
<p>Y2</p> <p>9 Statements</p>	<p><u>Dance</u> 1. I can copy & explore simple movement patterns. (P)</p> <p><u>Yoga</u> 2. I can bend, stretch and reach in 5 yoga poses and hold them for at least 3 seconds (P)</p> <p><u>Gym</u> 3. I can use a range of gymnastic techniques with control and good technique (P) 4. I can change direction, work at different levels and use the floor space imaginatively. (P) 5. I can recognise what success looks like for myself and others (T)</p> <p><u>Games</u> 6. I can work safely within a defined space (P/T) 7. I can warm up safely prior to exercise and can sustain performance over periods of time (P) 8. I can communicate effectively and work well with others. (S) 9. I can send and receive a ball with some degree of accuracy (P) 10. I can apply basic skills competently in a range of physical activities. (P) 11. I can apply attacking and defending skills within activities which require them (P/T)</p>

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KS2 PE National Curriculum

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]
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety:

- 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.

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3	Dance Space	Gymnastics Linking movements together	Yoga	Gymnastics Receiving body weight	Dance Romans	OAA
	Football	Hockey	Dodgeball	Tennis	Cricket	Athletics
4	Dance Vikings	Gymnastics Arching and bridges	Yoga	Gymnastics Rolling and travelling low	Swimming	Swimming
	Football	Hockey	Dodgeball	Tennis	Cricket	Athletics
5	Dance Dance through the ages	Gymnastics Synchronisation & canon	Swimming	Swimming	Dance British Values	OAA
	Football	Hockey	Dodgeball	Tennis	Cricket	Athletics
6	Swimming	Swimming	Yoga	Gymnastics Flight	Dance Haka	OAA
	Football	Hockey	Dodgeball	Tennis	Cricket	Athletics

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Year 3 * P – Physical me		T – Thinking me	S – Social me	H – Healthy me *
Yoga	Gymnastics	Dance	Net/Wall Games (Tennis)	
<ul style="list-style-type: none"> ▪ I can warm up safely prior to exercise and sustain performance over periods. (P) ▪ I can hold yoga positions with good alignment and shape for at least 5 seconds. (P) ▪ I can work in a group to perform different poses (S) ▪ I can control my breathing as I exercise (T) ▪ I can understand what the benefits of yoga are for my physical and mental wellbeing. (H) <p>ML: I can hold yoga positions with good alignment and shape for at least 5 seconds. (P)</p>	<ul style="list-style-type: none"> ▪ I can warm up with a small group of others (S/P) ▪ I can perform suitable body preparation activities and lead a group (H/P) <p><u>Floorwork</u></p> <ul style="list-style-type: none"> ▪ I can explain how work at different levels provides aesthetic variety (low/medium/high and contrast) (T) ▪ I can perform more complex sequences with smooth transitions on the floor (P): <ul style="list-style-type: none"> - Flight (pencil, star, ¼ turn, tuck, straddle) - Rolls (log, egg, teddy bear, forward to feet, backwards to feet) - Balances (front, back, shoulder, arabesque, bottom 4 & 3 point, frog stand, headstand) - Weight on hands (bunny jumps, scrambling, crab/spider walking, bear crawling, walk over) - Spins (on patches & points, knees/feet/hands) - Travelling (on patches and sliding) <p><u>Apparatus</u></p> <ul style="list-style-type: none"> ▪ I can perform sequences that flow, displaying multiple skills and a range of dynamics on apparatus (P/T) ▪ I can work safely alongside others whilst travelling in different directions e.g. speed, energy and flow of movement. (S/T) <p><u>Evaluation</u></p> <ul style="list-style-type: none"> ▪ I can give feedback to uplevel work and act upon feedback given to me. (T) 	<ul style="list-style-type: none"> ▪ I can choose actions and link them with words, ideas, sounds or music (T). ▪ I can creatively change static actions into travelling movements using different levels & pathways. (P/T) ▪ I can work cooperatively with others to create a short dance phase (S). ▪ I can compare, develop and adapt movements on my own, and with a partner, to create longer dances using formations, canon and unison (P/T). ▪ I can evaluate my own performance and the performance of others to aid improvement –WWW/EBI (T). <p>ML: I can creatively change static actions into travelling movements using different levels & pathways. (P/T)</p>	<ul style="list-style-type: none"> • I can take up a 'ready position' and move into good positions to strike a ball. (P) • I can hit with a nice full backswing. (P) • I can strike the ball on the backhand with some consistency.(P) • I can volley a ball by deflecting it downwards (P) • I can be reflective and am able to recognise success in self and others. (T/S) • I can use tactics against an opponent. (T) <p>ML: I can use tactics against an opponent. (T)</p>	
Striking/fielding games (Cricket)	Invasion Games (Football)	Invasion Games (Hockey)	Invasion Games (Dodgeball)	
<ul style="list-style-type: none"> • I know how to grip the bat. (P) • I can bowl a ball overarm with a straight arm (P) • I know what 'backing up' means to fielders (T) • I can find space and am aware of others (T) • I can communicate effectively with a partner. (S) • Understands what they need to do to be successful. (T) <p>ML: I can communicate effectively with a partner. (S)</p>	<ul style="list-style-type: none"> • I can pass the ball accurately. (P) • I can shield a ball from an opponent. (P) • Demonstrate understanding and interpretation of rules and accept decisions given (T) • I can defend against someone when in a 1v1 situation (P) • I can take the role of leader and show some ability to inspire others (S) • I can show the skills and knowledge I have developed in a competitive environment. (P/S/T) <p>ML: I can show the skills and knowledge I have developed in a competitive environment. (P)</p>	<ul style="list-style-type: none"> • I can dribble a ball confidently. (P) • I can change direction easily (P) • I can pass a ball accurately. (P) • I can demonstrate agility, balance, coordination and precision. (P) • I can comment constructively on the work of others (T/S) • I can work effectively as part of a team (S) 	<ul style="list-style-type: none"> • I can throw overarm powerfully and accurately. (P) • I can keep my eye on the opposition at all times. (T) • I can judge which balls to try and catch and which to dodge (T) • I can work alongside and against others when attacking and defending (S) • I can work alongside others to agree tactics (S) • I can demonstrate understanding and interpretation of the rules and accepts decisions given (S) 	

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		ML: I can demonstrate agility, balance, coordination and precision. (P)	ML: I can work alongside and against others when attacking and defending (S)
Athletics		OAA	
<ul style="list-style-type: none"> • I can warm up prior to exercise and am able to sustain performance over periods of time. (P) • I can work well with others in a range of contexts. (S) • I enjoy competing and challenge myself to improve. (T) • I can throw overarm accurately. (P) • I can run a relay efficiently as part of a team. (S/P) • I can challenge myself to beat previous performances. (T/P) <p>ML: I can warm up prior to exercise and am able to sustain performance over periods of time. (P)</p>		<ul style="list-style-type: none"> ▪ I can demonstrate agility, balance, coordination and precision (P) ▪ I can communicate well and negotiate to solve problems in a group (S) ▪ I can navigate around an area following directions (T) ▪ I can follow the rules of an activity (T) ▪ I can orientate a map and find clues. (T) ▪ I am self-motivated, physically confident and actively engage in competitive situations. (P/T) ▪ ML: I can orientate a map and find clues. (T) 	

PE Coverage and Assessment

Year 4 * P – Physical me		T – Thinking me	S – Social me	H – Healthy me *
Yoga	Gymnastics	Dance	Net/Wall Games (Tennis)	
<ul style="list-style-type: none"> ▪ I can warm up safely prior to exercise and sustain performance over periods. (P) ▪ I can hold yoga positions with good alignment and shape for at least 5 seconds. (P) ▪ I can work in a group to perform different poses (S) ▪ I can control my breathing as I exercise (T) ▪ I can understand what the benefits of yoga are for my physical and mental wellbeing. (H) <p>ML: I can hold yoga positions with good alignment and shape for at least 5 seconds. (P)</p>	<ul style="list-style-type: none"> ▪ I can warm up with a small group of others (S/P) ▪ I can perform suitable body preparation activities and lead a group (H/P) <p><u>Floorwork</u></p> <ul style="list-style-type: none"> ▪ I can explain how work at different levels provides aesthetic variety (low/medium/high and contrast) (T) ▪ I can perform more complex sequences with smooth transitions on the floor (P): <ul style="list-style-type: none"> - Flight (pencil, star, ¼ turn, tuck, straddle) - Rolls (log, egg, teddy bear, forward to feet, backwards to feet) - Balances (front, back, shoulder, arabesque, bottom 4 & 3 point, frog stand, headstand) - Weight on hands (bunny jumps, scrambling, crab/spider walking, bear crawling, walk over) - Spins (on patches & points, knees/feet/hands) - Travelling (on patches and sliding) <p><u>Apparatus</u></p> <ul style="list-style-type: none"> ▪ I can perform sequences that flow, displaying multiple skills and a range of dynamics on apparatus (P/T) ▪ I can work safely alongside others whilst travelling in different directions e.g. speed, energy and flow of movement. (S/T) <p><u>Evaluation</u></p> <ul style="list-style-type: none"> ▪ I can give feedback to uplevel work and act upon feedback given to me. (T) 	<ul style="list-style-type: none"> ▪ I can choose actions and link them with words, ideas, sounds or music (T). ▪ I can creatively change static actions into travelling movements using different levels & pathways. (P/T) ▪ I can work cooperatively with others to create a short dance phase (S). ▪ I can compare, develop and adapt movements on my own, and with a partner, to create longer dances using formations, canon and unison (P/T). ▪ I can evaluate my own performance and the performance of others to aid improvement –WWW/EBI (T). <p>ML: I can creatively change static actions into travelling movements using different levels & pathways. (P/T)</p>	<ul style="list-style-type: none"> • I can take up a 'ready position' and move into good positions to strike a ball. (P) • I can hit with a nice full backswing. (P) • I can strike the ball on the backhand with some consistency.(P) • I can volley a ball by deflecting it downwards (P) • I can be reflective and am able to recognise success in self and others. (T/S) • I can use tactics against an opponent. (T) <p>ML: I can use tactics against an opponent. (T)</p>	
Striking/fielding games (Cricket)	Invasion Games (Football)	Invasion Games (Hockey)	Invasion Games (Dodgeball)	
<ul style="list-style-type: none"> • I know how to grip the bat. (P) • I can bowl a ball overarm with a straight arm (P) • I know what 'backing up' means to fielders (T) • I can find space and am aware of others (T) • I can communicate effectively with a partner. (S) • Understands what they need to do to be successful. (T) <p>ML: I can communicate effectively with a partner. (S)</p>	<ul style="list-style-type: none"> • I can pass the ball accurately. (P) • I can shield a ball from an opponent. (P) • Demonstrate understanding and interpretation of rules and accept decisions given (T) • I can defend against someone when in a 1v1 situation (P) • I can take the role of leader and show some ability to inspire others (S) • I can show the skills and knowledge I have developed in a competitive environment. (P/S/T) <p>ML: I can show the skills and knowledge I have developed in a competitive environment. (P)</p>	<ul style="list-style-type: none"> • I can dribble a ball confidently. (P) • I can change direction easily (P) • I can pass a ball accurately. (P) • I can demonstrate agility, balance, coordination and precision. (P) • I can comment constructively on the work of others (T/S) • I can work effectively as part of a team (S) 	<ul style="list-style-type: none"> • I can throw overarm powerfully and accurately. (P) • I can keep my eye on the opposition at all times. (T) • I can judge which balls to try and catch and which to dodge (T) • I can work alongside and against others when attacking and defending (s) • I can Work alongside others to agree tactics (S) • I can demonstrate understanding and interpretation of the rules and accepts decisions given (S) 	

PE Coverage and Assessment

		ML: I can demonstrate agility, balance, coordination and precision (P)	ML: I can work alongside and against others when attacking and defending (S)
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Athletics

- I can warm up prior to exercise and am able to sustain performance over periods of time. (P)
- I can work well with others in a range of contexts. (S)
- I enjoy competing and challenge myself to improve. (T)
- I can throw overarm accurately. (P)
- I can run a relay efficiently as part of a team. (S/P)
- I can challenge myself to beat previous performances. (P/T)

ML: I can warm up prior to exercise and am able to sustain performance over periods of time. (P)

Swimming

- I can jump in (P)
- I can submerge to pick up an object (P)
- I can push and glide - front or back (P)
- I can dolphin kick (P)
- I can surface dive (feet or head first) (P)
- I can scull (feet or head first) (P)

• I can move for a distance of 5 metres - front, back and sideways (P)

- I can move into a stretched floating position and return to standing (P)
- I can rotate front to back & back to front and regain upright (P)
- I can swim 25m unaided (P)
- I can swim 25m using a range of strokes (front, back, backstroke) (P)

• I can perform a help position (P)

- I can tread water for 30 seconds (P)
- I can climb out without using steps (P)
- I can answer 3 questions on water safety (T)

PE Coverage and Assessment

Y3 and Y4 PE Assessment Statements

Based on evidence gathered through the teaching of PE:

<p>Y3</p> <p><i>11 Statements</i></p>	<p><u>Dance</u> 1. I can creatively change static actions into travelling movements using different levels & pathways. (P/T)</p> <p><u>Yoga</u> 2. I can hold yoga positions with good alignment and shape for at least 5 seconds. (P)</p> <p><u>Gym</u> 3. I can perform more complex sequences with smooth transitions on the floor (P) 4. I can give feedback to up level work and act upon feedback given to me. (T)</p> <p><u>Games</u> 5. I can show the skills and knowledge I have developed in a competitive environment. (P/S/T) 6. I can use tactics against an opponent. (T) 7. I can communicate effectively with a partner. (S) 8. I can warm up prior to exercise and am able to sustain performance over periods of time. 9. I can demonstrate agility, balance, coordination and precision. 10. I can work alongside and against others when attacking and defending (S)</p> <p><u>OAA</u> 11. I can orientate a map and find clues. (T)</p>
<p>Y4</p> <p><i>12 Statements</i></p>	<p><u>Dance</u> 1. I can creatively change static actions into travelling movements using different levels & pathways. (P/T)</p> <p><u>Yoga</u> 2. I can hold yoga positions with good alignment and shape for at least 5 seconds. (P)</p> <p><u>Gym</u> 3. I can perform more complex sequences with smooth transitions on the floor (P) 4. I can give feedback to uplevel work and act upon feedback given to me. (T)</p> <p><u>Games</u> 5. I can show the skills and knowledge I have developed in a competitive environment. (P/S/T) 6. I can use tactics against an opponent. (T) 7. I can communicate effectively with a partner. (S) 8. I can warm up prior to exercise and am able to sustain performance over periods of time. 9. I can demonstrate agility, balance, coordination and precision.</p>

PE Coverage and Assessment

	10. I can work alongside and against others when attacking and defending (S)
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Swimming

	11. I can move for a distance of 5 metres - front, back and sideways (P)
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	12. I can perform a help position (P)
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PE Coverage and Assessment

Year 5				
P – Physical me		T – Thinking me	S – Social me	H – Healthy me
Gymnastics		Dance		Net/Wall Games (Tennis)
<p>I can I warm up with a large group(S/P)</p> <ul style="list-style-type: none"> I can prepare the body for a distinct discipline (H/P) <p><u>Floorwork</u></p> <ul style="list-style-type: none"> I can work with others in different ways (unison, matching, mirroring) (T) I can perform more complex sequences with smooth transitions whilst working with and alongside others. (P): <ul style="list-style-type: none"> Flight (pencil, star, ¼ turn, tuck, straddle, ½ turn, pike & split) Rolls (log, egg, teddy bear with partner, forward with straddle & pike, backwards to straddle, dish, shoulder) Balances (front, back, shoulder, arabesque, bottom 4 & 3 point, frog stand, headstand, handstand, partner) Weight on hands (bunny jumps, scrambling, crab/spider walking, bear crawling, walk over) Spins (on patches & points, knees/feet/hands/forearms) Travelling (on patches, sliding, cartwheel,turning) <p><u>Apparatus</u></p> <ul style="list-style-type: none"> I can show a wide range of well executed movements using a range of dynamics and with and alongside others. (P/T) I can execute a wide range of the main gymnastic skills e.g. travel, flight, weight on hands, balance & roll (S/T) <p><u>Evaluation</u></p> <ul style="list-style-type: none"> I can evaluate the work of others using correct technical language (T) 		<ul style="list-style-type: none"> I can develop a motif demonstrating agility, balance, coordination and precision (P). I can translate images into actions and use dynamics to communicate meaning (P/T). I can seek and explore new movement ideas using movement improvisation (P). I can work cooperatively with others to create, compare, develop and adapt dances (S). I can think creatively and use choreographic skills such as formations, canon and unison (T) I can evaluate my own performance and the performance of others to aid improvement. (T). <p>ML: I can think creatively and use choreographic skills such as formations, canon and unison (T)</p>		<ul style="list-style-type: none"> I can grip a racket and get into a sideways positions to strike the ball. (P) I can hit a forehand shot, consistently. (P) I can get into a good position and play backhand shots with some consistency.(P) I can volley accurately on my forehand and backhand (P) I know what I need to do to improve and what others need to do to improve their performance. (T) I can demonstrate specific tactical/performance awareness as an individual and team member.(S/T/P) ML: I can demonstrate specific tactical/performance awareness as an individual and team member.(S/T/P)
Striking/fielding games (Cricket)	Invasion Games (Football)		Invasion Games (Hockey)	Invasion Games (Dodgeball)
<ul style="list-style-type: none"> I can catch consistently well under pressure. (P) I can bowl with a short run up and straight arm with some accuracy (P) I know which ground fielding technique to use and why (T) I can show tactical awareness as a fielder (T/P) I know what I need to do to improve and what others need to do to improve their performance. (T) 	<ul style="list-style-type: none"> I can pass the ball and move into space (P) I can combine skills to allow my team to retain possession (P) I can play within rules and resolve any disputes appropriately without adult intervention (S) I can defend thoughtfully, slowing attackers down and not overcommitting too soon (P) I can demonstrates a range of leadership skills and am happy to take the initiative (S) I can play competitive games and control my emotions (P/S/T) ML: I can play competitive games and control my emotions (P/S) 		<ul style="list-style-type: none"> I can dribble the ball with my head up. (P) I can change direction easily I can pass and move (P) I can move fluently and perform a wide range of skills confidently and competently (P) I can evaluate the work of others using technical language including setting targets for improvement. (T) 	<ul style="list-style-type: none"> I can throw hard and lowat my opponents. (P) I can dodge balls well that are thrown at me. (P) I can judge which balls to try and catch and which to dodge (T) I know when to attack and when to defend and put the needs of the team first (T) I can listen actively, respect the opinion of others and contribute ideas. (S)

PE Coverage and Assessment

<ul style="list-style-type: none"> I know the importance of great communication when batting with a partner. (S) <p>ML: I know the importance of great communication when batting with a partner. (S)</p>		<ul style="list-style-type: none"> I can respect the rules of the game and decisions of my peers. (S) <p>ML: I can move fluently and perform a wide range of skills confidently and competently (P)</p>	<ul style="list-style-type: none"> I can play within rules and to resolve any disputes appropriately without adult intervention (S) <p>ML: I know when to attack and when to defend and put the needs of the team first.</p>
Athletics		OAA	
<ul style="list-style-type: none"> I can lead others in warming up, know why it is important and can work actively across whole sessions (T/P/S) I can listen actively, respect the opinion of others and contribute ideas (S) I enjoy competing and challenge myself to improve across all areas. (T) I can perform the correct techniques for triple jump and standing vertical jump (P) I can transfer a relay baton efficiently as part of a team (P) I can Combine sprinting with hurdling. (P) <p>ML: I can lead others in warming up, know why it is important and can work actively across whole sessions (T/P/S)</p>		<ul style="list-style-type: none"> I can use non-verbal communication to solve problems (T) I can work with a partner to navigate successfully across and through obstacles whilst blindfolded (S/T) I am self-motivated, physically confident and actively engage in competitive situation (P) I can navigate my way around using a map (T) I can work with a partner/group to find a number of controls using a map. (S) I can motivate other members of my team (S) <p>ML: I can navigate my way around using a map (T)</p>	
Swimming			
<ul style="list-style-type: none"> I can jump in (P) I can submerge to pick up an object (P) I can push and glide - front or back (P) I can dolphin kick (P) I can surface dive (feet or head first) (P) I can scull (feet or head first) (P) 	<ul style="list-style-type: none"> I can move for a distance of 5 metres - front, back and sideways (P) I can move into a stretched floating position and return to standing (P) I can rotate front to back & back to front and regain upright (P) I can swim 25m unaided (P) I can swim 25m using a range of strokes (front, back, backstroke) (P) 	<ul style="list-style-type: none"> I can perform a help position (P) I can tread water for 30 seconds (P) I can climb out without using steps (P) <p>I can answer 3 questions on water safety (T)</p>	

PE Coverage and Assessment

Year 6				
	P – Physical me	T – Thinking me	S – Social me	H – Healthy me
Yoga	Gymnastics	Dance	Net/ Wall Games (Tennis)	
<ul style="list-style-type: none"> I can warm up safely prior to exercise and sustain performance over periods. (P) I can perform and hold a wide range of yoga poses with good alignment, shape and balance (P) I can work in a group to perform different poses (S) I can use my breathe to relax and begin to meditate using positive affirmations (T) I can understand what the benefits of yoga are for my physical and mental wellbeing. (H) <p>ML: I can perform and hold a wide range of yoga poses with good alignment, shape and balance (P)</p>	<ul style="list-style-type: none"> I canI warm up with a large group(S/P) I can prepare the body for a distinct discipline (H/P) <p><u>Floorwork</u></p> <ul style="list-style-type: none"> I can work with others in different ways (unison, matching, mirroring) (T) I can perform more complex sequences with smooth transitions whilst working with and alongside others. (P): <ul style="list-style-type: none"> Flight (pencil, star, ¼ turn, tuck, straddle, ½ turn, pike & split) <ul style="list-style-type: none"> Rolls (log, egg, teddy bear with partner, forward with straddle & pike, backwards to straddle, dish, shoulder) Balances (front, back, shoulder, arabesque, bottom 4 & 3 point, frog stand, headstand, handstand, partner) Weight on hands (bunny jumps, scrambling, crab/spider walking, bear crawling, walk over) Spins (on patches & points, knees/feet/hands/forearms) Travelling (on patches, sliding, cartwheel, turning) <p><u>Apparatus</u></p> <ul style="list-style-type: none"> I can show a wide range of well executed movements using a range of dynamics and with and alongside others. (P/T) I can execute a wide range of the main gymnastic skills e.g. travel, flight, weight on hands, balance & roll (S/T) <p><u>Evaluation</u></p> <ul style="list-style-type: none"> I can evaluate the work of others using correct technical language (T) 	<ul style="list-style-type: none"> I can develop a motif demonstrating agility, balance co-ordination and precision (P). I can translate images into actions and use dynamics to communicate meaning (P/T). I can seek and explore new movement ideas using movement improvisation (P). I can work cooperatively with others to create, compare, develop and adapt dances (S). I can think creatively and use chorographic skills such as formations, canon and unison (T) I can evaluate my own performance and the performance of others to aid improvement. (T). <p>ML: I can think creatively and use chorographic skills such as formations, canon and unison (T)</p>	<ul style="list-style-type: none"> I can grip a racket and get into a sideways positions to strike the ball. (P) I can hit a forehand shot, consistently. (P) I can get into a good position and play backhand shots with some consistency.(P) I can volley accurately on my forehand and backhand (P) I know what I need to do to improve and what others need to do to improve their performance. (T) I can demonstrate specific tactical/performance awareness as an individual and team member.(S/T/P) <p>ML: I can demonstrate specific tactical/performance awareness as an individual and team member.(S/T/P)</p>	
Striking/fielding games (Cricket)	Invasion Games (Football)	Invasion Games (Hockey)	Invasion Games (Dodgeball)	
<ul style="list-style-type: none"> I can catch consistently well under pressure. (P) I can bowl with a short run up and straight arm with some accuracy (P) I know which ground fielding technique to use and why (T) I can show tactical awareness as a fielder (T/P) 	<ul style="list-style-type: none"> I can pass the ball and move into space (P) I can combine skills to allow my team to retain possession (P) I can play within rules and resolve any disputes appropriately without adult intervention (S) I can defend thoughtfully, slowing attackers down and not overcommitting too soon (P) I can demonstrates a range of leadership skills and am happy to take the initiative (S) I can play competitive games and control my emotions (P/S/T) 	<ul style="list-style-type: none"> I can dribble the ball with my head up. (P) I can change direction easily I can pass and move (P) I can move fluently and perform a wide range of skills confidently and competently (P) I can evaluate the work of others using technical language including setting targets for improvement. (T) 	<ul style="list-style-type: none"> I can throw hard and low at my opponents. (P) I can dodge balls well that are thrown at me. (P) I can judge which balls to try and catch and which to dodge (T) I know when to attack and when to defend and put the needs of the team first (T) 	

PE Coverage and Assessment

<ul style="list-style-type: none"> I know what I need to do to improve and what others need to do to improve their performance. (T) I know the importance of great communication when batting with a partner. (S) <p>ML: I know the importance of great communication when batting with a partner. (S)</p>	<p>ML: I can play competitive games and control my emotions (P/S)</p>	<ul style="list-style-type: none"> I can respect the rules of the game and decisions of my peers. (S) <p>ML: I can move fluently and perform a wide range of skills confidently and competently (P)</p>	<ul style="list-style-type: none"> I can listen actively, respect the opinion of others and contribute ideas. (S) I can play within rules and to resolve any disputes appropriately without adult intervention (S) <p>ML: I know when to attack and when to defend and put the needs of the team first.</p>
Athletics		OAA	
<ul style="list-style-type: none"> I can lead others in warming up, know why it is important and can work actively across whole sessions (T/P/S) I can listen actively, respect the opinion of others and contribute ideas (S) I enjoy competing and challenge myself to improve across all areas. (T) I can perform the correct techniques for triple jump and standing vertical jump (P) I can transfer a relay baton efficiently as part of a team (P) I can Combine sprinting with hurdling. (P) <p>ML: I can lead others in warming up, know why it is important and can work actively across whole sessions (T/P/S)</p>		<ul style="list-style-type: none"> I can use non-verbal communication to solve problems (T) I can work with a partner to navigate successfully across and through obstacles whilst blindfolded (S/T) I am self-motivated, physically confident and actively engage in competitive situation (P) I can navigate my way around using a map (T) I can work with a partner/group to find a number of controls using a map. (S) I can motivate other members of my team (S) <p>ML: I can navigate my way around using a map (T)</p>	
Swimming			
<ul style="list-style-type: none"> I can jump in (P) I can submerge to pick up an object (P) I can push and glide - front or back (P) I can dolphin kick (P) I can surface dive (feet or head first) (P) I can scull (feet or head first) (P) 	<ul style="list-style-type: none"> I can move for a distance of 5 metres - front, back and sideways (P) I can move into a stretched floating position and return to standing (P) I can rotate front to back & back to front and regain upright (P) I can swim 25m unaided (P) <p>ML: I can swim 25m using a range of strokes (front, back, backstroke) (P)</p>	<ul style="list-style-type: none"> I can perform a help position (P) I can tread water for 30 seconds (P) I can climb out without using steps (P) <p>ML: I can answer 3 questions on water safety (T)</p>	

PE Coverage and Assessment

Y5 and Y6 PE Assessment Statements

Based on evidence gathered through the teaching of PE:

<p>Y5 <i>13 Statements</i></p>	<p>Dance 1. I can think creatively and use choreographic skills such as formations, canon and unison (T)</p> <p>Gymnastics 2.I can evaluate the work of others using correct technical language (T)</p> <p>Games 5. I can demonstrate specific tactical/performance awareness as an individual and team member.(S/T/P) 6. I know the importance of great communication when batting with a partner. (S) 7. I can play competitive games and control my emotions (P/S) 8. I can move fluently and perform a wide range of skills confidently and competently (P) 9. I know when to attack and when to defend and put the needs of the team first. (S/T/P) 10. I can lead others in warming up, know why it is important and can work actively across whole sessions (T/P/S)</p> <p>OAA 11. I can navigate my way around using a map (T)</p> <p>Swimming 12. I can swim 25m unaided (P) 13. I can tread water for 30 seconds (P)</p>
<p>Y6 <i>14 Statements</i></p>	<p>Dance 1. I can think creatively and use choreographic skills such as formations, canon and unison (T)</p> <p>Gymnastics 2.I can evaluate the work of others using correct technical language (T)</p> <p>Games 5. I can demonstrate specific tactical/performance awareness as an individual and team member.(S/T/P) 6. I know the importance of great communication when batting with a partner. (S) 7. I can play competitive games and control my emotions (P/S) 8. I can move fluently and perform a wide range of skills confidently and competently (P) 9. I know when to attack and when to defend and put the needs of the team first. (S/T/P) 10. I can lead others in warming up, know why it is important and can work actively across whole sessions (T/P/S)</p> <p>OAA 11. I can navigate my way around using a map (T)</p> <p>Yoga</p>

PE Coverage and Assessment

	<p>12. I can perform and hold a wide range of yoga poses with good alignment, shape and balance (P)</p>
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Swimming

13. I can swim 25m using a range of strokes (front, back, backstroke) (P)

14. I can answer 3 questions on water safety (T)