

**EYFS Knowledge:**

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects.

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for PE within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for PE.

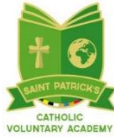
The most relevant statements for PE are taken from the following areas of learning:

- Personal, Social and Emotional Development
- Physical Development
- Expressive Arts and Design

**Physical Education**

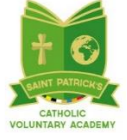
**EYFS**

Three and Four-Year-Olds	Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.</li> <li>• Increasingly follow rules, understanding why they are important.</li> <li>• Remember rules without needing an adult to remind them.</li> </ul>	
	Physical Development	<ul style="list-style-type: none"> <li>• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>• Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>• Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>• Increasingly able to use and remember sequences and patterns of music that are related to music and rhythm.</li> <li>• Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</li> <li>• Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</li> <li>• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> <li>• Show a preference for a dominant hand.</li> <li>• Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.</li> </ul>	
	Expressive Arts and Design	<ul style="list-style-type: none"> <li>• Respond to what they have heard, expressing their thoughts and feelings.</li> </ul>	
	Reception	Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>• Manage their own needs. -personal hygiene</li> <li>• Know and talk about the different factors that support overall health and wellbeing: -regular physical activity</li> </ul>
		Physical Development	<ul style="list-style-type: none"> <li>• Revise and refine the fundamental movement skills they have already acquired:                             <ul style="list-style-type: none"> <li>- rolling</li> <li>- running</li> <li>- crawling</li> <li>- hopping</li> <li>- walking</li> <li>- skipping</li> <li>- jumping</li> <li>- climbing</li> </ul> </li> <li>• Progress towards a more fluent style of moving, with developing control and grace.</li> <li>• Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Combine different movements with ease and fluency.</li> <li>• Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.</li> <li>• Develop overall body strength, balance, coordination and agility.</li> </ul>
		Expressive Arts and Design	<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> </ul>
	ELG	Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>• Managing Self                             <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing.</li> </ul> </li> </ul>
			<ul style="list-style-type: none"> <li>• Building Relationships                             <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> </ul> </li> </ul>
		Physical Development	<ul style="list-style-type: none"> <li>• Gross Motor Skills                             <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> </li> </ul>
		Expressive Arts and Design	<ul style="list-style-type: none"> <li>• Being Imaginative and Expressive                             <ul style="list-style-type: none"> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul> </li> </ul>

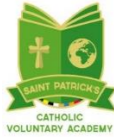


# St Patrick's Catholic Voluntary Academy

## Physical Education Content Subject Organiser and End Points:



Yearly		<b>Dance</b> <i>(Exploration and Creation and Performance of Dance; Understanding and Appreciation of Dance)</i>	<b>Gymnastics</b> <i>(Movement; Understanding and Appreciation of Gymnastics)</i>	<b>Outdoor &amp; Adventure Activities</b> <i>(Walking; Orienteering, Outdoor Challenges; Understanding and Appreciation of O&amp;A)</i>	<b>Athletics</b> <i>(Running; Jumping; Throwing; Understanding and Appreciation of Athletics)</i>	<b>Games</b> <i>(Sending, Receiving and Traveling; Creating and Playing Games; Understanding and Appreciation of Games)</i>
FS2	<b>EF First PE</b>					<ul style="list-style-type: none"> <li>To learn how to move safely.</li> <li>To explore how to move around in a space.</li> <li>To pat or push the balloon.</li> <li>To pat a balloon to a friend.</li> <li>To move a ball in different ways.</li> <li>To learn how to throw and catch.</li> </ul>
	<b>Jungle Dance (Odd Year)</b> <b>Word Moves Dance (Even Year)</b>	<ul style="list-style-type: none"> <li>To use a space as I move in time to the music.</li> <li>To learn and perform dance movements.</li> <li>To perform dance movements in time to the music.</li> <li>To begin a dance sequence.</li> <li>To experiment with performing actions at different levels.</li> <li>To experiment with moving in different ways, Inc. big and small movements and through the space.</li> <li>To experiment with moving at different speeds and in different directions.</li> <li>To show expressions as I dance.</li> <li>To show an end to my dance.</li> </ul>				
	<b>Pirate Fitness</b>			<ul style="list-style-type: none"> <li>To balance on different parts of my body.</li> <li>To exercise for 40 seconds without stopping.</li> <li>To keep my balance whilst moving.</li> <li>To perform different exercises that makes your heart beat faster.</li> <li>To change direction and position of my body.</li> <li>To coordinate different parts of my body to work at the same time.</li> <li>To keep control when moving with equipment e.g. dribbling.</li> <li>To throw, kick or catch a ball successfully.</li> <li>To record a score and to try and beat it.</li> </ul>		
	<b>Gymnastics</b>		<ul style="list-style-type: none"> <li>To perform basic gymnastic shapes.</li> <li>To explore moving in different ways.</li> <li>To perform basic jumps.</li> <li>To jump off equipment and land safely.</li> <li>To perform different rolls.</li> </ul>			
	<b>EY Multiskills</b>		<ul style="list-style-type: none"> <li>To develop balancing skills.</li> <li>To develop balancing skills on equipment.</li> <li>To develop agility skills.</li> <li>To develop co-ordination skills.</li> <li>To explore different ways to move around.</li> </ul>			
	<b>Ball Skills Enjoy a Ball</b>					<ul style="list-style-type: none"> <li>To negotiate space and obstacles safely.</li> <li>To move a ball with my feet.</li> <li>To move in different ways energetically.</li> <li>To aim at a target with my ball.</li> <li>To score a point for my team.</li> <li>To kick, hit or throw a ball to score a point.</li> </ul>
	<b>EY Athletics</b>				<ul style="list-style-type: none"> <li>To work as a team.</li> <li>To negotiate space and obstacles safely with consideration for others.</li> <li>To move energetically, running, jumping, hopping and skipping.</li> <li>To throw with some coordination.</li> <li>To race in different ways.</li> </ul>	

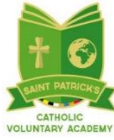


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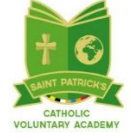
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<b>FS/ Y1</b>	<b>Multi Skills</b>		<p>To develop balancing skills.</p> <p>To develop balancing skills on equipment.</p> <p>To negotiate space and obstacles safely, with consideration for themselves and others, developing agility skills.</p> <p>To develop balancing skills using equipment.</p> <p>To develop strength, balance and co-ordination skills.</p> <p>To move in different ways. e.g. running, jumping, hopping and skipping.</p>			
	<b>Jungle Dance (Odd Year)</b> <b>Word Moves Dance (Even Year)</b>	<p>To use a space as I move in time to the music.</p> <p>To learn and perform dance movements.</p> <p>To perform dance movements in time to the music.</p> <p>To begin a dance sequence.</p> <p>To experiment with performing actions at different levels.</p> <p>To experiment with moving in different ways, Inc. big and small movements and through the space.</p> <p>To experiment with moving at different speeds and in different directions.</p> <p>To show expressions as I dance.</p> <p>To show an end to my dance.</p>				
	<b>Pirate Fitness</b>			<p>To balance on different parts of my body.</p> <p>To exercise for 40 seconds without stopping.</p> <p>To keep my balance whilst moving.</p> <p>To perform different exercises that makes your heart beat faster.</p> <p>To change direction and position of my body.</p> <p>To coordinate different parts of my body to work at the same time.</p> <p>To keep control when moving with equipment e.g. dribbling.</p> <p>To throw, kick or catch a ball successfully.</p> <p>To record a score and to try and beat it.</p>		
	<b>Gymnastics</b>		<p>To perform basic gymnastic shapes.</p> <p>To perform a Rocket, Star and Moon jump.</p> <p>To perform a variety of different rolls.</p> <p>To perform a Bunny Hop.</p> <p>To perform shapes, balances and jumps using various apparatus.</p>			
	<b>Ball Skills</b>					<p>To stop a ball using my feet.</p> <p>To pass a ball using my feet.</p> <p>To dribble a ball with my feet.</p> <p>To roll a ball at a target.</p> <p>To throw and catch a ball underarm.</p> <p>To pass a ball in a game situation, e.g. underarm, through a bounce pass.</p> <p>To use my ball skills in a game situation, including moving with a ball in my hand and to run past a defender to score.</p>
	<b>Athletics</b>				<p>To negotiate space and obstacles safely; with consideration for themselves and others.</p> <p>To demonstrate strength, balance and co-ordination.</p> <p>To move energetically, running, jumping, hopping and skipping.</p> <p>To show a preference for a dominant hand.</p> <p>To experiment with different ways of moving.</p> <p>To travel with confidence and skills over, under, around, through balancing and climbing equipment.</p>	

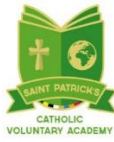


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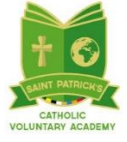
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Y1/Y2	<b>KS1 Multi Skills</b>		<p>To balance along a line with equipment on my head. To balance on equipment. To experiment with changing direction whilst moving. To keep control of a ball whilst moving. To pass an object to a target by rolling, throwing, kicking and catching with accuracy and control. To change the direction and position of my body quickly.</p>			
	<b>Great Fire of London Dance (Odd Year)</b> <b>Winter Dance (Even Year)</b>	<p>To move in time to the music. To work with others to create a dance. To perform dance movements with fluency, co-ordination and control. To perform dance movements in time to the music, showing a variety of levels. To perform a variety of dance movements to travel when performing e.g. jumping, turning, gesturing. To use a story to inspire a dance performance e.g. The Great Fire of London.</p>				
	<b>Outdoor and Adventure Activities</b>			<p>To cooperate with a partner to overcome a challenge. To cooperate with a partner, giving clear instructions to complete a variety of different challenges. To experiment travelling in different directions, including North, South, East and West. To create my own instructions and grid for others to follow. To work in a group and talk about my answers.</p>		
	<b>Y1 Gymnastics</b>		<p>To perform basic gymnastic shapes. To perform a Rocket, Star and Moon jump. To perform a variety of different rolls. To perform a Bunny Hop. To perform shapes, balances and jumps using various apparatus.</p>			
	<b>Social Dodgeball</b>					<p>To stop a ball with control using your feet. To pass a ball using your feet. To dribble a ball using your feet. To roll a ball in different ways. To throw a ball underarm. To catch and pass a ball. To throw a ball to score. To move a ball with your hands. To throw a ball in different directions. To place a ball on the ground to score.</p>
	<b>Tennis</b>					<p>To throw and catch a ball. To bounce and catch a ball. To control a ball with a racket. To control a ball on the floor. To perform a forehand and backhand in floor tennis. To hit the ball.</p>
	<b>Athletics</b>				<p>To co-operate in and work as part of a team. To encourage my teammates. To walk and run looking forwards, pumping or swinging my arms fast. To run with balance and control using opposite arms and legs. To stand in the correct stance and throw an object accurately towards a target. To throw an object accurately towards a target, with height and/ or a distance run-up. To stand in the correct stance and throw an object accurately towards a target with some height and distance.</p>	



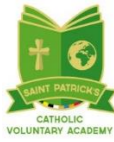
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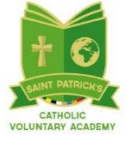
Yearly		<b>Dance</b> <i>(Exploration and Creation and Performance of Dance; Understanding and Appreciation of Dance)</i>	<b>Gymnastics</b> <i>(Movement; Understanding and Appreciation of Gymnastics)</i>	<b>Outdoor &amp; Adventure Activities</b> <i>(Walking; Orienteering, Outdoor Challenges; Understanding and Appreciation of O&amp;A)</i>	<b>Athletics</b> <i>(Running; Jumping; Throwing; Understanding and Appreciation of Athletics)</i>	<b>Games</b> <i>(Sending, Receiving and Traveling; Creating and Playing Games; Understanding and Appreciation of Games)</i>
Y2	<b>KS1 Multi Skills</b>		<p>To balance along a line with equipment on my head. To balance on equipment. To experiment with changing direction whilst moving. To keep control of a ball whilst moving. To pass an object to a target by rolling, throwing, kicking and catching with accuracy and control. To change the direction and position of my body quickly.</p>			
	<b>Great Fire of London Dance (Odd Year)</b> <b>Winter Dance (Even Year)</b>	<p>To move in time to the music. To work with others to create a dance. To perform dance movements with fluency, co-ordination and control. To perform dance movements in time to the music, showing a variety of levels. To perform a variety of dance movements to travel when performing e.g. jumping, turning, gesturing. To use a story to inspire a dance performance e.g. The Great Fire of London.</p>				
	<b>Outdoor and Adventure Activities</b>			<p>To cooperate with a partner to overcome a challenge. To cooperate with a partner, giving clear instructions to complete a variety of different challenges. To experiment travelling in different directions including, North, South, East and West. To use a compass to find North, South, East and West. To create my own instructions and grid for others to follow. To work in a group and talk about my answers.</p>		
	<b>Y2 Gymnastics</b>		<p>To perform basic gymnastic shapes. To perform a Rocket, Star and Moon jump. To perform a variety of different rolls. To perform a Bunny Hop. To perform shapes, balances and jumps using various apparatus.</p>			
	<b>Kwik Cricket</b>					<p>To roll and stop a ball. To throw underarm, and catch a ball. To throw over arm. To hit a ball. To apply learnt skills and take part in a batting and fielding game.</p>
	<b>Ball Games</b>					<p>To move into a space in a game. To pass the ball to someone else. To pass and move in a game. To follow an opponent. To try and win the ball in a game. To work together as a team to score.</p>
	<b>Athletics</b>				<p>To co-operate in and work as part of a team. To encourage my teammates. To walk and run looking forwards, pumping or swinging my arms fast. (FAST) To run with balance and control using opposite arms and legs. To stand in the correct stance and throw an object accurately towards a target. To throw an object accurately towards a target, with height and/ or a distance run-up. To perform a long jump with balance and control.</p>	



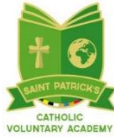


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Y3 – Y3/Y4	<b>Kick Cricket (Y3)</b>					<b>Kwik Cricket:</b> To roll and stop a ball. To throw underarm, and catch a ball. To bowl and throw underarm. To bowl overarm. To hit a ball. To apply the skills learnt in a game situation.		
	<b>Tennis (Y3/4)</b>					<b>Tennis:</b> To catch a ball whilst moving. To control the ball with a racket when moving. To hit the ball using a forehand/ back hand accurately. To apply the skills learnt in a game situation.		
	<b>Romans Dance (Odd Year)</b> <b>Egyptian Dance (Even Year)</b>	To use strength and energy when performing a dance. To collaborate to make a dance warm up. To respond imaginatively to a stimulus to create a dance. To cooperate and collaborate with my group to create a dance performance using a variety of movements. To move with control and fluency when showing different levels and directions when performing.						
	<b>Outdoor and Adventure Activities</b>			To collaborate with peers to achieve a task. To communicate in different ways. To create our own orienteering course. To work as part of a team.				
	<b>Fitness</b>			To beat my personal best. To improve my technique. To develop my strength. To keep my balance when performing exercises. To challenge myself.				
	<b>Gymnastics</b>		Travel in different ways. To perform a straight Jump with a turn. To perform a Teddy bear roll. To perform a Point and Patch balance sequence with body tension, control and some fluency. To perform matching and mirroring balances. To perform a Bunny Hop. To Bunny Hop onto various apparatus. To perform short sequences on the floor or apparatus, showing body control, tension and pointed toes.					
	<b>Quicksticks Hockey (Y3)</b> <b>Basketball (Y3 /4)</b>						<b>Quicksticks Hockey</b> To dribble a ball. To pass and receive a ball over a short distance. To pass a ball over a longer distance. To pass and receive a ball whilst moving. To tackle a player safely, keeping my stick to the floor when tackling. To hit a stationary ball to score a goal.	

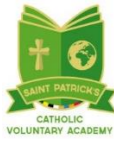


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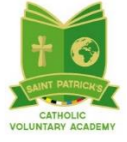


						<p><b>Basketball</b></p> <ul style="list-style-type: none"> <li>To move a ball around my body.</li> <li>To bounce the ball with some control using one hand.</li> <li>To dribble the ball keeping it at waist height, using my preferred hand.</li> <li>To pass and receive the ball in basketball, keeping my elbows in.</li> <li>To perform a stride and jump stop and pivot with some control.</li> <li>To work as part of a team to complete a mini-basketball game, embracing the rules, being gracious in victory and defeat.</li> </ul>	
	<b>Basketball (Y3)</b>					<p><b>Basketball</b></p> <ul style="list-style-type: none"> <li>To move the ball around my body with some control.</li> <li>To keep control of the ball.</li> <li>To dribble the ball with some control using one hand.</li> <li>To step forward with one foot when making a pass.</li> <li>To perform a stride stop with some control.</li> <li>To work as part of a team to complete a mini-basketball game playing by and accepting the rules.</li> </ul> <p><b>Football</b></p> <ul style="list-style-type: none"> <li>To stop a ball using the sole, inside and sometimes the outside of my feet.</li> <li>To pass the ball using the inside of my feet with accuracy.</li> <li>To dribble and turn with a ball using my feet and turn with some control.</li> <li>To make a standing tackle in a 1 v 1.</li> <li>To kick a ball past a goalkeeper to score a goal with some accuracy.</li> <li>To work as part of a team to compete in a small sided game, playing by and accepting the rules, competing fairly, being gracious in victory and defeat most of the time.</li> </ul>	
	<b>Football (Y3/4)</b>						
	<b>Athletics</b>				<ul style="list-style-type: none"> <li>To perform 'FAST' technique confidently when sprinting</li> <li>To throw a javelin/ vortex with height and distance</li> <li>To perform a hop, step and jump (standing triple jump)</li> <li>In warm ups develop running for distance increasing each lesson</li> <li>To pass a relay baton with control with a partner in adapted games</li> <li>To run and jump over hurdles with some speed and control</li> </ul>		
	<b>Swimming</b>						<ul style="list-style-type: none"> <li>To enter the pool safely by jumping in or sliding in on front. Exit the pool by the poolside steps or climbing out</li> <li>To be confident enough to be able to swim across the pool without stopping</li> <li>To begin to show breathing technique when performing various strokes with and without a float</li> <li>To swim competently and confidently across the pool using various strokes front crawl, breaststroke and backstroke</li> <li>To able to swim at least 25metres</li> <li>To perform safe self-rescue in water-based situations e.g. pyjama rescue, float aids in deep water etc.</li> </ul>



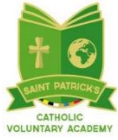
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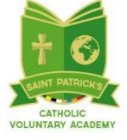
Yearly		<b>Dance</b> <i>(Exploration and Creation and Performance of Dance; Understanding and Appreciation of Dance)</i>	<b>Gymnastics</b> <i>(Movement; Understanding and Appreciation of Gymnastics)</i>	<b>Outdoor &amp; Adventure Activities</b> <i>(Walking; Orienteering, Outdoor Challenges; Understanding and Appreciation of O&amp;A)</i>	<b>Athletics</b> <i>(Running; Jumping; Throwing; Understanding and Appreciation of Athletics)</i>	<b>Games</b> <i>(Sending, Receiving and Traveling; Creating and Playing Games; Understanding and Appreciation of Games)</i>
Y4/5	<b>Quick sticks Hockey</b>					<p>To dribble the ball in different directions. To pass the ball with accuracy and move. To learn how to tackle to gain possession of the ball. To mark your opponent in a game of Quick sticks. To hit a moving ball into a goal from different angles with some success. To work as a team in different match situations/scenarios.</p>
	<b>Science Dance</b>	<p>To translate ideas from a stimulus into movement, showing precision, control and fluency. To perform at a variety of levels when dancing and use all of the space. To perform a variety of travelling movements with timing and some fluency. To dance in unison with a group showing good energy and timing movement patterns. To dance in canon with a group showing good energy and timing. To move with control and fluency when showing a variety of uses of energy and strength.</p>				
	<b>Outdoor &amp; Adventure Activities</b>			<p>To work as part of a team. To explore different ways in which I can communicate with others. To create my own orienteering course around the school.</p>		
	<b>Fitness</b>			<p>To challenge myself at each fitness station. To set and beat my personal best at, at least three stations. To work to improve my technique when coordinating my body parts in combination. To exercise for most of the duration at the fitness station. To support my own body weight showing good technique. To complete a circuit and repeat it and improve my technique and performance at each station.</p>		
	<b>Gymnastics</b>		<p>To perform jumps and a scissor kick with control and body tension. To perform a T-roll with control. To perform symmetrical and asymmetrical paired balances with body tension, control and some fluency. To perform an adapted cartwheel with straight legs. To perform a hurdle step with control and co-ordination. To perform a squat on, squat off onto a box top on my own from standing.</p>			
	<b>Netball</b>					<p>To pass a ball in a variety of ways with control. To perform a stop and pivot when receiving a ball with some control. To dodge into a space and attempt to receive a ball. To mark my player and stop them getting the ball. To place my hand under the ball and support it with the other when I shoot. To react quickly, keeping on my toes to receive the ball. To begin to react to snatch the ball in a 'toss up.'</p>



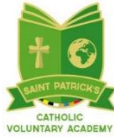


# St Patrick's Catholic Voluntary Academy

## Physical Education Content Subject Organiser and End Points:



	<b>Cricket</b>					<p>To roll and throw the ball over varying distances with control and accuracy, and stop the ball with two hands, one hand and a long barrier with some speed and efficiency.</p> <p>To bowl underarm against a batter with control and accuracy, hitting the wicket with success.</p> <p>To bowl overarm against a batter with control and accuracy hitting the wicket with some success.</p> <p>To hit a moving ball with control and some distance and accuracy.</p> <p>To show a variety of the batting and fielding skills I've learnt and work as part of a team, taking on a leadership role, encouraging and helping others.</p> <p>To work with my partner, I can play and embrace the rules, inspiring others with my fair play and I am always gracious in victory and defeat.</p>
	<b>Athletics</b>				<p>To react quickly and accelerate over short distances.</p> <p>To throw a javelin/ vortex/ tennis ball using correct stance rotating hips forward with good height and distance.</p> <p>To perform a variety of jumps (Long jump and triple jump) and measure for distance.</p> <p>To develop pace when running longer distance</p> <p>To pass a relay baton with control and timing in a pair change over.</p> <p>To run and jump over hurdles with fluency.</p>	

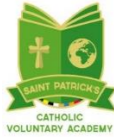


# St Patrick's Catholic Voluntary Academy

## Physical Education Content Subject Organiser and End Points:



Yearly		<b>Dance</b> <i>(Exploration and Creation and Performance of Dance; Understanding and Appreciation of Dance)</i>	<b>Gymnastics</b> <i>(Movement; Understanding and Appreciation of Gymnastics)</i>	<b>Outdoor &amp; Adventure Activities</b> <i>(Walking; Orienteering, Outdoor Challenges; Understanding and Appreciation of O&amp;A)</i>	<b>Athletics</b> <i>(Running; Jumping; Throwing; Understanding and Appreciation of Athletics)</i>	<b>Games</b> <i>(Sending, Receiving and Traveling; Creating and Playing Games; Understanding and Appreciation of Games)</i>
Y5/6- Y6	<b>Football</b>					<p><b>Football</b></p> <p>To stop the ball with the sole, inside and outside of my feet when moving,</p> <p>To play a longer pass off the ground with accuracy.</p> <p>To dribble a ball using my feet and perform a turn away from a defender.</p> <p>To show a good body position when defending in a 2 v 2.</p> <p>To kick a moving ball past a goalkeeper with accuracy.</p> <p>To evaluate and recognise success to help improve performance.</p>
	<p><b>World War 2 Dance (Odd Year)</b></p> <p><b>Eco Warrior Dance (Even Year)</b></p>	<p><b>WWII Dance:</b></p> <p>To co-operate to create a warm up displaying a variety of movement patterns moving in time to the music.</p> <p>To translate ideas from a stimulus into movement – showing, precision, control and fluency.</p> <p>To perform at a variety of levels when dancing and use all of the space.</p> <p>To perform a variety of travelling movements with timing and some fluency.</p> <p>To dance in unison with a group showing good energy and timing.</p> <p>To dance in canon with a group showing good energy and timing.</p> <p><b>Eco Warrior Dance:</b></p> <p>To dance in canon with a group showing good energy and timing.</p> <p>To move with control and fluency when showing a variety of uses of space.</p> <p>To move with control and fluency when showing a variety of uses of energy and strength.</p> <p>To translate ideas from a stimulus into movement showing, precision, control and fluency.</p> <p>To co-operate and collaborate to create a dance performance displaying a variety of movement patterns moving in time to the music.</p>				
	<b>Outdoor and Adventure Activities</b>			<p>To work as part of a team.</p> <p>To explore different ways in which I can communicate with others.</p> <p>To create my own orienteering course around the school.</p> <p>To take part in outdoor and adventurous activity challenges both individually and within a team.</p>		
	<b>Fitness</b>			<p>To challenge myself and try the harder challenges at each station.</p> <p>To set and show determination to beat my personal best at four stations.</p> <p>To improve my technique showing good coordination.</p> <p>To exercise for the whole timed period at each station.</p> <p>To complete more repetitions in the timed periods at each station.</p> <p>To work with a partner giving and receiving feedback to improve both our techniques and performance.</p>		

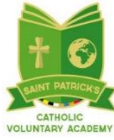


# St Patrick's Catholic Voluntary Academy

## Physical Education Content Subject Organiser and End Points:



<p><b>Gymnastics</b></p>		<p>To perform jumps and leaps with control, body tension and pointed toes.          To perform a T-roll and perform a side star roll with control.          To perform paired balances using counter balance and counter tension with control.          To move into and out of inverted skills with fluency and aesthetic appeal.          To perform squat on, squat off onto a box top on my own (with or without a springboard), from a run up.          To perform a vault/sequence, analyse and improve it.</p>			
<p><b>Netball/ Tennis</b></p>					<p><b>Netball:</b>          To pass a ball with precision and control.          To perform a stop and pivot when receiving a ball with control.          To dodge into a space and attempt to receive a ball.          To mark a player, stop them getting the ball and attempt to intercept the pass.          To shoot a ball into a net with success.          To react and attempt to receive the ball for a centre pass.          To react to snatch the ball in a 'toss up.'</p> <p><b>Tennis:</b>          To move with balance and control when hitting a ball.          To use the racket and bounce a ball with control when moving.          To hit a ball using forehand with control and accuracy.          To hit a ball using backhand with control and accuracy.          To serve overarm with some success.          To serve and rally in mini tennis with some control and accuracy.</p>
<p><b>Rounders/ Tag Rugby</b></p>					<p><b>Rounders:</b>          To throw the ball to others and make good decisions in a game situation (attempting to catch others out).          To perform a donkey drop and an underarm bowl/ with control.          To bat the ball with confidence and begin to hit it in different directions.          To field the ball using the run and scoop and throw to another player on my team.          To show a variety of the batting and fielding skills I've learnt and work as part of a team, encouraging and helping others.</p> <p><b>Tag Rugby:</b>          To tag a player using either hand when moving.          To choose a pathway to move with the ball with control past defenders.          To pass the ball backwards or sideways with control and accuracy (both sides of the body).          To pass the ball backwards or sideways with control and accuracy when moving (both sides of the body).          To choose the right time to pass and offer support to teammates.          To evaluate and recognise success to help improve performance.</p>
<p><b>Athletics</b></p>			<p>To accelerate quickly with speed and control in movement - to run 'FAST.'          To throw a javelin/ vortex/ shot put safely with accuracy and power.          To perform jumps for distance varying techniques to improve performance.          In a competitive game and begin to hit/ place a ball into a space.          To develop long distance running- learning to pace and show good technique.          To pass a relay baton in competitive situations.          To run and jump over hurdles with fluency and speed, improving time to achieve a personal best.</p>		



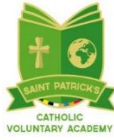
# St Patrick's Catholic Voluntary Academy

## Physical Education Content Subject Organiser and End Points:

### Assessment framework- Physical Education



By the end of FS2 children can...	<b>Working at ARE</b>
	<p><b>Dance:</b>  <b>Jungle Dance/ Word Moves:</b>  - move energetically, running, jumping, dancing, hopping, skipping around a space.  - move in time to the music.  - create the beginning of a dance.  - perform actions at different levels.  - move in different ways.  - move in different directions.  - show expression when dancing.  - show a clear ending to my dance.  - move through/ under a space with consideration for myself and others.  - move with big and small movements, demonstrating strength balance and coordination.  - move energetically (running, jumping, dancing, hopping, skipping and climbing) experimenting with different ways of moving quickly and slowly.  - negotiate space and obstacles successfully, adjusting speed and changing directions, considering themselves and others.</p>
	<p><b>Gymnastics:</b>  - perform basic gymnastic shapes.  - move in different ways, e.g. running, jumping, dancing, hopping, skipping and climbing.  - perform basic jumps.  - jump off equipment and land safely.  - perform different rolls.</p> <p><b>EY Multiskills:</b>  - demonstrate balancing skills.  - demonstrate balancing skills on equipment.  - demonstrate agility skills.  - demonstrate co-ordination skills.  - demonstrate strength balance and coordination  - show different ways of moving, negotiate space and obstacles safely; with consideration for themselves and others.</p>
	<p><b>Outdoor Adventure Activities</b>  <b>Pirate Fitness:</b>  - balance on one leg.  - balance and hold the position on my tummy in an arch shape.  - complete most exercises for up to 40 seconds.  - hop on one leg, then to the other, trying to keep my balance.  - jump from side to side, keeping my balance and feet together.  - perform the bridge position using my hands and feet, holding it in a strong shape.</p>
	<p><b>Athletics:</b>  - work in a team.  - move energetically (run, jump, hop, skip, climb), negotiating spaces and obstacles safely, with consideration for themselves and others.  - throw a beanbag with some co-ordination.  - demonstrate balance.  - demonstrate coordination.  - demonstrate strength.  - race in different ways in order to compete with others. (E.g. running race, bean bag balance, through the hoop, egg and spoon race, hop, skip and jump, obstacle race).  - swing my arms to help me jump further.</p>
	<p><b>Games:</b>  <b>First PE:</b>  - negotiate space and obstacles safely; with consideration for themselves and others.  - move energetically around a space in different ways, such as running, jumping, dancing, hopping, skipping and climbing.  - pat or push a balloon.  - pat a balloon to a partner.  - move a ball in different ways.  - throw and catch a ball with some accuracy.</p> <p><b>Enjoy a ball:</b>  - negotiate space and obstacles safely.  - move a ball with my feet.  - move in different ways energetically.  - aim at a target with my ball.  - score a point for my team by kicking a ball, hitting a ball or throwing a ball/ bean bag.</p>



# St Patrick's Catholic Voluntary Academy

## Physical Education Content Subject Organiser and End Points:



By the end of FS2/ Year 1, children can...

### Working at ARE

**Dance:****Jungle Dance/ Word Moves:**

- experiment with moving energetically in different ways e.g. running, jumping, dancing, hopping, skipping around a space.
- move in time to the music.
- create the beginning of a dance.
- perform actions at different levels.
- move in different ways, demonstrating strength, balance and coordination.
- move in different directions.
- show expression when dancing.
- show a clear ending to my dance.
- move through/ under a space with consideration for myself and others.
- move with big and small movements.
- experiment with moving quickly and slowly.

**Gymnastics:**

- perform a shape with a strong body and control with pointed toes.
- perform a jump with control and a strong body with pointed toes.
- perform a Tuck rock and Tuck roll with control, a strong body and pointed toes.
- balance on different parts of my body, keeping strong and pointing my toes.
- perform a bunny hop across a mat, keeping my hands flat and my arms straight.
- perform a sentence with control, a strong body and always show a good start and finishing shape.

**Multiskills:**

- balance along lines with equipment on my head, showing control when racing
- balance on equipment confidently whilst balancing objects on my head.
- change direction and position of my body quickly and with good control.
- move with equipment (dribbling) with good balance and control.
- roll, throw, kick and catch with accuracy and consistency.
- at speed, change direction and position of my body quickly with control.

**Outdoor Adventure Activities****Pirate Fitness:**

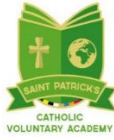
- perform the bridge position using my hands and feet, holding it in a strong shape.
- complete confidently all exercises for 40 seconds.
- jump from side to side, keeping my balance and my feet together.
- jog on the spot, perform star jumps at a steady pace and skip quickly for at least 40 seconds.
- perform the cycle action on my back, with co-ordination.
- count my score during all exercises and the next time, try and beat my score.

**Athletics:**

- co-operate and work as part of a team.
- walk and run looking forward.
- pump/ swing my arms fast when running.
- sometimes stand in the correct stance and throw an object.
- bend my knees and push off when jumping.
- stand in the correct stance and throw an object.
- co-operate and work as part of a team, encouraging others.

**Games:****Ball skills:**

- pass a ball using the inside of my feet with accuracy.
- dribble a ball using my feet in a variety of directions with control.
- roll a ball at a target with accuracy.
- underarm throw a ball at a target.
- catch a ball and begin to use this skill in a game situation.
- bounce a ball with control when moving.
- move in a variety of directions with a ball in my hands.
- throw a ball in different directions with control and accuracy.
- run past a defender to score.



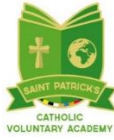
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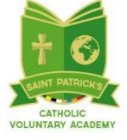
By the end of Year 1/ 2, children can...	<b>Working at ARE</b>
	<p><b>Dance:</b></p> <ul style="list-style-type: none"> <li>- listen to the beat of the music/ tambourine and move in time, showing expression with my actions.</li> <li>- cooperate with my group ensuring we work as a team.</li> <li>- perform dance movement in time to the music showing a variety of levels.</li> <li>- perform dance movements showing fluency, control and co-ordination.</li> <li>- respond imaginatively to a story and explore movements.</li> <li>- perform a variety of dance movements to travel e.g. jumping, turning, gesturing, moving expressively.</li> </ul>
	<p><b>Gymnastics:</b></p> <p><b>Multi Skills:</b></p> <ul style="list-style-type: none"> <li>- balance along lines with equipment on my head and show control when racing.</li> <li>- balance on equipment with good control whilst balancing objects on my head.</li> <li>- change direction and position of my body quickly with good balance and control.</li> <li>- move with equipment (dribbling) with speed, with good control, balance and co-ordination.</li> <li>- consistently roll, throw, kick and catch a ball with good co-ordination, control and accuracy.</li> <li>- at speed change direction and position of my body when running quickly with good control.</li> </ul> <p><b>Gymnastics:</b></p> <ul style="list-style-type: none"> <li>- perform a shape with a strong body, control and pointed toes.</li> <li>- perform a jump with control, a strong body and pointed toes.</li> <li>- perform a Tuck rock, Tuck roll and Log roll with control, a strong body and pointed toes.</li> <li>- balance on different parts of my body, keeping a strong balance and pointing my toes.</li> <li>- perform a bunny hop across a mat, keeping my hands flat and my arms straight.</li> <li>- perform a sequence with control, a strong body and always show a good start and finishing shape.</li> </ul>
	<p><b>Outdoor Adventure Activities:</b></p> <ul style="list-style-type: none"> <li>- co-operate and encourage my partner to complete a task.</li> <li>- co-operate with various partners and give them a variety of instructions.</li> <li>- use the treasure map and know without the signs the directions of left, right, forwards, backwards.</li> <li>- make up my own grid and create instructions.</li> </ul>
	<p><b>Athletics:</b></p> <ul style="list-style-type: none"> <li>- always co-operate and work as part of a team, encouraging my teammates.</li> <li>- take on a leadership role to improve my team's performance as a mini coach.</li> <li>- pump/ swing my arms fast (hip to lip) when running, keeping my head still and body trunk upright.</li> <li>- stand in the correct stance and throw an object a good distance.</li> <li>- stand in the correct stance, leaning forward, swinging my arms and bending my knees to gain a good distance when jumping.</li> <li>- throw a ball accurately, with height and distance with a run up.</li> </ul>
	<p><b>Games:</b></p> <p><b>Social Dodge Ball</b></p> <ul style="list-style-type: none"> <li>- recognise that everyone is different and compete with myself; striving for a personal best.</li> <li>- communicate in a positive way verbally and visually with others during activities.</li> <li>- listen to others and compete in a positive manner in team situations, helping others in my team.</li> <li>- praise my teammates and others in a game situation and show good sportsmanship.</li> <li>- work well with others and always compete fairly against other teams.</li> <li>- play fairly, accept the rules and inspire others with my positive play and graciousness in victory or defeat.</li> </ul> <p><b>Tennis:</b></p> <ul style="list-style-type: none"> <li>- throw and catch a ball throwing it from one hand to the other with good control.</li> <li>- bounce and catch a ball from one hand to the other with good control.</li> <li>- balance a ball on my racket with good control.</li> <li>- push a ball on the floor with my racket on either side of my body showing good control and balance.</li> <li>- perform a forehand and backhand hit with control and accuracy.</li> <li>- hit a ball with control and accuracy.</li> </ul>



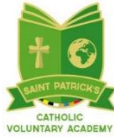


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## Physical Education Content Subject Organiser and End Points:



By the end of Year 2, children can...	<b>Working at ARE</b>
	<p><b>Dance:</b></p> <ul style="list-style-type: none"> <li>- listen to the beat of the music/ tambourine and move in time, showing expression with my actions.</li> <li>- cooperate with my group ensuring we work as a team.</li> <li>- perform dance movement in time to the music showing a variety of levels.</li> <li>- perform dance movements showing fluency, control and co-ordination.</li> <li>- respond imaginatively to a story and explore movements.</li> <li>- perform dance movements to travel when performing e.g. jumping, turning, gesturing, moving expressively.</li> </ul>
	<p><b>Gymnastics:</b></p> <p><b>Multi Skills:</b></p> <ul style="list-style-type: none"> <li>- balance along lines with equipment on my head and show control when racing.</li> <li>- balance on equipment with good control whilst balancing objects on my head.</li> <li>- change direction and position of my body quickly with good balance and control.</li> <li>- move with equipment (dribbling) with speed, with good control, balance and co-ordination.</li> <li>- roll, throw, kick and catch a ball with good co-ordination, control and accuracy.</li> <li>- at speed change direction and position of my body when running quickly with good control.</li> </ul> <p><b>Gymnastics:</b></p> <ul style="list-style-type: none"> <li>- perform a shape when moving on apparatus with a strong body, control and pointed toes.</li> <li>- perform jumps and travelling moves with good body tension and pointed toes.</li> <li>- perform a Dish/ Arch/ Star forward roll on my own with good control.</li> <li>- perform a balance sequence moving smoothly from one balance to the next with pointed toes.</li> <li>- perform bunny hops on and along an apparatus pointing my toes.</li> <li>- perform a sequence from the start to finish with good control, good body tension and pointed toes.</li> </ul>
	<p><b>Outdoor Adventure Activities:</b></p> <ul style="list-style-type: none"> <li>- co-operate and encourage my partner to complete a task.</li> <li>- co-operate with others and create my own obstacle course.</li> <li>- use co-ordinates on the map to travel North, South, East and West.</li> <li>- use a compass finding land marks using North, South, East and West.</li> </ul>
	<p><b>Athletics:</b></p> <ul style="list-style-type: none"> <li>- co-operate and work as part of a team, compete against others and can encourage my teammates.</li> <li>- pump/ swing my arms fast (hip to lip) when running, keeping my head still and body trunk upright.</li> <li>- stand in the correct stance and throw an object a good distance.</li> <li>- lean forward, swing my arms and bend my knees to gain a good distance when jumping.</li> <li>- stand in the correct stance and throw an object accurately towards a target with some height and distance.</li> </ul>
	<p><b>Games:</b></p> <p><b>Kwik Cricket:</b></p> <ul style="list-style-type: none"> <li>- roll the ball with control and accuracy, stopping the ball using two hands or one hand.</li> <li>- throw underarm and catch a ball with control and accuracy.</li> <li>- bowl underarm towards a target with control and some accuracy.</li> <li>- throw a ball with control and some accuracy.</li> <li>- hold the bat correctly and hit the ball off a tee with control and some accuracy.</li> <li>- take part in batting and fielding games showing and applying a variety of skills I have learnt, helping my team.</li> </ul> <p><b>Ball Games:</b></p> <ul style="list-style-type: none"> <li>- move quickly into spaces and receive the ball.</li> <li>- look up and pass a ball to someone in a space.</li> <li>- pass forward and move into a space to receive the ball.</li> <li>- follow an opponent in a game and often win the ball.</li> <li>- win the ball intercept a pass and keep possession of the ball for my team in a game situation.</li> </ul>

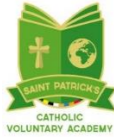


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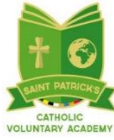
## Physical Education Content Subject Organiser and End Points:



By the end of Year 4, children can...	<b>Working at ARE</b>
	<p><b>Dance:</b></p> <ul style="list-style-type: none"> <li>- move with control and fluency when showing different levels, directions and pathways when performing.</li> <li>- dance in canon with a group and perform a range of movement patterns, showing good control, fluency and timing.</li> <li>- move with control when showing different uses of space when performing.</li> <li>- respond imaginatively to a stimulus and show a variety of movements with control.</li> <li>- move with control when showing different uses of energy and strength when performing.</li> <li>- always cooperate and collaborate with my group, listening to others and taking on a leadership role.</li> </ul>
	<p><b>Gymnastics:</b></p> <ul style="list-style-type: none"> <li>- travel with fluency, control and pointed toes and linking into my sequence.</li> <li>- perform a Teddy Bear roll on my own/ with a partner/ group showing precision, control and fluency.</li> <li>- perform complex matching and mirroring balances in a sequence with control, precision and fluency.</li> <li>- bunny hop onto apparatus with control.</li> <li>- perform a sequence in unison showing different levels, good body tension and control.</li> <li>- perform a sequence in unison using both the compulsory (straight jump with landing, stork balance, rocking x 3 to stand, straddle shape) and optional elements (forward roll, arabesque, Teddy Bear roll, Half turn, Full turn, Jumps, front support, cartwheel, elements of their own).</li> </ul>
	<p><b>Outdoor and Adventure Activities:</b></p> <p><b>OAA:</b></p> <ul style="list-style-type: none"> <li>- collaborate effectively with my peers, in a variety of ways to achieve a task.</li> <li>- communicate in a variety of ways.</li> <li>- create my own orienteering course.</li> <li>- work effectively as part of a team.</li> </ul> <p><b>Fitness:</b></p> <ul style="list-style-type: none"> <li>- beat my personal best on three or more stations.</li> <li>- improve my technique showing good co-ordination and control.</li> <li>- support my own body weight and perform the challenges at all stations.</li> <li>- keep my balance when performing forwards, backwards and side to side.</li> <li>- keep good control when performing each of the exercises.</li> <li>- challenge myself to work as fast as possible and to try the harder challenges at each station.</li> </ul>
	<p><b>Athletics:</b></p> <ul style="list-style-type: none"> <li>- pump/ swing my arms fast (hip to lip) when running, keep my head still and my body trunk upright.</li> <li>- react quickly and accelerate over short distances.</li> <li>- throw a javelin/ vortex while standing in the correct stance, rotating my hips forward.</li> <li>- perform a hop, step and jump with some control.</li> <li>- run over an obstacle/ hurdle with speed and control.</li> <li>- push a tennis ball/ netball/ basketball using the correct shot-put stance and rotating my hips forward.</li> <li>- pass a relay baton with control and timing.</li> </ul>
<p><b>Games:</b></p> <p><b>Kwick Cricket:</b></p> <ul style="list-style-type: none"> <li>- roll the ball over varying distances with control and accuracy, and stop the ball using two hands, one hand and a long barrier.</li> <li>- throw underarm over varying distances and catch a ball with control and accuracy.</li> <li>- bowl underarm with control and accuracy, hitting the wicket with some success.</li> <li>- bowl overarm with control and accuracy at various heights.</li> <li>- hold the bat correctly and hit a moving ball with control.</li> </ul> <p><b>Tennis:</b></p> <ul style="list-style-type: none"> <li>- move in a variety of directions with balance and control when catching a ball.</li> <li>- hit/ bounce a ball when moving.</li> <li>- hit a ball using a forehand with control and some accuracy.</li> <li>- hit a ball using a backhand with control and some accuracy.</li> </ul>	



- hit a ball to a target from a variety of distances with no bounce.
- rally in mini tennis 1v1 with some control and accuracy.
  
- Quicksticks Hockey:**
  - dribble the ball with good control always looking up.
  - push pass and receive the ball with accuracy and control.
  - pass the ball over a longer distance with good accuracy, power and control.
  - pass and receive the ball with accuracy and control, choosing the appropriate pass for short and long distances.
  - tackle a player keeping my stick on the floor; have a wide grip on the stick - keeping low to the ground.
  - hit a moving ball into a goal with some accuracy and control.
  - play and embrace the rules, inspiring others with my fair play and I am always gracious in victory and defeat.
  
- Basketball:**
  - move the ball around my body with good control using my fingertips and thumbs.
  - bounce the ball with control keeping it at waist height, using either my left or right hand.
  - dribble the ball keeping it at waist height, using either my left or right hand.
  - chest and bounce pass the ball using SEP (Step, Extend, Pass) and SEB (Step, Extend, Bounce).
  - perform a stride stop, jump stop and pivot with control.
  - play and embrace the rules, inspiring others with my fair play and I am always gracious in victory and defeat.
  
- Football:**
  - stop a ball using the sole, inside and outside of my feet.
  - demonstrate a variety of passes.
  - dribble a ball using my feet and turn with control.
  - sometimes show a good body position when defending a 1 v 1.
  - kick a moving ball past a goalkeeper with some accuracy.
  - play and embrace the rules, inspiring others with my fair play and I am always gracious in victory and defeat.
  
- Aquatics:**
  - enter the pool by jumping or diving (at the deep end) safely. Exit the pool by climbing out.
  - swim confidently using various strokes on the surface and under the water.
  - use advanced breathing techniques in all strokes.
  - swim competently and confidently using correct stroke techniques e.g. front crawl, breast stroke, backstroke and butterfly.
  - swim over 25m.
  - confidently perform safe self-rescue skills in deep water.

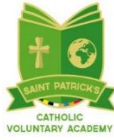


# St Patrick's Catholic Voluntary Academy

## Physical Education Content Subject Organiser and End Points:



By the end of Year 4/5, children can...	Working at ARE
	<p><b>Dance:</b></p> <ul style="list-style-type: none"> <li>- respond imaginatively to a stimulus and show a variety of movements with control.</li> <li>- move with control and fluency when showing different levels when performing.</li> <li>- move with control and fluency when showing different pathways when performing.</li> <li>- dance in unison with a partner/ group performing a range of movement patterns, showing control.</li> <li>- dance in canon with a group and perform a range of movement patterns showing good control.</li> <li>- move with control when showing different uses of energy and strength when performing.</li> <li>- show a variety and vary the uses of contact when performing with control and fluency.</li> </ul>
	<p><b>Gymnastics:</b></p> <ul style="list-style-type: none"> <li>- perform jumps and a scissors kick with body tension, pointed toes and link on to apparatus.</li> <li>- perform a T-roll with good control and incorporate it into a sequence with fluency.</li> <li>- perform a symmetrical and asymmetrical balance sequence with good body tension, control and fluency.</li> <li>- perform a cartwheel with straight legs, control and pointed toes.</li> <li>- perform a hurdle step on a springboard with control.</li> <li>- perform a squat on, squat off onto a box top, with a short run (with or without a springboard).</li> </ul>
	<p><b>Outdoor &amp; Adventure Activities:</b></p> <ul style="list-style-type: none"> <li>- collaborate effectively with my peers to achieve a task.</li> <li>- communicate in a variety of ways, working effectively as part of a team.</li> <li>- create my own orienteering course.</li> <li>- work as part of a team.</li> </ul> <p><b>Fitness:</b></p> <ul style="list-style-type: none"> <li>- challenge myself and try the harder challenges at each station.</li> <li>- beat my personal best on four stations.</li> <li>- improve my technique by listening to feedback from my teacher/ partner.</li> <li>- exercise for the whole timed period at each station.</li> <li>- complete more repetitions in the timed period at each station.</li> <li>- work with a partner giving and receiving feedback to improve both our techniques and performance.</li> </ul>
	<p><b>Athletics:</b></p> <ul style="list-style-type: none"> <li>- react quickly and accelerate with speed over short distances.</li> <li>- throw a javelin/ vortex using the correct stance and rotating my hips forward with good height and distance.</li> <li>- perform a jump with control and balance.</li> <li>- pace myself when running at longer distances</li> <li>- push and throw a tennis ball/ shot put using the correct shot-put stance and rotating my hips forward with height and distance.</li> <li>- pass and receive a relay baton with control and timing.</li> </ul>
	<p><b>Games:</b></p> <p><b>Quick sticks Hockey:</b></p> <ul style="list-style-type: none"> <li>- control the ball when moving in different directions.</li> <li>- pass with control and move into a space.</li> <li>- perform a block tackle with control and move into a space.</li> <li>- mark my opponent with success.</li> <li>- hit a moving ball into a goal with accuracy and control.</li> <li>- listen to others, express my own ideas and work well with others tactically.</li> <li>- evaluate and recognise success to help improve performance.</li> </ul> <p><b>Netball:</b></p> <ul style="list-style-type: none"> <li>- pass a ball in a variety of ways with precision control.</li> <li>- perform a stop and pivot when receiving a ball with control.</li> <li>- dodge into a space and receive a ball.</li> <li>- mark my player, stop them getting the ball and attempt to intercept the pass.</li> <li>- place my hand under the ball and support it with the other when I shoot.</li> <li>- develop the skill to 'flick my write and wave goodbye' to the ball when I shoot.</li> <li>- react quickly, and keep on my toes.</li> <li>- react to snatch the ball in a 'toss-up.'</li> </ul> <p><b>Cricket:</b></p> <ul style="list-style-type: none"> <li>- roll and throw the ball over varying distances with control and accuracy, stopping the ball using two hands, one hand and the long barrier with some speed and efficiency.</li> <li>- bowl underarm against a batter with control and accuracy, hitting the wicket with success.</li> <li>- bowl overarm against a batter with control and accuracy, hitting the wicket with some success.</li> <li>- hit a moving ball with control and some distance and accuracy.</li> <li>- show a variety of the batting and fielding skills I've learnt and work as part of a team, taking on a leadership role, encouraging and helping others.</li> <li>- work with my partner, playing and embracing the rules: inspiring others with my fair play, being gracious in victory and defeat.</li> </ul>

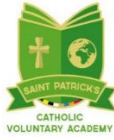


# St Patrick's Catholic Voluntary Academy

## Physical Education Content Subject Organiser and End Points:



<p>By the end of Year 6, children can...</p>	<p style="text-align: center;"><b>Working at ARE</b></p> <p><b>Dance:</b></p> <ul style="list-style-type: none"> <li>- co-operate and collaborate to create a warm up displaying a variety of movement patterns moving in time to the music demonstrating rhythm, timing and expression.</li> <li>- translate ideas from a stimulus into movement - showing precision, control and fluency.</li> <li>- perform at a variety of levels when dancing and use all of the space with fluency and control.</li> <li>- perform a variety of, including travelling movements with timing and some fluency.</li> <li>- dance in unison with a group showing good energy, timing and strength.</li> <li>- dance in canon with a group showing good energy, timing and strength.</li> <li>- move with control and fluency when showing a variety of uses of space.</li> <li>- move with control and fluency when showing a variety of uses of energy and strength.</li> </ul> <p><b>Gymnastics:</b></p> <ul style="list-style-type: none"> <li>- perform jumps and leaps with control, body tension, fluency and pointed toes.</li> <li>- perform a T-roll and a side star roll with control and fluency.</li> <li>- perform paired balances using counter balance and counter tension in sequence with good body tension, precision and fluency.</li> <li>- perform a variety of inverted skills at various speeds, showing fluency, control and aesthetics.</li> <li>- perform a squat on, squat off vault or a squat through, on a box top with a run up, showing good control, precision and fluency.</li> <li>- analyse a vault/ sequence and given constructive feedback to others to improve performance.</li> </ul> <p><b>Outdoor &amp; Adventure Activities:</b></p> <ul style="list-style-type: none"> <li>- take part in outdoor and adventurous activity both individually and within a team.</li> <li>- take part in outdoor and adventurous activity challenges both individually and within a team.</li> <li>- work effectively as part of a team.</li> </ul> <p><b>Fitness:</b></p> <ul style="list-style-type: none"> <li>- challenge myself at every station and encourage my partner too.</li> <li>- display determination and confidence to beat all my scores.</li> <li>- have good technique at each station and can support others to improve theirs.</li> <li>- exercise at maximum speed, strength and power for the entire timed period at each station.</li> <li>- complete more challenging techniques.</li> <li>- perform all the challenges on the stations repeat them and improve them in both technique and repetitions.</li> </ul> <p><b>Athletics:</b></p> <ul style="list-style-type: none"> <li>- accelerate quickly, with speed and good control in movement.</li> <li>- throw a javelin/ vortex with good height and distance.</li> <li>- perform a jump with distance and control.</li> <li>- pace myself when running at longer distances showing good technique.</li> <li>- push a tennis ball/ shot put with good height and distance.</li> <li>- pass and receive a relay baton with good control in a competitive situation.</li> </ul> <p><b>Games:</b></p> <p><b>Football</b></p> <p>stop a ball using the sole, inside and outside of my feet when moving.</p> <ul style="list-style-type: none"> <li>- play a longer pass off the ground with accuracy.</li> <li>- dribble a ball using my feet and perform a turn away from a defender.</li> <li>- show a good body position when defending in a 2 v 2.</li> <li>- kick a moving ball past a goalkeeper from different angles with some success.</li> <li>- take on a leadership role when working with a team and can evaluate with improve performance.</li> </ul> <p><b>Netball</b></p> <ul style="list-style-type: none"> <li>- pass a ball with speed, precision and good control.</li> <li>- perform any stop with a pivot when receiving a ball with good control.</li> <li>- use a variety of dodges to get into a space to receive a ball.</li> <li>- mark a player, stopping them getting the ball and intercept the pass.</li> <li>- consistently shoot the ball into the net with success.</li> <li>- react quickly to receive the ball for a centre pass.</li> </ul> <p><b>Tennis</b></p> <ul style="list-style-type: none"> <li>- move in a variety of directions with balance and control when hitting a ball.</li> <li>- hit/ bounce a ball with good control and balance when moving.</li> <li>- hit a ball using forehand with control and accuracy over a variety of distances.</li> </ul>
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## St Patrick's Catholic Voluntary Academy

### Physical Education Content Subject Organiser and End Points:



- hit a ball using backhand with control and accuracy over a variety of distances.
- serve overarm with control and some accuracy.
- serve and rally in mini tennis with control and accuracy.

#### **Rounders**

- throw and catch making correct tactical decisions having an impact in a game situation (catching others out).
- use a variety of bowling techniques beginning to add speed to the underarm bowl.
- bat with confidence and hit it in a variety of directions.
- field the ball, moving into position scooping and throwing it accurately to another player.
- show a wide variety of the batting and fielding skills I've learnt and work as part of a team, taking on a leadership role, encouraging and helping others.

#### **Tag Rugby**

- tag a player using either hand when moving at full speed.
- choose a pathway to move with the ball with control and speed past defenders.
- pass a ball over distances with control and accuracy (both sides of the body).
- pass a ball backwards or sideways with control and accuracy when moving at speed (both sides of body)
- attack with conviction, choose the right time to pass and offer support to teammates.
- take on a leadership role when working with a team and can evaluate and improve performance.