



**Peters Hill Primary School**  
**Subject Leaders – Vicky Westwood and Bethany Reed**

#### **Intent Statement**

We want all children to understand and demonstrate our underlying principles of **Ambition, Belief, Compassion, Pride and Respect**. We want our curriculum to enable children to become **successful, confident, motivated and responsible** individuals with a **wealth of knowledge** about the world around them. We want all children to develop their full potential in a structured, caring and purposeful learning environment. We want all children to understand the connections that exist between new learning and existing knowledge through an awareness of carefully chosen pathways.

#### **At Peters Hill Primary School the curriculum is designed to:**

- Recognise all pupils as individuals and encourage positive self-worth and self-esteem.
- Promote curiosity, enthusiasm and engagement through a range of topics and themes.
- Encourage resilience and confidence to face challenges and tackle problems.
- Foster logical, creative and deep thinking to solve challenges and problems.
- Develop Independence and promote responsibility for learning.
- Nurture respect for others and value differences within our school community.
- Grow an awareness of civic responsibility and global citizenship.
- Develop a strong awareness of prior learning and the links that exist to new knowledge.
- Develop new learning and understand the impact on ourselves, the school and the wider community.

#### **Our Physical Education Pathways are:**

- Pathway 1 - Dance
- Pathway 2 - Athletics
- Pathway 3 - Gymnastics
- Pathway 4 - OAA
- Pathway 5 – Swimming
- Pathway 6 - Games

Pathway 1	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Dance</b>	<p>I can move safely in a space.</p> <p>I can copy dance moves.</p> <p>I can move to music.</p> <p>I can perform some dance moves..</p> <p>I can use my body and props to respond to vocabulary.</p>	<p>I can make a variety of shapes with body.</p> <p>I can travel in lots of ways and in different pathways.</p> <p>I can copy a short dance sequence.</p> <p>I can link actions, dynamics and space in response to a stimulus.</p> <p>I can use my own ideas to move to music and describe how my feelings are expressed through my movements.</p> <p>I can understand and respond to dance as sequence of rhythms and patterns.</p> <p>I can understand and follow a motif.</p>	<p>I can add movements, expression and emotion to a motif and explain why I used these.</p> <p>I can change rhythm, speed, level and direction with increased consistency.</p> <p>I can work with a partner.</p> <p>I can respond to descriptive language with a movement and action.</p> <p>I can perform and repeat short dances, step patterns and movement phrases</p> <p>I can move to the beat and rhythm of the music</p> <p>I can use more control and co-ordination then evaluate my own work.</p>	<p>I can travel using less usual body parts, combining a variety of dynamic movements</p> <p>I can work with a partner to include movements, unison and meeting and parting.</p> <p>I can devise, perform and repeat longer movement phrases in response to stimuli.</p> <p>I can use a wide variety of movements singly and in extended sequences with a partner.</p> <p>I can create a performance which will include stage presence, timing, rhythm and sustaining character.</p> <p>I can compare my dance with that of others and suggest how performances can be improved.</p> <p>I can respond to music to express a variety of moods and feelings.</p>	<p>I can respond and perform imaginatively and sensitively to stimuli related to character/music/story</p> <p>I can devise, perform and repeat movement phrases and dances with obvious changes in speed, level, direction and/ or shape.</p> <p>I can develop a sequence with a partner which shows relationships and interlinking dance moves incorporating apparatus.</p> <p>I can understand and use a canon to show two contrasting characters within partner work.</p> <p>I can suggest improvements to my own and others work using expressive and specific terminology</p>	<p>I can develop and enhance movement quality and dynamics/speed/levels during dance, to produce a fluent and controlled performance.</p> <p>I can use emotions and feelings to create mood within my dance through actions.</p> <p>I can explore a range of movements with a partner work, selecting and choreographing ideas into a sequence.</p> <p>I can describe and evaluate, with technical vocabulary, the construction of my own and others dances</p> <p>I can record and identify a valid focus of improvement in my own and others work</p>	<p>I can develop still imagery such as balances within dance, including counter-balance movements within partner work.</p> <p>I can select and apply choreography to develop a routine, on my own or within a group.</p> <p>I can develop dances to different styles using historical and cultural influences.</p> <p>I can describe how a dance has been formed, including the use of compositional strategies, good practise and improvements.</p> <p>I can create and perform dances consistently showing a variety of levels, dynamics, speed and pathways, with fluency and control and clear expression and characterisation throughout.</p>

Pathway 2	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Athletics</b>	<p>I can use my legs and feet in lots of different ways</p> <p>I can slow down or change the way I am going</p> <p>I can throw with two hands</p> <p>I can explore jumping in different ways.</p>	<p>I can use varying speeds when running</p> <p>I can explore different footwork patterns</p> <p>I can explore arm mobility</p> <p>I can jump showing correct landing and take off technique</p> <p>I can explore different methods of throwing (under and over arm)</p> <p>I can practise short distance running.</p>	<p>I can run with agility and confidence.</p> <p>I can learn the best jumping technique for distance</p> <p>I can throw different objects in a variety of ways (push, over head, target)</p> <p>I can hurdle an obstacle and maintain an effective running style</p> <p>I can run for distance</p> <p>I can complete an obstacle course with increased control and agility.</p>	<p>I can explore and develop running for different lengths and speeds using a good technique</p> <p>I can throw in a range of ways with increasing accuracy to hit a target and for distance (javelin, shot put., discus)</p> <p>I can jump in several ways, with a short and appropriate run up (standing long and triple)</p> <p>I can estimate and measure how far and object can be thrown.</p> <p>I know what a relay is and can participate in one using a baton</p>	<p>I can improve my running technique for endurance and speed</p> <p>I can throw safely and accurately in a range of ways.(shot put, hammer, javelin, discus)</p> <p>I can explore different footwork patterns</p> <p>I choose the best pace for running</p> <p>I am controlled in take-off and landing when jumping</p> <p>I know how to pass a baton I a relay</p>	<p>I can apply athletic techniques to competitive situations</p> <p>I understand what pacing is and can pace myself demonstrating the correct technique.</p> <p>I can show accurate speed, strength and stamina in my athletics</p> <p>I adapt my skills to different situations and can choose the appropriate technique for each event (throwing).</p> <p>I can use speed and accuracy when passing a baton</p>	<p>I can identify and explain good athletic performance</p> <p>I can combine running and jumping well.</p> <p>I can compete against myself and others.</p> <p>I can develop consistency in my actions across several events.</p> <p>I can choose appropriate techniques for specific events (jumping).</p>

Pathway 3	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gymnastics	<p>I can jump off an object and land appropriately</p> <p>I can stand on one foot when shown</p> <p>I can travel with confidence and skill around, under, over and through balancing and climbing.</p> <p>I can explore large and small ways of moving and making shapes. .</p>	<p>I can show control within patch balances</p> <p>I can show a variety shapes and use them within jumps (from one to two feet)</p> <p>I can demonstrate a variety of curled and stretched shapes and use different body parts to travel in them.</p> <p>I can roll in stretched and curled positions (pencil, arch/dish, egg, forward)</p> <p>I can link simple combinations of travelling, balancing and jumping within different variations.</p> <p>I can understand and describe basic actions and dynamics</p> <p>I can remember and repeat sequences</p>	<p>I can travel in a variety of pathways with different dynamics such as zigzagged and curved.</p> <p>I can perform rolls with increased difficulty (teddy bear, forward and backward)</p> <p>I can work with a partner to develop a short sequence showing contrasting actions</p> <p>I can develop jumps with turns (1/2 and 1/4), shapes (squatting, straddling) and within flight onto apparatus</p> <p>I can perform a sequence linking shape, travel, roll, jump to a balance.</p> <p>I can adapt my routine to perform on apparatus</p> <p>I can accurately describe a sequence of my own and others</p> <p>I can practise actions and sequences to improve performance</p>	<p>I can show control whilst balancing on two points with support (handstand, headstand)</p> <p>I can use rotating movements within my sequence (turns, spins)</p> <p>I can show a variety of body shapes and pathways within partner work. (curved, pin, tuck, star shapes)</p> <p>I can devise a short sequences, as a group, which includes specific skills and start and end positions to movements. (rolls)</p> <p>I can adapt and repeat sequences to work with a partner and apparatus</p> <p>I can use specific vocabulary to compare and contrast actions and sequences of others whilst suggesting improvements</p>	<p>I can show control when performing a complex balance (handstand, headstand)</p> <p>I can show contrast in speed, shape, level and direction within movements and sequences. (wheel actions, cartwheel)</p> <p>I can develop transitions onto equipment through vaulting.</p> <p>I can use mirroring and matching within partner work.</p> <p>I can combine actions with a partner performing identical actions but contrasting speeds</p> <p>I can combine actions with repetition of the same shape using apparatus</p> <p>I can compare my performance with that of others.</p> <p>I can work constructively with a partner combining movements</p>	<p>I can combine a variety of actions, balances and shapes within my sequence (straddle, twisting)</p> <p>I can develop control moving into and out of balances with fluency and a variety of pathways (headstand, handstand, cartwheel)</p> <p>I can develop partner work with mirroring, matching and simple cannons</p> <p>I can devise and perform longer and more complex sequences</p> <p>I can include a variety of speed, shape, direction, dynamics and levels within my sequence.</p> <p>I can identify a focus for self and peer improvements</p> <p>I can consistently and accurately perform a sequence with control</p>	<p>I can develop flight and twisting within all aspects of my sequence.</p> <p>I can combine changes in shape, speed, dynamics, direction and levels within my own work and that of a partner.</p> <p>I can understand and use counterbalances within a sequence during partner or small group work..</p> <p>I can select a range of different ways to link actions fluently</p> <p>I can show diversity and originality in the my own and partner work showing unison, cannon, mirroring and matching.</p> <p>I can constructively and descriptively comment on my own and others work, using technical vocabulary</p>

Pathway 4	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>OAA</b>				<p>I can plan routes around obstacles</p> <p>I can begin to work cooperatively with others to solve challenges</p> <p>I can follow a sketch map of places known to me</p> <p>I can work collaboratively to solve problems</p>	<p>I can follow a leader in a team as well as lead a team cooperatively to solve challenges.</p> <p>I can use plans and diagrams to help move around</p> <p>I can follow a map of a simple star orienteering course and simple point to point course</p> <p>I can adapt my actions to changing situations</p>	<p>I can use a map and diagram to orient myself.</p> <p>I can work with others to plan responses to an activity or challenge</p> <p>I can assess the risk and adapt my plans accordingly</p> <p>I can use and a compass to navigate a route</p>	<p>I can accept responsibility and take a role within a team to complete a task.</p> <p>I can overcome barriers in new activities</p> <p>I can plan a route and a series of clues</p> <p>I can follow a simple route on an OS map, identify features</p>

Pathway 5	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Swimming				<p>I can swim competently, confidently, and proficiently over a distance of at least 25m.</p> <p>I can use a range of strokes effectively</p> <p>I can perform safe self-rescue in different water-based situations.</p> <p>I can understand basic pool safety skills.</p>	<p>I can swim competently, confidently, and proficiently over a distance of at least 25m.</p> <p>I can use a range of strokes effectively</p> <p>I can perform safe self-rescue in different water-based situations.</p> <p>I can understand basic pool safety skills</p>	<p>I can swim competently, confidently, and proficiently over a distance of at least 25m.</p> <p>I can use a range of strokes effectively</p> <p>I can perform safe self-rescue in different water-based situations.</p> <p>I can understand basic pool safety skills</p>	<p>I can swim competently, confidently, and proficiently over a distance of at least 25m.</p> <p>I can use a range of strokes effectively</p> <p>I can perform safe self-rescue in different water-based situations.</p> <p>I can understand basic pool safety skills</p>

Pathway 6	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Games</b>	<p><b>Multi Skills</b> I can move in a variety of ways; walking, jumping and hopping and stop safely in a specific area.</p> <p>I can send and receive a ball by rolling from hand and striking with foot.</p> <p>I can explore aiming and throwing an object under and over arm,</p> <p>I can catch an object that's been pushed, rolled or bounced with two hands</p> <p>I can take turns and follow simple rules during mini games..</p>	<p><b>Multi Skills</b> I can move whilst using equipment.</p> <p>I can throw over arm and under arm to a target.</p> <p>I can catch a ball demonstrating correct technique.</p>	<p><b>Multi Skills</b> I can confidently move in a range of spaces.</p>				

<p><b>Invasion Games</b> I can kick/stop a ball using a confident foot while static.</p> <p>I can throw, catch, bounce and steer a ball with increasing accuracy</p> <p>I can cover space in defence and work as a team in attack.</p>	<p><b>Invasion Games</b> I can pass a ball accurately (hands and feet) over longer distances to a team mate.</p> <p>I can perform some dribbling skills with hands and feet using space.</p> <p>I can combine stopping, pick up/collect and send a ball accurately to other players.</p> <p>To make simple decisions about when/where to move in a game to receive a ball and keep possession.</p> <p>I can explore and develop dodging to attack and defend</p>	<p><b>Invasion Games</b> I understand how to use a ball in different invasion games.</p> <p>I can begin to pass and receive a ball to create space</p> <p>I can begin to dribble; keeping control of the ball.</p> <p>I can begin to shoot at a target.</p> <p>I can begin to link skills of passing, receiving, moving and shooting.</p> <p>I can begin to move to create attacking opportunities.</p> <p>I understand tagging in relation to tag rugby</p>	<p><b>Invasion Games</b> I can develop passes specific to each invasion game (push:hockey, chest, bounce, shoulder; netball, backwards; tag rugby)</p> <p>I can develop passing and dribbling to create space for attacking opportunities.</p> <p>I can begin understand what defending means.</p>	<p><b>Invasion Games</b> I can show increased control when dribbling around obstacles, passing in different directions, one/two touch passing and shot speed.</p> <p>I can choose tactics attacking, including shot placement and choice.</p> <p>I can understand defending techniques such as blocking, turning, marking, zonal and tackling.</p> <p>I can understand the specific rules to a games</p> <p>I can transition from attack to defense and vice versa</p>	<p><b>Invasion Games</b> I can understand the role an officiant plays within sports and develop my own officiating skills.</p> <p>I can change tactics to suit the changing game situation.</p> <p>I can apply possession skills and defending skills to a game.</p> <p>I can be a supportive team member and team leader, managing a game.</p>
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**Net and wall games**

I can show correct grip when using equipment

**Net and wall games**

I can strike a equipment in varying directions using different strokes.

**Net and wall games**

I can tap a ball back and forth with a partner with a racquet.

I can begin to know what a forehand and backhand position is

I can begin to move to intercept and anticipate the direction of a send

I can begin to create space to win a point

**Net and wall games**

I can develop the forehand

I can create a space to win a point using a racquet

I can begin to understand a backhand

I can begin to move my racquet in a low to high swing with an accurate placement.

**Net and wall games**

I can use a volley shot and understand when to use the shot.

I can serve appropriately for the game purposefully aiming for a space to score.

**Net and wall games**

I can play a game in singles and doubles; understanding how the rules change for

I can choose appropriate shot placement and tactics to win a point.

		<p><b>Striking and fielding Games</b> I can hit a ball into a space to gain points</p> <p>I can show different ways of hitting, throwing and striking a ball.</p> <p>I can play as a fielder and get the ball back.</p>	<p><b>Striking and fielding Games</b> I can send a ball using a bat.</p> <p>I can play as a fielder and pass a ball back to the bowler.</p> <p>I can strike a ball in varying directions.</p>	<p><b>Striking and fielding Games</b> I can use equipment with increased control and technically accurate.</p> <p>I can understand how stance effects to result of a game.</p> <p>I can apply overarm and underarm throwing accurately</p> <p>I can chip and put a ball..</p> <p>I can strike with intent</p> <p>I can stop a ball using long barrier</p>	<p><b>Striking and fielding Games</b> I can stop and retrieve a ball efficiently, using catching and log barrier.</p> <p>I can strike a ball at different angles and speeds; understanding the impact on the balls final placement</p> <p>I can develop bowling as well as other specific roles. (backstop, fielder)</p>	<p><b>Striking and fielding Games</b> I can understand and demonstrate different bowling techniques</p> <p>I can understand and different batting tactics.</p> <p>I can understand and develop fielding tactics and positions.</p> <p>I can begin to understand rules and umpiring.</p>	<p><b>Striking and fielding Games</b> I can apply different physical and cognitive skills when batting and fielding to score runs.</p> <p>I can change attacking and defending tactics to suit the changing game.</p> <p>I can consistently follow the rules of the game and understand how shots impact on the game.</p>
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