

# PE at Georgian Gardens Primary School



|              | Year 1   | Year 2   | Year 3  | Year 4   | Year 5   | Year 6   |
|--------------|--|--|---|--|--|--|
| <b>DANCE</b> | <ul style="list-style-type: none"> <li>• Copy and explore basic movements and body patterns</li> <li>• Remember simple movements and dance steps</li> <li>• Link movements to sounds and music.</li> <li>• Respond to a range of stimuli.</li> </ul> | <ul style="list-style-type: none"> <li>• Copy and explore basic movements with clear control.</li> <li>• Vary levels and speed in sequence</li> <li>• Vary the size of their body shapes</li> <li>• Add change of direction to a sequence</li> <li>• Use space well and negotiate space clearly.</li> <li>• Describe a short dance using appropriate vocabulary.</li> <li>• Respond imaginatively to stimuli.</li> </ul> | <ul style="list-style-type: none"> <li>• Use simple dance vocabulary to compare and improve work.</li> <li>• Begin to improvise independently to create a simple dance.</li> <li>• Begin to improvise with a partner to create a simple dance.</li> <li>• Translates ideas from stimuli into movement with support.</li> <li>• Begin to compare and adapt movements and motifs to create a larger sequence.</li> <li>• Uses simple dance vocabulary to compare and improve work.</li> </ul> | <ul style="list-style-type: none"> <li>• Confidently improvises with a partner or on their own.</li> <li>• Begin to create longer dance sequences in a larger group. Demonstrating precision and some control in response to stimuli.</li> <li>• Begin to vary dynamics and develop actions and motifs.</li> <li>• Demonstrates rhythm and spatial awareness.</li> <li>• Modifies parts of a sequence as a result of self-evaluation.</li> <li>• Uses simple dance vocabulary to compare and improve work</li> </ul> | <ul style="list-style-type: none"> <li>• Begin to exaggerate dance movements and motifs (using expression when moving)</li> <li>• Demonstrate strong movements throughout a dance sequence.</li> <li>• Combine flexibility, techniques and movements to create a fluent sequence.</li> <li>• Move appropriately and with the required style in relation to the stimulus e.g using various levels, ways of travelling and motifs.</li> <li>• Begin to show a change of pace and timing in their movements.</li> <li>• Use the space provided to his maximum potential.</li> <li>• Improvise with confidence, still demonstrating fluency across their sequence.</li> <li>• Modify parts of a sequence as a result of self and peer evaluation.</li> <li>• Use more complex dance vocabulary to compare and improve work.</li> </ul> | <ul style="list-style-type: none"> <li>• Exaggerate dance movements and motifs (using expression when moving)</li> <li>• Performs with confidence, using a range of movement patterns.</li> <li>• Demonstrates a strong imagination when creating own dance sequences and motifs.</li> <li>• Demonstrates strong movements throughout a dance sequence.</li> <li>• Combines flexibility, techniques and movements to create a fluent sequence.</li> <li>• Moves appropriately and with the required style in relation to the stimulus.</li> <li>• e.g using various levels, ways of travelling and motifs.</li> <li>• Begin to show a change of pace and timing in their movements.</li> <li>• Is able to move to the beat accurately in dance sequences.</li> <li>• Improvises with confidence, still demonstrating fluency across their sequence.</li> <li>• Dances with fluency, linking all movements and ensuring they flow.</li> <li>• Demonstrates consistent precision when performing dance sequences.</li> <li>• Modifies parts of a sequence as a result of self and peer evaluation.</li> <li>• Uses more complex dance vocabulary to compare and improve work.</li> </ul> |

## GYMNASTICS

- Copy and explores basic movements with some control and coordination.
- Perform different body shapes
- Perform at different levels
- Perform 2 footed jump
- Use equipment safely
- Balance with some control
- Link 2-3 simple movements

- Explore and create different pathways and patterns.
- Use equipment in a variety of ways to create a sequence
- Link movements together to create a sequence

- Apply compositional ideas independently and with others to create a sequence.
- Copy, explores and remembers a variety of movements and uses these to create their own sequence.
- Describe their own work using simple gym vocabulary.
- Begin to notice similarities and differences between sequences.
- Use turns whilst travelling in a variety of ways.
- Begin to show flexibility in movements
- Begin to develop good technique when travelling, balancing, using equipment etc

- Link skills with control, technique, co-ordination and fluency.
- Understand composition by performing more complex sequences.
- Begin to use gym vocabulary to describe how to improve and refine performances.
- Develop strength, technique and flexibility throughout performances.
- Create sequences using various body shapes and equipment.
- Combine equipment with movement to create sequences.

- Select and combine their skills, techniques and ideas.
- Apply combined skills accurately and appropriately, consistently showing precision, control and fluency.
- Draw on what they know about strategy, tactics and composition when performing and evaluating.
- Analyse and comment on skills and techniques and how these are applied in their own and others' work.
- Use more complex gym vocabulary to describe how to improve and refine performances.
- Develop strength, technique and flexibility throughout performances.
- Link skills with control, technique, co-ordination and fluency.
- Understand composition by performing more complex sequences

- Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.
- Perform difficult actions, with an emphasis on extension, clear body shape and changes in direction.
- Adapt sequences to include a partner or a small group.
- 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.
- Draw on what they know about strategy, tactics and composition when performing and evaluating.
- Analyse and comment on skills and techniques and how these are applied in their own and others' work.
- Use more complex gym vocabulary to describe how to improve and refine performances.
- Develop strength, technique and flexibility throughout performances.

**GAMES**

- Can travel in a variety of ways including running and jumping.
- Begin to perform a range of throws.
- Receive a ball with basic control
- Begin to develop hand-eye coordination
- Participates in simple games

- Confident to send the ball to others in a range of ways.
- Begin to apply and combine a variety of skills (to a game situation)
- Develop strong spatial awareness.
- Begin to develop own games with peers.
- Understand the importance of rules in games.
- Develop simple tactics and use them appropriately.
- Begin to develop an understanding of attacking/defending

- Understand tactics and composition by starting to vary how they respond.
- Vary skills, actions and ideas and link these in ways that suit the games activity.
- Begin to communicate with others during game situations.
- Use skills with co-ordination and control.
- Develop own rules for new games.
- Make imaginative pathways using equipment.
- Work well in a group to develop various games.
- Begin to understand how to compete with each other in a controlled manner.
- Begin to select resources independently to carry out different skills.

- Vary skills, actions and ideas and link these in ways that suit the games activity.
- Show confidence in using ball skills in various ways, and can link these together.
- e.g. dribbling, bouncing, kicking
- Use skills with co-ordination, control and fluency.
- Take part in competitive games with a strong understanding of tactics and composition.
- Can create their own games using knowledge and skills.
- Work well in a group to develop various games.
- Compare and comments on skills to support creation of new games.
- Can make suggestions as to what resources can be used to differentiate a game.
- Apply basic skills for attacking and defending.
- Use running, jumping, throwing and catching in isolation and combination.

- Vary skills, actions and ideas and link these in ways that suit the games activity.
- Show confidence in using ball skills in various ways, and can link these together.
- Use skills with co-ordination, control and fluency.
- Take part in competitive games with a strong understanding of tactics and composition.
- Can create their own games using knowledge and skills.
- Can make suggestions as to what resources can be used to differentiate a game.
- Apply basic skills for attacking and defending.
- Use running, jumping, throwing and catching in isolation and combination.

- Vary skills, actions and ideas and link these in ways that suit the games activity.
- Show confidence in using ball skills in various ways, and can link these together effectively.
- e.g. dribbling, bouncing, kicking
- Keep possession of balls during games situations.
- Consistently uses skills with co-ordination, control and fluency.
- Take part in competitive games with a strong understanding of tactics and composition.
- Can create their own games using knowledge and skills.
- Modify competitive games.
- Compare and comments on skills to support creation of new games.
- Can make suggestions as to what resources can be used to differentiate a game.
- Apply knowledge of skills for attacking and defending.
- Use running, jumping, throwing and catching in isolation and in combination.

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|---------------------------------------|--|---|---|---|---|---|
| <b>Athletics</b>                      | <ul style="list-style-type: none"> <li>• Can run at different speeds.</li> <li>• Can jump from a standing position</li> <li>• Perform a variety of throws with basic control.</li> </ul> | <ul style="list-style-type: none"> <li>• Can change speed and direction whilst running.</li> <li>• Can jump from a standing position with accuracy.</li> <li>• Perform a variety of throws with control and co-ordination.</li> <li>• preparation for shot put and javelin</li> <li>• Can use equipment safely</li> </ul> | <ul style="list-style-type: none"> <li>• Begin to run at speeds appropriate for the distance.</li> <li>• e.g. sprinting and cross country</li> <li>• Can perform a running jump with some accuracy</li> <li>• Perform a variety of throws using a selection of equipment.</li> <li>• Can use equipment safely and with good control.</li> </ul>                       | <ul style="list-style-type: none"> <li>• Begin to build a variety of running techniques and use with confidence.</li> <li>• Can perform a running jump with more than one component.</li> <li>• e.g. hop skip jump (triple jump)</li> <li>• Demonstrate accuracy in throwing and catching activities.</li> <li>• Describe good athletic performance using correct vocabulary.</li> <li>• Can use equipment safely and with good control.</li> </ul> | <ul style="list-style-type: none"> <li>• Begin to build a variety of running techniques and use with confidence.</li> <li>• Can perform a running jump with more than one component.</li> <li>• e.g. hop skip jump (triple jump)</li> <li>• Begin to record peers performances, and evaluate these.</li> <li>• Demonstrate accuracy and confidence in throwing and catching activities.</li> <li>• Describe good athletic performance using correct vocabulary.</li> <li>• Can use equipment safely and with good control.</li> </ul> | <ul style="list-style-type: none"> <li>• Begin to build a variety of running techniques and use with confidence.</li> <li>• Can perform a running jump with more than one component.</li> <li>• e.g. hop skip jump (triple jump)</li> <li>• Begin to record peers performances, and evaluate these.</li> <li>• Demonstrate accuracy and confidence in throwing and catching activities.</li> <li>• Describe good athletic performance using correct vocabulary.</li> <li>• Can use equipment safely and with good control.</li> </ul> |
| <b>Outdoor Adventurous Activities</b> | <ul style="list-style-type: none"> <li>•</li> </ul>  | <ul style="list-style-type: none"> <li>•</li> </ul>   | <ul style="list-style-type: none"> <li>• Develops listening skills.</li> <li>• Creates simple body shapes.</li> <li>• Listens to instructions from a partner/ adult.</li> <li>• Beginning to think activities through and problem solve.</li> <li>• Discuss and work with others in a group.</li> <li>• Demonstrates an understanding of how to stay safe.</li> </ul> | <ul style="list-style-type: none"> <li>• Develops strong listening skills.</li> <li>• Uses simple maps.</li> <li>• Beginning to think activities through and problem solve.</li> <li>• Choose and apply strategies to solve problems with support.</li> <li>• Discuss and work with others in a group.</li> <li>• Demonstrates an understanding of how to stay safe.</li> </ul>   | <ul style="list-style-type: none"> <li>• Develops strong listening skills.</li> <li>• Use s and interprets simple maps.</li> <li>• Think activities through and problem solve using general knowledge.</li> <li>• Choose and apply strategies to solve problems with support.</li> <li>• Discuss and work with others in a group.</li> <li>• Demonstrates an understanding of how to stay safe</li> </ul>   | <ul style="list-style-type: none"> <li>• Develops strong listening skills.</li> <li>• Use s and interprets simple maps.</li> <li>• Think activities through and problem solve using general knowledge.</li> <li>• Choose and apply strategies to solve problems with support.</li> <li>• Discuss and work with others in a group.</li> <li>• Demonstrates an understanding of how to stay safe.</li> </ul>  |

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|---------------------------|--|---|---|---|---|---|
| <b>Swimming</b>           | •  | • | •   | • | •   | <ul style="list-style-type: none"> <li>• <i>Swim competently, confidently and proficiently over a distance of at least 25 metres</i></li> <li>• <i>Use a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</i></li> <li>• <i>Perform safe self-rescue in different water-based situations.</i></li> </ul> |
| <b>Evaluation</b>         | <ul style="list-style-type: none"> <li>• <i>Can comment on own and others performance</i></li> <li>• <i>Can give comments on how to improve performance.</i></li> <li>• <i>Use appropriate vocabulary when giving feedback.</i></li> </ul> |   | <ul style="list-style-type: none"> <li>• <i>Watch and describes performances accurately.</i></li> <li>• <i>Begin to think about how they can improve their own work.</i></li> <li>• <i>Work with a partner or small group to improve their skills.</i></li> <li>• <i>Make suggestions on how to improve their work, commenting on similarities and differences</i></li> </ul> |   | <ul style="list-style-type: none"> <li>• <i>Watch and describes performances accurately.</i></li> <li>• <i>Learn from others how they can improve their skills.</i></li> <li>• <i>Comment on tactics and techniques to help improve performances.</i></li> <li>• <i>Make suggestions on how to improve their work, commenting on similarities and differences.</i></li> </ul> |   |
| <b>Healthy Lifestyles</b> | <ul style="list-style-type: none"> <li>• <i>Can describe the effect exercise has on the body</i></li> <li>• <i>Can explain the importance of exercise and a healthy lifestyle.</i></li> </ul>  |   | <ul style="list-style-type: none"> <li>• <i>Can describe the effect exercise has on the body</i></li> <li>• <i>Can explain the importance of exercise and a healthy lifestyle.</i></li> <li>• <i>Understand the need to warm up and cool down.</i></li> </ul>   |   | <ul style="list-style-type: none"> <li>• <i>Can describe the effect exercise has on the body</i></li> <li>• <i>Can explain the importance of exercise and a healthy lifestyle.</i></li> <li>• <i>Understand the need to warm up and cool down.</i></li> </ul>   |   |