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| Our Lady’s RC Primary School, A Voluntary Academy  **Subject statement of intent for PE**: At Our Lady & St Paul’s it is our intent to deliver a high-quality physical education programme enabling children to become physically confident in a way which supports their health and fitness. We aim to provide a curriculum that inspires our children to succeed and excel in competitive sport and physically demanding activities. We believe that opportunities to represent our school in sporting competitions and activities will help build character and develop sportsmanship and respect. Our lessons are carefully planned to develop the core skills (agility, balance, co-ordination) that will enable our children to enjoy activity and feel confident in being active in a way which supports their health and fitness. | | | |
| Statutory Requirements | KS1 | LKS2 | UKS2 |
| *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 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* | |
| Games | I show control when rolling a ball.  I can hit a ball with control, using appropriate equipment  I can run with control  I can jump with control  I can catch a ball / moving object  I can kick with control  I understand the terms ‘opponent’ and ‘team mate’  I can develop basic tactics for small team games  I can lead others in small game situations  I can set myself targets to improve my performance | I can throw and catch various objects / balls with control and accuracy.  I follow rules of games and play fairly  I can maintain possession of a ball  I can pass to teammates when they are in space.  I can strike a ball and field with control  I can choose appropriate tactics to win a game  I can plan, perform and repeat sequences  I remain aware of changing position causes problems for the opposition  I am an effective team member  I can lead a team effectively | I can choose and combine techniques in games  I can work alone or with team mates in order to gain points or possession I can strike a bowled or volleyed ball with some accuracy  I can choose appropriate tactics for a game  I uphold the spirit of fair play and respect in all competitive situations  I can strike a bowled or volleyed ball with increasing accuracy  I can use forehand and backhand strokes in racket  I can field, defend and attack tactically by anticipating the direction of play  I can lead others when called upon. I am a good role model to others |
| Dance | I can move with control and co-ordination  I can link two or more actions in a sequence  I can copy and remember moves and positions  I can choose appropriate movements to communicate mood / feelings / ideas | I can refine movements into sequences  I can change speed and level within a performance  I can develop suppleness through stretching  I can plan, perform and repeat sequences  I can move in a clear, fluent and expressive manner  I can create dances and movements that convey a clear idea  I can develop physical strength by practicing moves | I can compose creative and imaginative dance sequences  I can express an idea in original and imaginative ways  I can perform expressively and hold a precise and strong body posture  I can create and perform complex sequences  I can perform with high energy, slow grace or other themes and maintain this throughout a performance  I can perform complex moves that combine strength and stamina gained through gymnastics, (eg: cartwheels and handstands) |
| Gymnastics | I can move with some control and awareness of space  I can link two or more actions to make a sequence  I can show contrasts (eg: small / tall, straight / curved, wide / narrow  I can climb safely on low level equipment  I can stretch and curl to develop flexibility  I can jump in a variety of ways and land with some control and balance  I can copy and remember actions  I can travel by rolling forwards, backwards and sideways  I can hold a position whilst balancing on different points of my body  I can climb safely on large equipment  I can stretch and curl to develop increasing flexibility  I can jump in a variety of ways and land with increasing control and balance | I can refine movements into sequences  I can show changes of direction, speed and level during a performance  I can swing and hang from equipment safely using hands  I can plan, perform and repeat sequences  I can move in a clear, fluent and expressive manner  I can travel in a variety of ways (eg: flight by transferring weight to generate power in movement) | I understand centre and gravity and can use this to create interesting body shapes  I can create complex and well executed sequences that include a range of movements: -travelling -balances -swinging -bending -stretching –twisting  -gestures -linking shapes  I can link sequences of movements effectively  I can practice and refine gymnastic techniques  I demonstrate good Kinaesthetic awareness  I can create complex and well executed sequences that include a range of movements: -springing -flight -vaults -inversions -rotations -hold shapes that are strong, fluent and expressive.  I can vary speed, direction, level and body rotation during floor performances  I can practice and refine the gymnastic techniques listed above  I can use equipment to vault and to swing, remaining upright. |
| Athletics | I can run with control  I can jump with control  I can set myself targets to improve my performance | I can sprint over a short distance up to 60m  I can use a range of throwing techniques  I can compete with others  I can improve personal best performances  I can run over a longer distance, conserving energy to sustain performance  I can throw with accuracy to hit a target or cover a distance  I can jump in a number of ways, using a run up if appropriate  I can compete with others and aim to improve personal best performances | I can combine sprinting with low hurdles over 60m  I can throw accurately and refine performance by analysing technique and body shape  I can compete with others and keep track of personal best performances, setting targets for improvement  I can choose the best place for running over a variety of distances I show control in take-off and landing when jumping  I compete with others and keep track of personal best performances, setting challenging targets for improvement |
| Swimming |  | *Year 4 - I can swim between 25 and 50m unaided*  *Rescue in different water based situations*  *I can use breaststroke, front crawl and backstroke, ensuring that breathing is correct* |  |
| Evaluating |  | With help, I can recognise how performances could be improved  I can explain how my work is similar and different from that of others.  I can use my observations to improve my work | I can compare and comment on skills, techniques and ideas that I and others have used. I can modify use of skills or techniques to improve my work  I can analyse and explain why I have used specific skills or techniques. I can create my own success criteria for evaluating. |
| Outdoor Learning/Adventurous Activities |  | I use strong listening skills.  I can use simple maps.  I can start to think activities through and problem solve.  I can choose and apply strategies to solve problems with support.  I can discuss and work with others in a group.  I can demonstrates an understanding of how to stay safe. | I can develop strong listening skills.  I can use and interpret simple maps. I can think activities through and problem solve using general knowledge.  I can choose and apply strategies to solve problems with support  I can discuss and work with others in a group.  I can demonstrate an understanding of how to stay safe. |