



## PE Subject Overview

|            | Autumn 1  | Autumn 2  | Spring 1   | Spring 2   | Summer 1  | Summer 2   |
|------------|---|---|--|--|---|--|
| Pre-school |   |   |  |  |   |  |
| Topic      | Outdoor provision<br><br>PE Sessions  | Outdoor provision<br><br>PE sessions  | Outdoor provision<br><br>PE sessions   | Outdoor provision<br><br>PE sessions   | Outdoor provision<br><br>PE sessions  | Outdoor provision<br><br>PE sessions<br>Sports Day   |
| Ongoing    | Develop their movement in balancing, riding (trikes and bikes) and ball skills. Climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Match their developing physical skills to tasks and activities in the setting. Collaborate with others to manage large items. |   |  |  |   |  |
| Reception  |   |   |  |  |   |  |
| Topic      | <u>Real Gymnastics (Social)</u><br><br>Multi-abiliy (Social): I can play with others.<br><br>Shape: I can explore star, tuck and straight shapes and use these on low and high apparatus.<br><br>Travel: I can explore travelling movements on feet using the floor, low and high apparatus.  | <u>Real PE (Personal)</u><br><br>Multi-ability (Personal): I enjoy working on simple tasks with help.<br><br>Coordination: Footwork (10): I can begin to side-step in both directions, gallop, hop on either foot and skip.<br><br>Static Balance: One Leg (1): I can begin to stand still for 10 seconds on one leg. | <u>Real Gymnastics (Health and Fitness)</u><br><br>Multi-ability (Health and Fitness): I am aware of the changes to the way I feel when I exercise.<br><br>Flight: I can learn the correct landing technique for jumps.<br><br>Rotation: I can learn different rolls. I can explore rolls and spins using different apparatus. | <u>Real PE (Social)</u><br><br>Multi-ability (Social): I can play with others, take turns and share with help.<br><br>Dynamic Balance to agility: Jumping and Landing (6): I can begin to jump forwards, backwards and sideways.<br><br>Static Balance: Seated (2): I can begin to balance using hands and feet. | <u>Real PE (Creative)</u><br><br>Multi-ability (creative): I can observe and copy others.<br><br>Coordination: Ball Skills (9): I can roll a ball along the floor.<br><br>Counter Balance: With a partner (7): I can begin to balance with a partner. | <u>Athletics</u><br><br>Multi-ability (Cognitive) I can follow simple instructions.<br><br>Throw Roll equipment in different ways. Throw underarm. Throw an object at a target.<br><br>Jump Jump in a range of ways, landing Safely.<br><br>Run Run in different ways for a variety of purposes.<br><br>Compete and Perform Control their body when performing a sequence of movements Participate in simple games.<br><br>Evaluate Talk about what they have done. Talk about what others have done. Sports Day |

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|         |  |  |  |  |  | <p><b>Dance</b><br/>Multi-ability (Social): I can work sensibly with others to create a dance.</p> <p><b>Dance Skill</b><br/>Practising Tricky 1</p> <p><b>Compete and Perform</b><br/>Control my body when performing a sequence of movements.</p> <p><b>Evaluate</b><br/>Talk about what they have done. Talk about what others have done</p> |
| Ongoing | <p>Gross and fine motor songs and activities.<br/>Know and talk about the different factors that support their overall health and wellbeing: -regular physical activity -healthy eating<br/>Revise and refine the fundamental movement skills they have already acquired: -rolling -crawling -walking -jumping -running -hopping -skipping -climbing<br/>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.<br/>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.<br/>Negotiate space and obstacles safely, with consideration for themselves and others.<br/>Demonstrate strength, balance and coordination when playing.<br/>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> |  |  |  |  |   |

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| Year 1  |  |  |   |  |  |  |
|---------|--|--|---|--|--|--|
| Topic 1 | <u>Real Gymnastics (Personal)</u>  | <u>Real Gymnastics (Social)</u>  | <u>Real PE (Cognitive)</u>  | <u>Real PE (Creative):</u>   | <u>Real PE (Physical)</u>  | <u>Real PE (Health and Fitness)</u>  |
|         | <p>Multi-ability (Personal): I can work on simple tasks by myself. I can follow instructions and practise safely.</p> <p><b>Shape:</b> I can learn the star, tuck, straight (dish and arch), pike and straddle shapes and create these on low and high apparatus.</p> <p><b>Travel:</b> I can explore travelling movements with different parts of my body on the floor, low and high apparatus.</p> | <p>Multi-ability (Social): I can work sensibly with others taking turns and sharing.</p> <p><b>Flight:</b> I can learn different types of jumps and how to land. I can explore jumps using low and large apparatus.</p> <p><b>Rotation:</b> I can learn different rotations, rolls and spins. I can explore different rotations using low and large apparatus.</p> | <p>Multi-ability (Cognitive): I can name some things I am good at. I can understand and follow simple rules.</p> <p><b>Dynamic Balance: On a Line (5):</b> I can walk backwards and forwards with fluidity and minimum wobble.</p> <p><b>Static Balance: Stance (4):</b> I can stand on a line with good stance for 10 seconds.</p> | <p>Multi-ability (Creative): I can explore and describe different movements.</p> <p><b>Coordination: Ball Skills (9)</b><br/>I can sit and roll a ball along the floor around body using 2 hands and one hand. I can roll a ball down legs and around upper body using 2 hands, sitting and standing.</p> <p><b>Counter Balance: With a partner (7)</b><br/>I can sit holding hands with toes touching, lean in together then apart. I can sit holding 1 hand with toes touching, lean in together then apart. I can sit holding hands with toes touching and rock forwards, backwards and side-to-side.</p> | <p>Multi-ability (Physical Skills): I can perform a small range of skills and link two movements together. I can perform a single skill or movement with some control.</p> <p><b>Coordination: Sending and Receiving (8)</b><br/>I can roll a small and large ball and collect the rebound. I can throw a large ball and catch the rebound with 2 hands.</p> <p><b>Agility: Reaction and Response (12).</b> I can react and catch large ball dropped from shoulder height after 2 bounces. I can react and catch a large ball dropped from shoulder height after 1 bounce.</p> | <p>Multi-ability (Health and Fitness): I am aware of why exercise is important for good health.</p> <p><b>Agility: Ball Chasing (11)</b><br/>I can roll a ball, chase and collect it in balanced position facing opposite direction. I can chase a ball rolled by a partner and collect it in balanced position facing opposite direction.</p> <p><b>Static Balance: Floor work (3)</b><br/>I can hold mini-front support position. I can reach round and point to the ceiling with either hand in mini-front support.</p> |
| Topic 2 | <u>Real PE (Personal Skills)</u>   | <u>Real PE (Social)</u>  | <u>Dance</u>  | <u>Dance</u>   | <u>Athletics</u>   | <u>Athletics</u>   |
|         | <p>Multi-ability (Personal): I can work on simple tasks by myself. I can follow instructions and practise safely.</p> <p><b>Coordination: Footwork (10)</b><br/>I can side-step in both directions, gallop, hop on either foot and skip.</p>   | <p>Multi-ability (Social): I can work sensibly with others taking turns and sharing.</p> <p><b>Dynamic Balance to Agility:</b> Jumping and Landing (6): I can jump from 2 feet to 2 feet forwards, backwards and side to-side.</p> <p><b>Static Balance: Seated (2):</b></p>   | <p>Multi-ability (Cognitive): I can name some things I am good at and others are good at.</p> <p><b>Dance Skills</b><br/>Tricky 1</p> <p><b>Compete / Perform</b><br/>Control my body when performing a sequence of movements.</p>  | <p>Multi-ability (Creative): I can create and link some movements together.</p> <p><b>Dance Skills</b><br/>Tricky 1</p> <p><b>Compete / Perform</b><br/>Perform using a range of actions and body parts with some coordination. Begin to</p>   | <p><b>Throw</b><br/>Throw underarm and overarm. Throw a ball towards a target with increasing accuracy. Improve the distance they can throw by using more power.</p> <p><b>Running</b><br/>Vary their pace and speed when</p>  | <p><b>Jumping</b><br/>Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Perform a short jumping sequence. Jump as high as possible. Jump as far as possible. Land safely and with control. Work with a</p>  |

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|  | <b>Static Balance: One Leg (1)</b> I can stand one on leg for 10 seconds with both legs. | I can balance in a variety of ways with or without using hands and feet. | <b>Evaluate</b><br>Talk about what they and others have done.<br>. | perform learnt skills with some control.<br><br><b>Evaluate</b><br>Watch and describe performances. Begin to say how they could improve. | running. Run with a basic technique over different distances. Show good posture and balance. Jog in a straight line. Change direction when jogging. Sprint in a straight line. Change direction when sprinting. Maintain control as they change direction when jogging or sprinting.<br><br><b>Compete and Perform</b><br>Begin to perform learnt skills with some control. Engage in competitive activities and team games.<br><br><b>Evaluate</b><br>Watch and describe performances. Begin to say how they could improve | partner to develop the control of their jumps.<br><br><b>Compete and Perform</b><br>Begin to perform learnt skills with some control. Engage in competitive activities and team games.<br><br><b>Evaluate</b><br>Watch and describe performances. Begin to say how they could improve<br><br>Sports Day |
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| Year 2  |   |  |  |   |   |  |
|---------|---|--|--|---|---|--|
| Topic 1 | <u>Real Gymnastics (Personal):</u>  | <u>Real Gymnastics (Cognitive):</u>  | <u>Real PE (Cognitive):</u>  | <u>Real PE (Creative):</u>  | <u>Real PE (Physical):</u>  | <u>Real PE (Health and Fitness):</u>   |
|         | <p>Multi-ability (Personal): I try several times if at first I don't succeed. I ask for help when appropriate.</p> <p><b>Balance:</b> I can do a points and patches balance. I can explore points and patches balances using low and large apparatus.</p> <p><b>Travel:</b> I can learn more complex travelling movements using feet, adding variety by combining with hand apparatus. I can explore more complex travelling movements using low and large apparatus.</p> | <p>Multi-ability (Cognitive): I can begin to order instructions, movements and skills. I can explain why someone is working or performing well. With help, I can recognise similarities and differences in performance.</p> <p><b>Flight:</b> I can learn different types of jumps and leaps. I can perform a sequence of jumps and leaps using a skipping rope.</p> <p><b>Rotation:</b> I can learn different rolls and spins. I can perform sequence of rolls and spins using low apparatus.</p> | <p>Multi-ability (Cognitive) I can begin to order instructions, movements and skills. I can explain why someone is working or performing well. With help, I can recognise similarities and differences in performance.</p> <p><b>Dynamic Balance: on a line (5)</b> I can walk fluidly, lifting knees to 90°. I can walk fluidly, lifting heels to bottom.</p> <p><b>Static Balance: Stance (4)</b> I can stand on low beam with good stance for 10 seconds.</p> | <p>Multi-ability (Creative) I can select and link movements together to fit a theme. I can begin to compare my movements and skills with those of others.</p> <p><b>Coordination: Ball Skills (9)</b> I can roll a ball up and down My legs and round my upper body using 1 hand sitting or standing.</p> <p><b>Counter Balance with a partner (7)</b> I can hold on and, with a long base lean back, hold a balance and then move back together. I can hold on with 1 hand and, with a long base, lean back, hold balance and then move back together.</p> | <p>Multi-ability (Physical) I can perform a sequence of movements with some changes in level, direction or speed. I can perform a range of skills with some control and consistency.</p> <p><b>Coordination – sending and receiving (8)</b> I can throw a tennis ball and catch the rebound with the same hand after 1 bounce or without a bounce. I can throw a tennis ball, catch the rebound with the other hand after 1 bounce or without a bounce. I can strike a large, soft ball along the ground with my hand 5 times in a rally.</p> <p><b>Agility – reaction and response (12)</b> I can catch a tennis ball dropped from shoulder height after 1 bounce.</p> | <p>Multi-ability (Health and fitness) I use equipment appropriately and move and land safely. I can say how my body feels before, during and after exercise.</p> <p><b>Agility: Ball Chasing (11)</b> I can start in seated/lying position, throw a bouncing ball, chase and collect it in a balanced position facing opposite direction. I can start in seated/lying position, chase a bouncing ball fed by a partner and collect it in balanced position facing opposite direction.</p> <p><b>Static Balance: Floor work (3)</b> I can place a cone on my back and take it off with other hand in minifront support. I can hold mini-back support position. I can place cone on tummy and take it off with other hand in miniback support.</p> |

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| Topic 2 | <u>Real PE (Personal)</u>   | <u>Real PE (Social)</u>   | <u>Dance</u>   | <u>Dance</u>   | <u>Athletics</u>  | <u>Athletics</u>  |
|---------|---|---|--|--|---|---|
|         | <p>Multi-ability (Personal): I try several times if at first I don't succeed. I ask for help when appropriate.</p> <p><b>Coordination: Footwork (10)</b><br/>I can combine side-steps with 180° front and reverse pivots off either foot. I can skip with knee and opposite elbow at 90° angle. I can do hopscotch forwards and backwards, hopping on the same leg (right and left).</p> <p><b>Static Balance: One Leg (1):</b><br/>I can stand still for 30 seconds. I can complete 5 mini-squats.</p> | <p>Multi-ability (Social) I can help, praise and encourage others in their learning.</p> <p><b>Dynamic Balance to Agility: Jumping and Landing (6)</b><br/>I can jump from 2 feet to 2 feet with a quarter turn in both directions. I can stand on a line and jump from 2 feet to 1 foot and freeze on landing (on either foot).</p> <p><b>Static Balance Seated (2)</b><br/>I can pick up a cone from one side, swap hands and place it on the other side. I can return the cone to the opposite side.</p> | <p>Multi-ability (Social) I can help, praise and encourage others in their work.</p> <p><b>Dance Skills</b><br/>Tricky 2</p> <p><b>Compete/ Perform</b><br/>Perform sequences of their own composition with coordination. Perform learnt skills with increasing control.</p> <p><b>Evaluate</b><br/>Watch and describe performances, and use what they see to improve their own performance.</p> | <p>Multi-ability (Creative) I can begin to compare my movements and skills with that of others and I can select and link movements to fit a theme</p> <p><b>Dance Skills</b><br/>Tricky 2</p> <p><b>Compete/ Perform</b><br/>Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others.</p> <p><b>Evaluate</b><br/>Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.</p> | <p><b>Throwing</b><br/>Throw different types of equipment in different ways, for accuracy and distance. Throw with accuracy at targets of different heights. Investigate ways to alter their throwing technique to achieve greater distance.</p> <p><b>Running</b><br/>Run at different paces, describing the different paces. Use a variety of different stride lengths. Travel at different speeds. Begin to select the most suitable pace and speed for distance. Complete an obstacle course. Vary the speed and direction in which they are travelling. Run with basic techniques following a curved line. Be able to maintain and control a run over different distances.</p> <p><b>Compete and Perform</b><br/>Perform learnt skills with increasing control. Compete against self and others.</p> <p><b>Evaluate</b><br/>Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.</p> | <p><b>Jumping</b><br/>Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Combine different jumps together with some fluency and control. Jump for distance from a standing position with accuracy and control. Investigate the best jumps to cover different distances. Choose the most appropriate jumps to cover different distances. Know that the leg muscles are used when performing a jumping action.</p> <p><b>Compete and Perform</b><br/>Perform learnt skills with increasing control. Compete against self and others.</p> <p><b>Evaluate</b><br/>Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.<br/>Sports Day</p> |

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| Year 3         |  |  |   |  |  |   |
|----------------|--|--|---|--|--|---|
| <b>Topic 1</b> | <p><b>Real PE (Personal):</b></p> <p>Multi-ability (Personal) I have begun to challenge myself. I know where I am with my learning.</p> <p><b>Coordination – Footwork (10)</b><br/>I can begin to hopscotch forwards and backwards, alternating hopping leg each time. I can move in a 3-step zigzag pattern forwards. I can move in a 3-step zigzag pattern backwards.</p> <p><b>Static Balance – One Leg (1)</b><br/>I can stand still for 30 seconds with my eyes closed. I can complete 5 squats. I can complete 5 ankle extensions.</p> | <p><b>Real Gymnastics (Creative):</b></p> <p>Multi-ability (Creative): I can recognise similarities and differences in movements and expression. I can make up my own rules and versions of activities. I can respond differently to a variety of tasks.</p> <p><b>Travel: Mapping Pathways</b><br/>I can consolidate and perform sequences using a variety of shapes, travel and pathways.</p> <p><b>Rotation: Sequences</b><br/>I can consolidate and perform sequences using a variety of rotations, levels, directions and speeds.</p> | <p><b>Real Gymnastics (Cognitive):</b></p> <p>Multi-ability (Cognitive) I can explain what I am doing well and I have begun to identify areas for improvement.</p> <p><b>Flight: Flight Sequences</b> I can consolidate and perform sequences using a variety of jumps and leaps and directions, incorporating low apparatus.</p> <p><b>Balance: Climbing Sequences</b><br/>I can consolidate and perform sequences using a variety of balances, directions and levels.</p> | <p><b>Real PE (Creative):</b></p> <p>Multi-ability (Creative) I can recognise similarities and differences in movements and expression. I can make up my own rules and versions of activities. I can respond differently to a variety of tasks.</p> <p><b>Coordination: sending and receiving (8)</b> I can begin to strike a ball with alternate hands in a rally. I can begin kick a ball with the same foot. I can begin kick a ball with alternate feet. I can begin to roll 2 balls alternately using both hands, sending 1 as the other is returning.</p> <p><b>Counter Balance: with a partner (7)</b> I can begin to hold on and, with a short base, lean back, hold balance and then move back together. I can begin to hold on with 1 hand and with a short base, lean back, hold balance and then move back together. I can begin to perform above challenges with eyes closed.</p> | <p><b>Real PE (Physical):</b></p> <p>Multi-ability (Physical) I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency.</p> <p><b>Agility: Reaction and Response (12)</b> I can react and catch tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg.</p> <p><b>Static Balance – Floor Work (3)</b><br/>I can begin to hold full front support position. I can begin to lift 1 arm and point to the ceiling with either hand in front support. I can begin to transfer a cone on and off my back in front support.</p> | <p><b>Real PE (Health and Fitness):</b></p> <p>Multi-ability (Health and Fitness)<br/>I can explain why we need to warm-up and cool down. I can describe how and why my body changes during and after exercise.</p> <p><b>Agility: Ball chasing (11)</b><br/>I can begin to chase a large rolled ball, let it roll through legs and then collect it in balanced position facing the opposite direction. I can begin to chase a large bouncing ball, let it roll through legs and then collect it in balanced position facing the opposite direction.</p> <p><b>Static Balance: Stance (4)</b> I can begin to receive a small force from various angles. I can begin to raise alternate feet and knees 5 times. I can begin to catch ball at chest height and throw it back.</p> |
| <b>Topic 2</b> | <p><b>Dance</b></p> <p>Multi-ability (Physical): I can perform and repeat longer sequences, with clear shapes and movements</p>  | <p><b>Real PE (Social):</b></p> <p>Multi-ability (Social) I am happy to show and tell others about my ideas. I show patience and support</p>   | <p><b>Real PE (Cognitive):</b></p> <p>Multi-ability (Cognitive) I can explain what I am doing well and I have begun to identify areas for improvement.</p>  | <p><b>Athletics</b></p> <p><b>Throwing</b><br/>Throw with greater control and accuracy. Show increasing control in their</p>   | <p><b>Athletics</b></p> <p><b>Jumping</b><br/>Use one and two feet to take off and to land with. Develop an effective take-</p>  | <p><b>Orienteering</b></p> <p><b>Trails</b> Orientate themselves with increasing confidence and accuracy around a short trail.</p>  |

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|  | <p>between, with clear control and precision.</p> <p><b>Dance Skills</b><br/>Trickier 1</p> <p><b>Compete and Perform</b></p> <p>Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.</p> <p><b>Evaluate</b><br/>Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.</p> | <p>others listening carefully to them about our work.</p> <p><b>Dynamic Balance to Agility: Jumping and Landing (6)</b> I can begin to jump from 2 feet to 2 feet with 180° turn in either direction. I can begin to complete a tucked jump. I can complete a tucked jump with 180° turn in either direction.</p> <p><b>Static Balance – seated (2)</b><br/>I can begin to pick up a cone from one side and place it on the other side with same hand. I can return it to the opposite side using the other hand. I can sit in a dish shape and hold it for 5 seconds.</p> | <p><b>Dynamic Balance: On a line (5)</b><br/>I can begin to march, lifting knees and elbows up to a 90° angle. I can walk fluidly with heel to toe landing. I can walk fluidly, lifting knees and using heel to toe landing walk fluidly, lifting heels to bottom and using heel to toe landing.</p> <p><b>Coordination: Ball Skills (9)</b> I can stand with my legs apart and move a ball around 1 leg (right and left leg). I can move a ball round my waist. I can stand with legs apart and move a ball around my alternate legs.</p> | <p>overarm throw. Perform a push throw. Continue to develop techniques to throw for increased distance.</p> <p><b>Compete and Perform</b><br/>Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.</p> <p><b>Evaluate</b><br/>Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.</p> | <p>off for the standing long jump. Develop an effective flight phase for the standing long jump. Land safely and with control.</p> <p><b>Running</b><br/>Identify and demonstrate how different techniques can affect their performance. Focus on their arm and leg action to improve their sprinting technique. Begin to combine running with jumping over hurdles. Focus on trail leg and lead leg action when running over hurdles. Understand the importance of adjusting running pace to suit the distance being run.</p> <p><b>Compete and Perform</b><br/>Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.</p> <p><b>Evaluate</b><br/>Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.</p> | <p><b>Problem Solving</b><br/>Identify and use effective communication to begin to work as a team. Identify symbols used on a key.</p> <p><b>Communication</b><br/>Communicate with others.</p> <p><b>Compete and Perform</b><br/>Begin to complete activities in a set period of time. Begin to offer an evaluation of personal performance and activities.</p> <p><b>Evaluate</b><br/>Watch, describe and evaluate the effectiveness of performance. Describe how the performance has improved over time.</p> <p>Sports Day</p> |
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| Year 4  |  |   |  |  |   |   |
|---------|--|---|--|--|---|---|
| Topic 1 | <u>Real PE (Personal):</u>   | <u>Real PE (Social):</u>  | <u>Real PE (Cognitive):</u>  | <u>Real PE (Creative):</u>   | <u>Real PE (Physical):</u>  | <u>Real PE (Health and Fitness):</u>  |
|         | <p>Multi-ability (Personal) I know where I am with my learning and I have begun to challenge myself.</p> <p><b>Coordination – Footwork (10)</b><br/>I can hopscotch forwards and backwards, alternating hopping leg each time. I can move in a 3-step zigzag pattern forwards. I can move in a 3-step zigzag pattern backwards.</p> <p><b>Static Balance – One Leg (1)</b><br/>On both legs: I can stand still for 30 seconds with my eyes closed. I can complete 5 squats. I can complete 5 ankle extensions.</p> | <p>Multi-ability (Social) I am happy to show and tell others about my ideas. I show patience and support others listening carefully to them about our work.</p> <p><b>Dynamic Balance to Agility: Jumping and Landing (6)</b> I can jump from 2 feet to 2 feet with 180° turn in either direction. I can complete a tucked jump. I can complete a tucked jump with 180° turn in either direction.</p> <p><b>Static Balance – seated (2)</b><br/>I can pick up a cone from one side and place it on the other side with the same hand. I can return it to the opposite side using the other hand. I can sit in a dish shape and hold it for 5 seconds.</p> | <p>Multi-ability (Cognitive): I can explain what I am doing well and I have begun to identify areas for improvement.</p> <p><b>Dynamic Balance: On a Line (5)</b><br/>I can march, lifting knees and elbows up to a 90° angle. I can walk fluidly with heel to toe landing. I can walk fluidly, lifting knees and using heel to toe landing. I can walk fluidly, lifting heels to bottom and using heel to toe landing.</p> <p><b>Coordination: Ball Skills (9)</b> In 20 seconds or less: I can stand with my legs apart and move a ball around 1 leg 16 times (right and left leg). I can move a ball round my waist 17 times. I can stand with legs apart and move a ball around alternate legs 16 times.</p> | <p>Multi-ability (creative) I can recognise similarities and differences in movements and expression. I can make up my own rules and versions of activities. I can respond differently to a variety of tasks.</p> <p><b>Coordination: sending and receiving (8)</b> I can strike a ball with alternate hands in a rally. I can kick a ball with the same foot. I can kick a ball with alternate feet. I can roll 2 balls alternately using both hands, sending 1 as the other is returning.</p> <p><b>Counter Balance: with a partner (7)</b> I can hold on and, with a short base, lean back, hold a balance and then move back together. I can hold on with 1 hand and, with a short base, lean back, hold balance and then move back together. I can perform above challenges with eyes closed.</p> | <p>Multi-ability (Physical) I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency.</p> <p><b>Agility: Reaction and Response (12)</b> From 1, 2 and 3 metres:<br/>1. I can react and catch a tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg.</p> <p><b>Static Balance: Floor work (3)</b><br/>I can hold a full front support position. I can lift 1 arm and point to the ceiling with either hand in front support. I can transfer a cone on and off my back in front support.</p> | <p>Multi-ability (Health and Fitness) I can explain why we need to warm-up and cool down. I can describe how and why my body changes during and after exercise.</p> <p><b>Agility: Ball Chasing (11)</b><br/>I can chase a large rolled ball, let it roll through my legs and then collect it in balanced position facing the opposite direction. I can chase a large bouncing ball, let it roll through legs and then collect it in balanced position facing the opposite direction. I can complete above challenges with tennis ball.</p> <p><b>Static Balance: Stance (4)</b> I can receive a small force from various angles. I can raise alternate feet and knees 5 times. I can catch ball at chest height and throw it back.</p> |

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| Topic 2 | <b>Real Gymnastics (Health and Fitness)</b><br><br>Multi-ability (Health and Fitness) I can explain why we need to warm-up and cool down. I can describe how and why my body changes during and after exercise.<br><br><b>Balance: Acrobatic Sequence</b><br>I can consolidate and perform sequences using a variety of partner balances and transitions, incorporating low apparatus.<br><br><b>Rotation: Rotation Sequence</b><br>I can consolidate and perform sequences using a variety of rotations, levels, directions and speeds, incorporating hand apparatus. | <b>Dance</b><br><br>Multi-ability (Health and Fitness): I can describe how my body feels in exercise and why.<br><br><b>Dance Skills</b><br>Trickier 2<br><br><b>Compete and Perform</b><br>Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy.<br><br><b>Evaluate</b><br><br>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result. | <b>Real Gymnastics (Physical):</b><br><br>Multi-ability (Physical): I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency.<br><br><b>Flight: Flight Sequence (with ropes).</b><br>I can consolidate and perform sequences using a variety of jumps using ropes, apparatus and different directions.<br><br><b>Travel: Group Sequences (Low and Large apparatus)</b><br>I can consolidate and perform sequences using a variety of balances on different body parts, including different transitions, directions and levels. | <b>Athletics</b><br><br><b>Throwing</b><br>Perform a pull throw. Measure the distance of their throws. Continue to develop techniques to throw for increased distance.<br><br><b>Compete and Perform</b><br>Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities.<br><b>Evaluate</b><br>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result | <b>Athletics</b><br><br><b>Jumping</b><br>Learn how to combine a hop, step and jump to perform the standing triple jump. Land safely and with control. Begin to measure the distance jumped.<br><br><b>Running</b><br>Confidently demonstrate an improved technique for sprinting. Carry out an effective sprint finish. Perform a relay, focusing on the baton changeover technique. Speed up and slow down smoothly.<br><br><b>Compete and Perform</b><br>Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities.<br><b>Evaluate</b><br>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result. | <b>OOA Orienteering</b><br><br><b>Trails</b><br>Orientate themselves with accuracy around a short trail. Create a short trail for others with a physical challenge. Start to recognise features of an orienteering course.<br><br><b>Problem Solving</b><br>Communicate clearly with other people in a team, and with other teams. Have experience of a range of roles, within a team and begin to identify the key skills required to succeed at each. Associate the meaning of a key in the context of the environment.<br><br><b>Communication</b><br>Communicate clearly with others. Work as part of a team. Begin to use a map to complete an orienteering course.<br><br><b>Compete and Perform</b><br>Complete an orienteering course more than once and begin to identify ways of improving completion time. Offer an evaluation of both personal performance and activities. Start to improve trails to increase challenge of course.<br><br><b>Evaluate</b><br>Watch, describe and evaluate the effectiveness |
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|        |  |  |  |  |   | of performances giving ideas for improvements. Modify their use of skills of techniques to achieve a better result. |
| Visits |  |  |  |  | <b>Bike ability Level 1</b><br>Fit your own helmet. Carry out a simple bike check. Get on your bike, start cycling, then stop and get off. Ride your bike using the gears. Make your bike go where you want it to, including moving around objects safely. Control the bike with one hand. Stop quickly if you need to. Look all around you when you're riding, including behind, without wobbling. |   |

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| Year 5  |   |   |   |   |   |   |
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| Topic 1 | <u>Real PE (Cognitive)</u>  | <u>Real PE (Creative)</u>   | <u>Real PE (Social):</u>  | <u>Real PE (Physical):</u>  | <u>Real PE (Health and Fitness)</u>   | <u>Real PE (Personal):</u>  |
|         | <p>Multi-ability (Cognitive) I can develop methods to outwit opponents. I can recognise and suggest patterns of play which will increase chances of success.<br/>I have a clear idea of how to develop my own and others' work.</p> <p><b>Coordination: Ball skills (9)</b> I can stand with legs apart and move ball in figure of 8 around both legs 12 times. I can move ball around waist into figure of 8 around both legs 10 times. I can move a ball around my waist and then around alternate legs 12 times. I can stand with my legs apart and perform 24 criss-crosses, with and then without a bounce.</p> <p><b>Agility: Reaction and Response (12)</b><br/>From 1, 2, 3, metres. I can react and step across my body, bring my hand across body and catch a tennis ball after 1 bounce.</p> | <p>Multi-ability (Creative) I can respond imaginatively to different situations. I can adapt and adjust my skills, movements or tactics so they are different from or in contrast to others.</p> <p><b>Static Balance – seated (2)</b> I can reach and pick up a cone an arms distance away, swap hands and place it on the other side (both directions). I can reach and pick up cone an arms distance away and place it on the other side using same hand (both directions). I can hold a V-shape with straight arms and legs for 10 seconds.</p> <p><b>Static Balance – Floor work (3)</b><br/>I can transfer a tennis ball and cone on and off my back in a front support. I can transfer a tennis ball on and off tummy in back support.</p> | <p>Multi-ability (Social) I can negotiate and collaborate appropriately. I can give and receive sensitive feedback to improve myself and others.</p> <p><b>Dynamic Balance: On a Line (5)</b><br/>I can walk fluidly, forwards and backwards, lifting heel to bottom, knees up and heel to toe landing. I can lunge walk forwards. I can lunge walk forwards, bringing opposite elbow up to a 90° angle.</p> <p><b>Counter Balance: with a partner (7)</b> I can stand on 1 leg holding with 1 hand, lean back, hold balance and then move back together. I can stand on 1 leg while holding on to partner's opposite foot.</p> | <p>Multi-ability (Physical) I can use combinations of skills confidently in sport specific contexts.<br/>I can perform a range of skills fluently and accurately in practice situations.</p> <p><b>Dynamic Balance to Agility: Jumping and Landing (6)</b> I can jump 2 feet to 2 feet forwards, backwards and side-to-side. I can hop forward and backwards, freezing on landing. I can jump 1 foot to other forwards and backwards, freezing on landing. I can hop sideways, raising knee and freezing on landing. I can jump 1 foot to other sideways, raising knee and freeze on landing.</p> <p><b>Static Balance – One leg (1)</b><br/>On both legs:<br/>I can stand still on an uneven surface for 30 seconds. I can stand still on uneven surface for 30 seconds with my eyes closed. I can complete 10 squats into ankle extensions. I can complete 5 squats with eyes closed.</p> | <p>Multi-ability (Health and Fitness) I can self-select and perform appropriate warm-up and cool down activities. I can identify possible dangers when planning an activity.</p> <p><b>Static Balance: Stance (4)</b><br/>I can raise alternate knees to opposite elbow 5 times. I can catch a large ball thrown at knee height and above my head. I can catch a large ball thrown away from body. I can catch a small ball thrown close to and away from my body.</p> <p><b>Footwork: Coordination (10)</b><br/>I can combine 3-step zigzag patterns with cross-over (swerve) when changing lead leg. I can move in 3-step zigzag pattern, with knee raise across body just before changing lead leg and direction. I can move in 3-step zigzag pattern, lifting foot up behind just before changing lead leg and direction.</p> | <p>Multi-ability (Personal) I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets.</p> <p><b>Coordination: Sending and receiving (8)</b> I can throw and catch 2 tennis balls against a wall. I can throw 2 tennis balls against a wall and catch them with opposite hand (cross-over). I can throw 2 tennis balls against a wall in a circuit, in both directions.</p> <p><b>Agility: Ball Chasing (11)</b> I can roll and chase a large ball and then tennis ball, stopping it with knee sideways onto ball facing opposite direction. I can roll and chase a large ball, stopping it with head in front support position facing the opposite direction.</p> |

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| <p><b>Topic 2</b></p> | <p><b><u>Real Gymnastics (Personal):</u></b></p> <p>Multi-ability Personal: I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets.</p> <p><b>Hand apparatus – rhythmic sequences</b><br/>I can consolidate and perform sequences using different types of ball movements in combination with gymnastics skills, incorporating changes in levels, speeds, pathways and directions.</p> <p><b>Low apparatus – Bench sequences</b><br/>I can consolidate and perform sequences using different ways to link movements, including different timing and directions, e.g. canon, synchronised, contrasting.</p> | <p><b><u>Real-Gymnastics (Cognitive):</u></b></p> <p>Multi-ability (Cognitive) I can develop methods to outwit opponents. I can recognise and suggest patterns of play which will increase chances of success. I have a clear idea of how to develop my own and others' work.</p> <p><b>Partner Work Skills</b> – I can consolidate and perform sequences using partner balances, incorporating a variety of transitions, jumps and rotations.</p> <p><b>Large Apparatus</b> – I can consolidate and perform sequences and then link them together to create a whole class performance.</p> | <p><b><u>Quicksticks Hockey</u></b></p> <p>Multi-ability (Health and Fitness)<br/>I can self-select and perform appropriate warm-up and cool down activities.</p> <p><b>Passing a Ball</b><br/>Pass a ball with speed and accuracy using appropriate techniques in a game situation.</p> <p><b>Travelling with the ball</b><br/>Use a variety of ways to dribble in a game with success. Use ball skills in various ways, and begin to link together.</p> | <p><b><u>Dance</u></b></p> <p>Multi-ability (Creative): I can respond in varied and imaginative ways to different situations and tasks.</p> <p><b>Dance Skills.</b><br/>Practising Trickiest 1</p> <p><b>Compete and Perform</b><br/>Perform own longer, more complex sequences in time to music. Consistently perform and apply skills and techniques with accuracy and control.</p> <p><b>Evaluate</b><br/>Choose and use criteria to evaluate own and others' performances. Explain why they have used particular skills or techniques, and the effect they have had on their performance.</p> | <p><b><u>Athletics</u></b></p> <p><b>Throwing:</b> Perform a fling throw. Throw a variety of implements using a range of throwing techniques. Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance.</p> <p><b>Jumping</b> Improve techniques for jumping for distance. Perform an effective standing long jump. Perform the standing triple jump with increased confidence. Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight. Land safely and with control. Measure the distance and height jumped with accuracy. Investigate different jumping techniques.</p> <p><b>Running</b><br/>Accelerate from a variety of starting positions and select their preferred position. Identify their reaction times when performing a sprint start. Continue to practise and refine their technique for sprinting, focusing on an effective sprint start. Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run. Identify and demonstrate stamina,</p> | <p><b><u>OOA - Orienteering</u></b></p> <p>Multi-ability (Social) I can negotiate and collaborate appropriately. I can give and receive sensitive feedback to improve myself and others.</p> <p><b>Trails</b><br/>Start to orientate themselves around with increasing confidence and accuracy around an orienteering course. Design an orienteering course that can be followed and offers some challenge to others. Begin to use navigation equipment to orientate around a trail.</p> <p><b>Problem Solving</b><br/>Use clear communication to effectively complete a particular role in a team. Complete orienteering activities both as part of a team and independently. Identify a key on a map and begin to use the information in activities.</p> <p><b>Communication</b><br/>Communicate clearly and effectively with others. Work effectively as part of a team. Successfully use a map to complete an orienteering course. Begin to use a compass for navigation.</p> <p><b>Compete and Perform</b></p> |
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|               |   |  |  |  | <p>explaining its importance for runners.</p> <p><b>Compete and perform</b><br/>Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition.</p> <p><b>Evaluate</b><br/>Choose and use criteria to evaluate own and others' performance. Explain why they have used particular skills or techniques, and the effect they have had on their performance.</p> | <p>Complete an orienteering course on multiple occasions, in a quicker time due to improved technique. Offer a detailed and effective evaluation of both personal performances and activities. Improve a trail to increase the challenge of the course.</p> <p><b>Evaluate</b><br/>Choose and use criteria to evaluate own and others performances. Explain why they have used particular skills or techniques and the effect they have had on their performance.</p> |
| <b>Visits</b> | <p><b>Residential</b></p> <p><b>Communicate</b><br/>Communicate clearly effectively with others. Work effectively as part of a team.</p> <p><b>Problem-Solving</b><br/>Use clear communication to effectively complete a particular role in a team.</p> |  |  | <p>Quicksticks Competition      Hockey</p> | <p><b>Bikeability Level 2</b><br/>Cycle safely and responsibly. Identify and respond to hazards. Start and stop on-road journeys. Maintain suitable riding positions. Share the road with others and communicate with other road users. Comply with signals, signs and road markings. Manage risk when cycling. Negotiate junctions (pass side roads, turn at T junctions, and crossroads and roundabouts if present).</p>  |   |

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| Year 6  |   |   |  |   |   |   |
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| Topic 1 | Hockey  | Netball   | Basketball   | Badminton   | Athletics   | Rounder's   |
|         | <p>Multi-ability (Cognitive) I review, analyse and evaluate my own and others' strengths and weaknesses. I can read and react to different situations as they develop.</p> <p><b>Passing the Ball</b><br/>Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move.</p> <p><b>Using Space</b><br/>Demonstrate a good awareness of space.</p> | <p>Multi-ability (Physical) I can effectively transfer skills and movements. I can perform a variety of skills consistently and effectively in challenging or competitive situations.</p> <p><b>Throw and catch</b><br/>Throw and catch accurately and successfully under pressure in a game.</p> <p><b>Attacking and Defending</b><br/>Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending. Work as a team to develop fielding strategies to prevent the opposition from scoring</p> | <p>Multi-ability (Personal) I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes.</p> <p><b>Possession</b><br/>Keep and win back possession of the ball effectively and in a variety of ways in a team game.</p> <p><b>Attacking and Defending</b><br/>Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending. Work as a team to develop fielding strategies to prevent the opposition from scoring</p> | <p>Multiability (Cognitive) I review, analyse and evaluate my own and others' strengths and weaknesses. I can read and react to different situations as they develop.</p> <p><b>Striking and Hitting a ball</b><br/>Understand how to serve in order to start a game. Use good hand-eye coordination to be able to direct a ball when striking or hitting.</p> <p><b>Using Space</b><br/>Demonstrate a good awareness of space.</p> | <p><b>Throwing</b> Perform a heave throw. Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance and support others in improving their personal best. Develop and refine techniques to throw for accuracy.</p> <p><b>Jumping</b> Develop the technique for the standing vertical jump. Maintain control at each of the different stages of the triple jump. Land safely and with control. Develop and improve their techniques for jumping for height and distance and support others in improving their performance. Perform and apply different types of jumps in other contexts. Set up and lead jumping activities including measuring the jumps with confidence and accuracy.</p> <p><b>Running</b><br/>Recap, practise and refine an effective sprinting technique, including reaction time. Build up speed quickly for a sprint finish.</p> | <p>Multi-ability (Physical) I can effectively transfer skills and movements. I can perform a variety of skills consistently and effectively in challenging or competitive situations.</p> <p><b>Striking and hitting a ball</b><br/>Hit a bowled ball over longer distances. Use good hand-eye coordination to be able to direct a ball when striking or hitting.</p> <p><b>Attacking and Defending</b><br/>Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending. Work as a team to develop fielding strategies to prevent the opposition from scoring</p> |

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|                |   |   |  |   | <p>Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern. Accelerate to pass other competitors. Work as a team to competitively perform a relay.</p> <p>Confidently and independently select the most appropriate pace for different distances and different parts of the run. Demonstrate endurance and stamina over longer distances in order to maintain a sustained run.</p> <p><b>Compete and Perform</b><br/>Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition.</p> <p><b>Evaluate</b><br/>Thoroughly evaluate their own and others performance, suggesting thoughtful and appropriate improvements.</p> |  |
| <b>Topic 2</b> | <p><b><u>Football</u></b></p> <p>Multi-ability (Creative) I can effectively disguise what I am about to do next.</p> <p><b>Passing the ball</b></p> | <p><b><u>Dance</u></b></p> <p>Multi-ability (Physical) I can perform a range of skills fluently and accurately in practise and performance situations</p> | <p><b><u>Volleyball</u></b></p> <p>Multi-ability (Social) I can involve others and motivate those around me to perform better.</p> | <p><b><u>Cricket</u></b></p> <p>Multi-ability (Creative) I can effectively disguise what I am about to do next.</p> <p><b>Striking and Hitting a ball</b></p> | <p><b><u>Golf</u></b></p> <p>Multi-ability (Personal) I can accept critical feedback and make changes.</p> <p><b>Compete and Perform</b><br/>Perform and apply a variety of</p>   | <p><b><u>OOA - Orienteering</u></b></p> <p>Multi-ability (Social) I can involve others and motivate those around me to perform better.</p> |

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|  | <p>Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move.</p> <p><b>Travelling with the ball</b><br/>Show confidence in using ball skills in various ways in a game situation, and link these together effectively.</p> | <p><b>Dance Skills</b><br/>Consolidating Trickiest 1</p> <p><b>Compete and Perform</b><br/>Link actions to create a complex sequence using a full range of movement. Perform the sequence in time to music. Perform and apply a variety of skills and techniques confidently, consistently and with precision</p> <p><b>Evaluate</b><br/>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p> | <p><b>Tactics and Rules</b><br/>Follow and create complicated rules to play a game successfully. Communicate plans to others during a game. Lead others during a game</p> <p><b>Throw and catch</b><br/>Throw and catch accurately and successfully under pressure in a game.</p> | <p>Hit a bowled ball over longer distances. Use good hand-eye coordination to be able to direct a ball when striking or hitting.</p> <p><b>Tactics and Rules</b><br/>Follow and create complicated rules to play a game successfully. Communicate plans to others during a game. Lead others during a game.</p> | <p>skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition.</p> <p><b>Evaluate</b><br/>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p> | <p><b>Trails</b><br/>Orientate themselves with confidence and accuracy around an orienteering course under pressure. Design an orienteering course that is clear to follow and offers challenge to others. Use navigation equipment (maps, compasses) to improve the trail.</p> <p><b>Problem Solving</b><br/>Use clear communication to effectively complete a particular role in a team. Compete in orienteering activities both as part and independently.</p> <p><b>Communication</b><br/>Communicate clearly and effectively with others when under pressure. Work effectively as part of a team, demonstrating leadership skills when necessary. Successfully use a map to complete an orienteering course. Use a compass for navigation. Organise an event for others.</p> <p><b>Compete and Perform</b><br/>Compete an orienteering course on multiply occasions in a quicker time due to improved technique. Offer a detailed and effective evaluation of both personal performances and activities with an aim of increasing challenge and</p> |
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|        |  |  |  |  |  | <p>improving performance. Listen to feedback and improve an orienteering course from it.</p> <p><b>Evaluate</b><br/>Thoroughly evaluate their own work and others work, suggesting thoughtful and appropriate improvements.</p> <p>Sports Day</p> |
| Visits |  |  |  |  | <p>OAA -</p> <p><b>Communication</b><br/>Communicate clearly and effectively with others under pressure. Work effectively as part of a team, demonstrating leadership skills when necessary.</p> <p><b>Evaluate</b><br/>Thoroughly evaluate their own work and others work, suggesting thoughtful and appropriate improvements.</p> <p><b>Problem Solving</b><br/>Use clear communication to effectively complete a particular role in a team.</p> | <p>Bikeability catch up Level One and Two</p>   |

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Respect. Resilience. Responsibility. Confidence. Co-operation. Compassion.

Be strong and courageous. Do not be afraid; do not be discouraged,  
for the Lord your God will be with you wherever you go. – Joshua 1:9