

# Christopher Reeves PE overview

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>DANCE</b>	<p>To copy steps and actions with some control and coordination</p> <p>To link individual and whole body movements together</p> <p>To watch others work and choose actions</p> <p>To recognise how to move in space</p> <p>To talk about ways to keep healthy</p>	<ul style="list-style-type: none"> <li>To copy and explore basic body patterns and movements</li> <li>To remember simple dance steps and perform them in a controlled manner, beginning to link moves together</li> <li>To choose a variety of actions and link them with sounds and music</li> <li>To describe and discuss others work</li> </ul>	<ul style="list-style-type: none"> <li>To perform with control and coordination</li> <li>To respond imaginatively to a variety of stimuli</li> <li>To vary the dynamics, levels, speed and direction of my phrase/motif</li> <li>To discuss my own and others work with simple vocabulary</li> </ul>	<p>To improvise freely on my own and with a partner to create dance patterns</p> <p>To create partnered dances that reflect the dancing style and key components of dance</p> <p>To translate ideas from a variety of stimuli into movement</p> <p>To perform a dance with rhythm and expression</p> <p>To compare, develop and adapt movement motifs to create longer dances</p> <p>To perform in front of others with confidence</p> <p>To use dance vocabulary to compare and evaluate to help improve my work</p>	<ul style="list-style-type: none"> <li>To improvise freely on my own and with a partner to create dance patterns</li> <li>To create partnered dances that reflect the dancing style and key components of dance</li> <li>To translate ideas from a variety of stimuli into movement</li> <li>To perform a dance with rhythm and expression</li> <li>To compare, develop and adapt movement motifs to create longer dances</li> <li>To perform in front of others with confidence</li> <li>To use dance vocabulary to compare and evaluate to help improve my work</li> </ul>	<p>To demonstrate precision, control and fluency in response to stimuli</p> <p>To create partnered and individual dances that reflect the dancing style and key components of dance</p> <p>To vary dynamics and develop actions with a partner of as part of a group</p> <p>To link phrases and motifs to create a wide performance</p> <p>To continually demonstrate rhythm and spatial awareness</p> <p>To modify my performance and that of others – analyse and evaluate</p> <p>To use dance vocabulary to compare and evaluate to help improve my work</p>	<p>To demonstrate precision, control and fluency in response to stimuli</p> <p>To create partnered and individual dances that reflect the dancing style and key components of dance</p> <p>To vary dynamics and develop actions with a partner of as part of a group</p> <p>To link phrases and motifs to create a wide performance</p> <p>To continually demonstrate rhythm and spatial awareness</p> <p>To modify my performance and that of others – analyse and evaluate</p> <p>To use dance vocabulary to compare and evaluate to help improve my work</p>
<b>GYMNASTICS</b>	<p>To copy individual and whole body movements with some control and coordination</p> <p>To link individual and whole body movements together</p> <p>I can watch others work</p> <p>I can recognise and negotiate space and I can handle small and /or low apparatus safely</p>	<p>To copy and explore basic gymnastics actions with some control and coordination</p> <p>To select and link basic gymnastics actions together</p> <p>To perform a simple sequence of movements, linking them together</p> <p>To watch and discuss my own work and others work</p>	<p>To copy, remember, explore and repeat a variety of basic gymnastics actions with control and coordination</p> <p>To select and link basic gymnastics actions into fluent short movement phrases</p> <p>To perform a variety of gymnastics actions to make a sequence</p> <p>To identify and describe the difference between my own and others work</p>	<p>To copy, remember, explore and repeat gymnastics actions with consistent control, coordination, quality and clarity. Movements to include: jumping, travelling, balancing, shape</p> <p>To select and link gymnastics actions fluently into longer movement phrases</p> <p>To apply basic compositional ideas to create a sequence of different movements including using counterbalances</p> <p>To describe my own and others work, noting similarities and differences</p> <p>I can make suggestions for improvements</p>	<p>To copy, remember, explore and repeat gymnastics actions with consistent control, coordination, quality and clarity. Movements to include: jumping, travelling, balancing, shape</p> <p>To select and link gymnastics actions fluently into longer movement phrases</p> <p>To apply basic compositional ideas to create a sequence of different movements including using counterbalances</p> <p>To describe my own and others work, noting similarities and differences</p> <p>I can make suggestions for improvements</p>	<p>To copy, remember, explore and repeat increasingly complex gymnastics actions with consistent control, coordination, quality and clarity. Movements to include: jumping, travelling, balancing, shape</p> <p>To select and link increasingly complex gymnastics actions fluently into individual, pair or group sequences</p> <p>I can apply a variety of compositional ideas to create a sequence of different movements, including using counterbalances and movements in canon and in unison</p> <p>To identify and act upon criteria to refine, improve and modify gymnastics actions and sequences</p>	<ul style="list-style-type: none"> <li>To copy, remember, explore and repeat increasingly complex gymnastics actions with consistent control, coordination, quality and clarity. Movements to include: jumping, travelling, balancing, shape</li> <li>To select and link increasingly complex gymnastics actions fluently into individual, pair or group sequences</li> <li>I can apply a variety of compositional ideas to create a sequence of different movements, including using counterbalances and movements in canon and in unison</li> <li>To identify and act upon criteria to refine, improve and modify gymnastics actions and sequences</li> </ul>
<b>GAMES</b>	<p>To stop a ball with some control</p> <p>To send a ball in the direction of another person</p> <p>To control a ball on my own</p> <p>To safely move with a ball in space</p>	<p>To stop a ball with basic control</p> <p>To send a ball in the direction of another person and collect a ball</p> <p>To take part in sending and receiving activities with a partner</p> <p>To travel in a variety of ways including: running, jumping.</p> <p>To begin to perform a range of throws</p> <p>To receive a ball with basic control to begin to develop hand-eye coordination</p> <p>To participate in simple games</p>	<p>To stop, catch and strike a ball with control and accuracy and increasing confidence in a range of ways</p> <p>To pass a ball to someone else and receive a ball when moving</p> <p>To take part in conditioned games with opponents using simple tactics appropriately</p> <p>To begin to apply and combine a variety of skills (to a game situation)</p> <p>To begin to develop strong spatial awareness and the importance of rules in games</p> <p>To begin to develop an understanding of attacking and defending</p>	<p>To control, strike and catch a ball whilst moving and keep possession with accuracy and coordination</p> <p>To show confidence in using ball skills in various ways and can link these together <i>e.g., dribbling, bouncing, kicking</i></p> <p>To use running, jumping, throwing and catching in isolation and combination</p> <p>To accurately pass to someone else and to be aware of space and how to use it</p> <p>To understand and choose simple tactics for sending, attacking and defending</p> <p>To begin to influence the conditioned games with opponents, beginning to communicate with others during game situations</p>	<p>To control, strike and catch a ball whilst moving and keep possession with accuracy and coordination</p> <p>To show confidence in using ball skills in various ways and can link these together <i>e.g., dribbling, bouncing, kicking</i></p> <p>To use running, jumping, throwing and catching in isolation and combination</p> <p>To accurately pass to someone else and to be aware of space and how to use it</p> <p>To understand and choose simple tactics for sending, attacking and defending</p> <p>To begin to influence the conditioned games with opponents, beginning to communicate with others during game situations</p>	<p>To use running, jumping, throwing and catching in isolation and combination</p> <p>To move with a ball in opposed situations, keeping possession and understand how to attack and defend in a small sided game</p> <p>To take part in a conditioned game with a strong understanding of tactics and rules and use this to help improve performance</p> <p>Can create their own games using knowledge and skills, modifying them where appropriate</p> <p>Can make suggestions as to what resources can be used to differentiate a game</p>	<p>To use running, jumping, throwing and catching in isolation and combination</p> <p>To move with a ball in opposed situations, keeping possession and understand how to attack and defend in a small sided game</p> <p>To take part in a conditioned game with a strong understanding of tactics and rules and use this to help improve performance</p> <p>Can create their own games using knowledge and skills, modifying them where appropriate</p> <p>Can make suggestions as to what resources can be used to differentiate a game</p>

				To describe and evaluate my own performance and that of others and can make suggestions as to what resources can be used to differentiate a game	To describe and evaluate my own performance and that of others and can make suggestions as to what resources can be used to differentiate a game		
<b>ATHLETICS</b>	<p>To run at different speeds</p> <p>To jump from a standing position</p> <p>To perform a variety of throws with basic control</p>	<p>To change speed and direction whilst running</p> <p>To jump from a standing position with accuracy</p> <p>To perform a variety of throws with control and coordination (<i>preparation for shot put and javelin</i>)</p> <p>To use equipment safely</p>	<p>To change speed and direction whilst running</p> <p>To jump from a standing position with accuracy</p> <p>To perform a variety of throws with control and coordination (<i>preparation for shot put and javelin</i>)</p> <p>To use equipment safely</p>	<p>To run at a speed appropriate to the distance run and to run in different directions, using a good technique</p> <p>To demonstrate a range of throwing actions using a variety of objects</p> <p>To throw safely, demonstrating accuracy and power</p> <p>To jump accurately from a standing position</p> <p>To be able to take a running jump using appropriate speed and technique, landing safely</p>	<ul style="list-style-type: none"> <li>● To run at a speed appropriate to the distance run and to run in different directions, using a good technique</li> <li>● To demonstrate a range of throwing actions using a variety of objects</li> <li>● To throw safely, demonstrating accuracy and power</li> <li>● To jump accurately from a standing position</li> <li>● To be able to take a running jump using appropriate speed and technique, landing safely</li> </ul>	<p>To improve stamina and sustain different running techniques and at different speeds in a variety of athletic events</p> <p>To develop the ability to run over a longer distance - stamina</p> <p>To throw a variety of objects with increasing accuracy, precision and power</p> <p>To understand what technique is most effective when jumping for distance, exploring different footwork patterns when taking a running jump, landing safely</p> <p>To identify and explain what makes a good athletic performance</p>	<p>To improve stamina and sustain different running techniques and at different speeds in a variety of athletic events</p> <p>To develop the ability to run over a longer distance - stamina</p> <p>To throw a variety of objects with increasing accuracy, precision and power</p> <p>To understand what technique is most effective when jumping for distance, exploring different footwork patterns when taking a running jump, landing safely</p> <p>To identify and explain what makes a good athletic performance</p>
<b>HEALTHY LIFESTYLES</b>	<p>To talk about ways to keep healthy</p>	<p>To safely perform teacher led warm-ups</p> <p>To talk about exercising and short term effects of exercise</p>	<p>To understand the need for a warm up and cool down</p> <p>To recognise what is happening to my body during exercise</p> <p>To understand about exercising and the short term effects of exercise</p>	<p>To understand how to work safely</p> <p>To recognise changes in my body during exercise and PE</p> <p>To give reasons why PE and exercise is good for my health</p> <p>To talk about why it is important to warm up and cool down and lead a partner through a short warm up routine</p> <p>To recognise a change in heart rate, temperature and breathing during exercise</p>	<ul style="list-style-type: none"> <li>● To understand how to work safely</li> <li>● To recognise changes in my body during exercise and PE</li> <li>● To give reasons why PE and exercise is good for my health</li> <li>● To talk about why it is important to warm up and cool down and lead a partner through a short warm up routine</li> <li>● To recognise a change in heart rate, temperature and breathing during exercise</li> </ul>	<p>To organise myself to warm up and cool down safely</p> <p>To describe the effects of exercise on the body</p> <p>To understand and use the principles of exercise activities for warming up and cooling down</p> <p>To recognise and give reasons why PE and exercise of good for health</p>	<p>To organise myself to warm up and cool down safely</p> <p>To describe the effects of exercise on the body</p> <p>To understand and use the principles of exercise activities for warming up and cooling down</p> <p>To recognise and give reasons why PE and exercise of good for health</p>

SWIMMING

**BEGINNERS**  
Stroke Development  
 ● To move around the pool independently  
 ● To float with the use of aids  
 ● To travel on my front and back with aids  
 ● To travel on my front and back without aids  
 ● To travel 10 metres on my front and back without aids  
Confidence and Skill Development  
 To blow bubbles  
 To submerge my whole head  
 To float without aids  
 To push and glide  
 To jump into the water

**IMPROVERS**  
Stroke Development  
 To understand how to achieve a stream-lined body position  
 To swim 1 stroke with good technique over at least 10 metres  
 To swim 2 strokes with good technique over at least 10 metres  
 To swim 3 strokes with good technique over at least 10 metres  
 To swim 25 metres competently and proficiently using at least 1 stroke  
Confidence and Skill Development  
 To push and glide  
 To submerge to pick an object off the bottom of the pool  
 To be able to combine different floating shapes  
 To be able to perform a sculling action  
 To be able to jump into deep water

**ADVANCED**  
Stroke Development  
 To understand the importance of a stream-lined body position  
 To swim 1 stroke with a controlled and efficient technique  
 To swim 2 strokes with a controlled and efficient technique  
 To swim 3 strokes with a controlled and efficient technique  
 To swim at least 25 metres using front crawl, backstroke and breaststroke  
Confidence and Skill Development  
 To be able to tread water  
 To be able to perform a sculling action  
 To demonstrate surface dives  
 To demonstrate a range of safe entry techniques  
 To be able to identify areas of good technique and areas of improvement

TOP-UP Swimming (using the PE funding)

Children receive swimming lessons in Year 3 as part of the National Curriculum expectations for PE

Children will be identified using the criteria from Year 3 and the progression of skills in swimming and put into appropriate groups to help them achieve the level of swimming for forward by the National Curriculum

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