



PE at SVPS-  
Year group  
objectives

## Swindon Village PE Curriculum Aims:

- To maintain and stimulate pupil interest and enjoyment in physical activity, and promote exercise as part of a healthy lifestyle.
- To develop skills, principles and an understanding of physical activities as outlined in the National Curriculum.
- To employ teaching methods and provide appropriate resources that allow all pupils, without discrimination, to have equal opportunity to experience success and enjoyment in PE.
- To help enhance pupils' self esteem through the development of their physical confidence and personal qualities.
- To develop pupils' knowledge of the rules and regulations of these activities, including the role of officials.
- To enhance pupils' awareness of the safety issues concerned with these activities and help them develop a sense of responsibility towards participating in physical activity.
- To encourage teamwork, tolerance and co – operation.
- To promote School Sports Values
- To instil a winning ethos around competitive arenas whilst showing fair play.

# Dance

Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)
<p>I can move to music</p> <p>I can copy dance moves</p> <p>I can dance imaginatively</p> <p>I can change rhythm, speed, level and direction</p> <p>I can dance with control and co-ordination</p> <p>I can make a sequence by linking sections together</p> <p>I can link some movement to show a mood or feeling</p> <p>I can begin to work (with rhythm) using variety of chosen musical stimulus</p>		<p>I can improvise freely, translating ideas from a stimulus into movement</p> <p>I can share and create phrases with a partner and in small groups</p> <p>I can repeat, remember and perform these phrases in a dance</p> <p>I can use dance to communicate an idea</p> <p>I can take the lead when working with a partner or group</p> <p>I can make sure my dance moves are clear and fluent</p> <p>I can work with rhythm using a variety of musical stimulus</p>		<p>I can work on my movements and refine them</p> <p>I can compose my own dances in a creative and imaginative way</p> <p>I can perform to an accompaniment, expressively and sensitively</p> <p>I can dance showing clarity, fluency, accuracy and consistency</p> <p>I can develop imaginative dances in a specific style</p> <p>I can choose a variety of my own music, style and dance (choreography)</p>	
<b>NAIL IT!</b>		<b>NAIL IT!</b>		<b>NAIL IT!</b>	
<p>Learn short, individual sequences</p> <p>Understand and demonstrate repetition in dance</p>		<p>Learn group dances</p> <p>Understand and demonstrate unison in dance</p>		<p>Choreograph individual and group dances</p> <p>Understand and demonstrate canon in dance</p>	

# Games

Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)
<p>I can throw underarm at a target</p> <p>I can catch with both hands (large ball)</p> <p>I can roll a piece of equipment</p> <p>I can time my movement to stop the path of a ball</p> <p>I can kick a ball forwards</p> <p>I can use my whole body while moving</p> <p>I can travel in different ways (walk/jog/run)</p> <p>I can travel in different directions (side to side, backwards and forwards) with control and fluency</p> <p>I can use skills taught within conditioned games</p> <p>I can follow basic rules</p>	<p>I can throw overarm at a target</p> <p>I can catch a variety of objects with two hands</p> <p>I can time my movement in order to intercept a pass</p> <p>I can hit a ball with an object (tennis racket/cricket bat etc)</p> <p>I can dribble a football</p> <p>I can hurdle an obstacle</p> <p>I can choose my travelling method to suit the activity</p> <p>I can skip fluently</p> <p>I can change speed and direction quickly and with control</p> <p>I can (begin to) choose suitable techniques to overcome challenges</p> <p>I can remember rules and play fairly with support</p>	<p>I can throw for distance or accuracy and explain their differences</p> <p>I can catch while moving</p> <p>I can select the best place to make a pass</p> <p>I can use skills taught to keep possession</p> <p>I can hit a moving ball with an object</p> <p>I can dribble a football, keeping it close to my body</p> <p>I can mark an opponent</p> <p>I can field and return a ball</p> <p>I can explain the difference between attack and defence</p> <p>I can communicate with team mates</p> <p>I can play conditioned games and follow their rules with minimal adult support</p>	<p>I can overcome static obstacles by throwing</p> <p>I can catch a variety of objects while moving</p> <p>I can identify and apply methods to travel towards a goal (passing/dribbling)</p> <p>I can efficiently field and return a ball</p> <p>I can build a rally</p> <p>I can attack and defend at the right times</p> <p>I can find space to benefit me and my team</p> <p>I can outwit an opponent (feigning)</p> <p>I can explain when I should defend or attack</p> <p>I can offer constructive feedback to others</p> <p>I can play in competitive games and follow their rules</p>	<p>I can choose a suitable throwing method</p> <p>I can catch while jumping</p> <p>I can make quick decisions that benefit my team</p> <p>I can explain when to pass, dribble or shoot</p> <p>I can kick a ball along the floor or in the air with control</p> <p>I can explain when to run with the ball or when to throw (striking &amp; fielding)</p> <p>I can recognise positions that are attacking or defending</p> <p>I can use my agility to lose a marker</p> <p>I can identify aspects of own performance that needs improvement</p> <p>I can discuss simple tactics within team games</p> <p>I can demonstrate transference of skills learnt within a variety of sports</p> <p>I can play in competitive games, follow their rules and self-officiate</p>	
<b>NAIL IT!</b>	<b>NAIL IT!</b>	<b>NAIL IT!</b>	<b>NAIL IT!</b>	<b>NAIL IT!</b>	
<p>Underarm throw</p> <p>Rolling a ball</p> <p>Running</p>	<p>Catch</p> <p>Hop</p> <p>Side Step</p>	<p>Overarm throw</p> <p>Dodge</p> <p>Bounce/Dribble (ambidextrously)</p>	<p>Jump (1-1, 1-2 etc)</p> <p>Striking with implement</p> <p>Kick</p>	<p>All previous "Nail-Its" should be achieved by this time If they have not, these children will require interventions throughout the year</p>	

# Gymnastics

Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)
<p>I can make my body tense, relaxed, curled and stretched</p> <p>I can copy sequences and repeat them</p> <p>I can roll in different ways</p> <p>I can travel safely in different ways</p> <p>I can balance in different ways</p> <p>I can stretch and curl in different ways</p> <p>I can link movements</p> <p>I can create a sequence which follows a set of simple 'rules'</p> <p>I can work on my own and with a partner to create a sequence</p> <p>I can perform movement phrases that are controlled</p> <p>I can watch, copy and describe what I and others have done and use it to improve my own movements</p>		<p>I can combine action, balance and shape</p> <p>I can improve the quality of my actions (inc rolls), body shapes, travelling and balances</p> <p>I can create gymnastic sequences that meet a set of conditions</p> <p>I can explain how strength and suppleness affect performances</p> <p>I can adapt sequences to suit different types of apparatus</p> <p>I can include a change in speed and direction within my movements</p> <p>I can describe and evaluate the effectiveness and quality of a performance</p> <p>I can recognise how my performances have improved</p> <p>I can describe my own and others' work, making simple judgments about the quality of performances and suggesting ways they could be improved</p>		<p>I can create sequences that incorporate musical stimuli</p> <p>I can make complex or extended sequences</p> <p>I can make my movements accurate, clear and consistent</p> <p>I can combine my own work with that of others</p> <p>I can link my sequences to specific timings during partner/group work</p> <p>I can perform actions, shapes and balances consistently and fluently</p> <p>I can combine and perform gymnastic actions, shapes, travel and balances more fluently and effectively across a variety of apparatus</p> <p>I can perform consistently to different audience sizes</p> <p>I can evaluate my own and others' work, giving constructive feedback about the quality of movements</p>	
<b>NAIL IT!</b>		<b>NAIL IT!</b>		<b>NAIL IT!</b>	
Pencil Roll One-legged balance Front support travel		Forward Roll Bridge (balance) Shoulder stand Caterpillar travel		Teddy Bear Roll Backward Roll Partner Balances Cartwheel travel	

# Athletics

Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)
<p>I can vary speeds when running</p> <p>I can practise short distance running</p> <p>I can begin running for distance</p> <p>I can run with agility and confidence</p> <p>I can use my arms when running</p> <p>I can begin to demonstrate stamina and endurance while running</p> <p>I can throw for distance</p> <p>I can explore the best jumping techniques for distance</p> <p>I can hurdle an obstacle and maintain effective running style</p> <p>I can complete an obstacle course with control and agility</p>		<p>I can run in different directions and at different speeds, using a good technique</p> <p>I can select and maintain a running pace for different distances</p> <p>I can demonstrate stamina and endurance while running</p> <p>I can pass the baton effectively in a relay and understand my role</p> <p>I can throw for distance while moving</p> <p>I can throw safely and with understanding</p> <p>I can jump using a variety of landing techniques</p> <p>I can compete against myself, recording scores</p>		<p>I can choose a suitable running style in accordance to the running discipline</p> <p>I can run showing fluency, agility, speed and co-ordination</p> <p>I can compete in a variety of racing disciplines (short, long, relay etc)</p> <p>I can throw for distance using my weight as momentum</p> <p>I can alter my jumping style to ensure maximum distance</p> <p>I can utilise all the skills learned in this unit in a competitive situation</p> <p>I can record personal bests</p> <p>I can improve my personal bests through training</p>	
NAIL IT!		NAIL IT!		NAIL IT!	
200m running showing pace and endurance 25m throw 05m jump		400m running showing pace and endurance 5m throw 075m jump		600-800m running showing pace and endurance 10m throw 1m jump	

	Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)
Outdoor Adventurous Activities			I can use: <ul style="list-style-type: none"> <li>• Maps in the classroom</li> <li>• Maps within the school</li> <li>• Orienteering maps</li> </ul> I can locate points by following routes	I can continue to use my variety of maps skills to locate points of the school grounds  I can follow simple short courses on school field/ playground  I can set up routes for others using simple plans	I can consolidate my map knowledge  I can begin to orienteer with a compass  I can set up complex routes for others to follow using the correct terminology	I can orientate off-site  I can continue to familiarise myself with different map types and locations  I can compete in timed course  I can solve complex problems with following instructions  I can use a compass with accuracy
Swimming					I can swim competently, confidently and proficiently over a distance of at least 25 metres  I can use a range of strokes effectively eg front crawl, backstroke and breaststroke  I can perform safe self-rescue in different water-based situations	
Evaluation	I can comment on my own and others' performance I can give comments on how to improve performance I can use appropriate vocabulary when giving feedback		I can watch and describe performances I can begin to think about how I can improve my own work I can work with a partner or small group to improve my skills I can make suggestions on what needs to improve, commenting on similarities and differences		I can watch and describe performances accurately and with detail I can learn from others performance to improve my own skills I can comment on tactics and techniques to help improve performances I can make detailed suggestions on how to improve my work, commenting on similarities and differences	
Healthy Lifestyles	I can describe the effect exercise has on the body and mind (short term)  I can explain the importance of exercise and a healthy lifestyle (short term)		I can describe the effect exercise has on the body and mind (long term)  I can explain the importance of exercise and a healthy lifestyle (long term)  Understands the need to warm up and cool down		I can make choices that benefit my health (physical and mental)  I can demonstrate enjoyment while exercising and look for opportunities to stay active  I can explain what happens to our bodies when we exercise (Link to Science)	

## Examples of fluent skills

<b>Skill</b>	<b>Hyperlink</b>
Balance	<a href="https://wwwscoilnetie/uploads/resources/21893/21616pdf">https://wwwscoilnetie/uploads/resources/21893/21616pdf</a>
Bounce/Dribble	<a href="https://wwwscoilnetie/uploads/resources/21898/21621pdf">https://wwwscoilnetie/uploads/resources/21898/21621pdf</a>
Catch	<a href="https://wwwscoilnetie/uploads/resources/21895/21618pdf">https://wwwscoilnetie/uploads/resources/21895/21618pdf</a>
Dodge	<a href="https://wwwscoilnetie/uploads/resources/21891/21614pdf">https://wwwscoilnetie/uploads/resources/21891/21614pdf</a>
Hop	<a href="https://wwwscoilnetie/uploads/resources/21888/21611pdf">https://wwwscoilnetie/uploads/resources/21888/21611pdf</a>
Jump	<a href="https://wwwscoilnetie/uploads/resources/21890/21613pdf">https://wwwscoilnetie/uploads/resources/21890/21613pdf</a>
Kick	<a href="https://wwwscoilnetie/uploads/resources/21897/21620pdf">https://wwwscoilnetie/uploads/resources/21897/21620pdf</a>
Landing	<a href="https://wwwscoilnetie/uploads/resources/21894/21617pdf">https://wwwscoilnetie/uploads/resources/21894/21617pdf</a>
Run	<a href="https://wwwscoilnetie/uploads/resources/21887/21610pdf">https://wwwscoilnetie/uploads/resources/21887/21610pdf</a>
Skip	<a href="https://wwwscoilnetie/uploads/resources/21889/21612pdf">https://wwwscoilnetie/uploads/resources/21889/21612pdf</a>
Side Step	<a href="https://wwwscoilnetie/uploads/resources/21892/21615pdf">https://wwwscoilnetie/uploads/resources/21892/21615pdf</a>
Striking with implement	<a href="https://wwwscoilnetie/uploads/resources/21899/21622pdf">https://wwwscoilnetie/uploads/resources/21899/21622pdf</a>
Throw	<a href="https://wwwscoilnetie/uploads/resources/21896/21619pdf">https://wwwscoilnetie/uploads/resources/21896/21619pdf</a>
Walking	<a href="https://wwwscoilnetie/uploads/resources/21886/21609pdf">https://wwwscoilnetie/uploads/resources/21886/21609pdf</a>

**PE Timetable at Swindon Village Primary School**

	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Locomotor Skills	Ball Skills	Locomotor Skills	Ball Skills	Locomotor Skills	Ball Skills
	Dance	Gym	Dance	Gym	Athletics	Boosters
Year 2	Throwing and Catching		Ball Skills (bouncing/dribbling etc)		Athletics	
	Dance	Gym	Dance	Gym	Kickball	Boosters
Year 3	Football	Netball	Handball	Athletics	OAA	Kickball
	Gym	Dance	Gym	Dance	Athletics	Cricket
Year 4	Hockey	Football	Rugby	Cricket	Volleyball	OAA
	Dance	Gym	Dance	Gym	Athletics	Striking and Fielding
Year 5	Netball	Rugby	Football	Athletics	Cricket	OAA
	Gym	Dance	Gym	Dance	Athletics	Dodgeball
Year 6	Rugby	Hockey	Handball	Cricket	Rounders/ Stoolball	Volleyball
	Dance	Gym	Dance	Gym	Athletics	OAA