

Physical Education – Route Map 2017-2018

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Provision KS1/2
Rother Teacher Led	PE is experienced through a balanced provision of structured (gym and dance) and free play environments. Children are introduced to a range of activities aimed at developing confidence, control and coordination with movement.						12 different schemes of work over 6 half-terms. ½ taught by class teacher, ½ taught by Aspire. <div style="margin-top: 20px;"> Dance – 2 Gym – 2 Games – 5 Athletics – 2 Outdoor Adventure or Swimming – 1 </div>
Rother Year R Aspire	<u>Multi-Skills</u> Fundamentals of Movement	<u>Multi-Skills</u> Fundamental Movement Skills & teamwork	<u>Multi-Skills</u> Sending and receiving	<u>Multi-Skills</u> Modified invasion games	<u>Multi-Skills</u> Athletic Activities – Fundamental Movement Skills	<u>Multi-Skills</u> Strike, field and receive	
Warren Aspire Led	<u>Multi-Skills</u> Fundamental Movement Skills & teamwork	<u>Multi-Skills</u> Sending and Receiving – Links to basketball	<u>Multi-Skills</u> Sending and receiving	<u>Multi-Skills</u> Modified invasion games	<u>Multi-Skills</u> Athletic Activities – Fundamental Movement Skills	<u>Multi-Skills</u> Strike, field and receive	
Warren Teacher led	<u>Gymnastics</u>	<u>Dance</u>	<u>Gymnastics</u>	<u>Dance</u>	<u>OAA</u> <u>Compass directions</u>	<u>Multi-Skills</u> Athletic Activities – Fundamental Movement Skills	
Downlands	<u>Athletic Activities</u> Fundamental Movement Skills	<u>Multi-Skills</u> Sending and Receiving – Links to basketball	<u>Strike & Field</u> Links to tennis	<u>Multi-Skills</u> Modified Invasion Games	<u>Athletic Activities</u>	<u>Multi-Skills</u> Strike, Field and Receive	
Downlands Teacher led	<u>Creative Activities</u> Dance – In line with curriculum	<u>Gymnastics</u>	<u>Creative Activities</u> Dance – In line with curriculum	<u>Gymnastics</u>	<u>Multi-skills</u> Strike, field and receive	<u>OAA or Swimming</u>	
Torberry Aspire Led	<u>Multi-skills</u> Sending and receiving skills	<u>Creative Activities</u> Dance – In line with curriculum	<u>Net & Wall Activities</u> Links to tennis and netball High 5s	<u>Invasion Activities</u> Attacking & defending	<u>Athletic Activities</u> Running, jumping and throwing in isolation and combination	<u>Strike & Field Activities</u> Links to rounders	
Torberry Teacher Led	<u>Creative Activities</u> Dance – In line with curriculum	<u>Gymnastics</u>	<u>Gymnastics</u>	<u>OAA – Teamwork and cooperation</u>	<u>Strike & Field Activities</u> Links to cricket	<u>Athletic Activities</u>	
Beacon Year 6 Aspire led	<u>OAA - Teamwork & Co-operation</u>	<u>Creative Activities</u> Dance – In line with curriculum	<u>Net & Wall Activities</u> Links to tennis and netball High 5s	<u>Gymnastics</u>	<u>Athletic Activities</u>	<u>Strike & Field Activities</u> Links to rounders	
Beacon Year 6 Teacher led	<u>Invasion Activities</u> Attacking & defending – links to tag rugby/football	<u>Multi-skills</u> Sending and receiving – links to Hockey	<u>Gymnastics</u>	<u>Creative Activities</u> Dance	<u>Strike and Field</u> Links to cricket	<u>Athletics</u>	

Acquiring and developing skills

1 Pupils should be taught to:

- a consolidate their existing skills and gain new ones
- b perform actions and skills with more consistent control and quality.

Selecting and applying skills, tactics and compositional ideas

2 Pupils should be taught to:

- a plan, use and adapt strategies, tactics and compositional ideas for individual, pair, small-group and small-team activities
- b develop and use their knowledge of the principles behind the strategies, tactics and ideas to improve their effectiveness
- c apply rules and conventions for different activities.

Evaluating and improving performance

3 Pupils should be taught to:

- a identify what makes a performance effective
- b suggest improvements based on this information.

Knowledge and understanding of fitness and health

4 Pupils should be taught:

- a how exercise affects the body in the short term
- b to warm up and prepare appropriately for different activities
- c why physical activity is good for their health and well-being
- d why wearing appropriate clothing and being hygienic is good for their health and safety

5 During the key stage, pupils should be taught the Knowledge, skills and understanding through five areas of activity:

- a dance activities
- b games activities
- c gymnastic activities
- and two activity areas from:
 - d swimming activities and water safety
 - e athletic activities
 - f outdoor and adventurous activities.

Progression of skills

	Rec/ Year 1	Year 1/ 2	Year 2	End of Key Stage Expectations
Health and Fitness	I can describe how my body feels before, during and after an activity.	I can describe how my body feels before, during and after an activity I can show how to exercise safely.	I can show how to exercise safely. I can describe how my body feels during different activities. I can explain what my body needs to keep healthy.	
Acquiring and developing skills	I can copy actions. I can repeat actions and skills.	I can move with control and care. I can copy and remember actions.	I can copy and remember actions. I can repeat and explore actions with control and coordination.	Pupils should be taught to master basic movements such as running, jumping, throwing, catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
Evaluating and improving	I can talk about what I have done. I can describe what other people did.	I can describe what other people did. I can say how I could improve.	I can talk about what is different between what I did and what someone else did. I can say how I could improve.	
Dance	I can move to music. I can copy dance moves. I can perform some dance moves. I can move around the space safely.	I can copy dance moves. I can make up a short dance. I can dance imaginatively. I can change rhythm, speed, level and direction.	I can change rhythm, speed, level and direction. I can dance with control and co-ordination. I can make a sequence by linking sections together. I can link some movement to show a mood or feeling.	Pupils should be taught to perform dances using simple movement patterns. Use movement imaginatively, responding to stimuli, including music and performing basic skills •change rhythm, speed, level and direction of their movements •create and perform dances using simple movement patterns, including those from different times and cultures •express and communicate ideas and feelings

Games	<p>I can throw underarm.</p> <p>I can roll a piece of equipment.</p> <p>I can move and stop safely.</p> <p>I can catch with both hands.</p> <p>I can they kick in different ways.</p>	<p>I can hit a ball with a bat.</p> <p>I can throw in different ways.</p> <p>I can use hitting, kicking and/or rolling in a game.</p> <p>I can follow rules.</p>	<p>I can stay in a 'zone' during a game.</p> <p>I can decide where the best place to be is during a game.</p> <p>I can use one tactic in a game.</p> <p>I can follow rules.</p>	<p>Pupils should be taught to participate in team games, developing simple tactics for attacking and defending</p>
Gymnastics	<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 in different ways.</p> <p>I can balance in different ways.</p> <p>I can stretch in different ways.</p> <p>I can curl in different ways.</p>	<p>I can make my body tense, relaxed, curled and stretched.</p> <p>I can control my body when travelling.</p> <p>I can control my body when balancing.</p> <p>I can climb safely.</p> <p>I can plan and show a sequence of movements.</p>	<p>I can use contrast in my sequences.</p> <p>My movements are controlled.</p> <p>I can think of more than one way to create a sequence which follows a set of 'rules'.</p> <p>I can work on my own and with a partner to create a sequence.</p>	

End of KS Expectations:

Pupils should develop core movement, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

	Year 3	Year 3/4	Year 4/5	Year 5/6	Year 6	End of Key Stage Expectations
Health and Fitness	I can explain why it is important to warm-up and cool-down.	I can identify some muscle groups used in gymnastic activities. I can explain why warming up is important.	I can explain why warming up is important. I can explain why keeping fit is good for my health. I can explain what effect exercise has on my body.	I can explain some important safety principles when preparing for exercise. I can explain why exercise is important. I can choose appropriate warm ups and cool downs.	I can explain how the body reacts to different kinds of exercise. I can explain why we need regular and safe exercise.	
Acquiring and developing skills	I can select and use the most appropriate skills, actions or ideas. I can move and use actions with co-ordination and control.	I can move and use actions with co-ordination and control. I can select and use the most appropriate skills, actions or ideas. I can make up my own small-sided game?	I can select and use the most appropriate skills, actions or ideas. I can make up my own small-sided game? I can show good control in my movements.	I can link skills, techniques and ideas and apply them accurately and appropriately. I can show good control in my movements.	I can apply my skills, techniques and ideas consistently. I can show precision, control and fluency.	Pupils should be taught to use running, jumping, catching and throwing in isolation and in combination.
Evaluating and improving	With help, I can recognise how performances could be improved.	I can explain how my work is similar and different from that of others. I can use my comparison to improve my work.	I can explain how my work is similar and different from that of others. I can use my observations to improve my work.	I can compare and comment on skills, techniques and ideas that I and others have used. I can modify use of skills or techniques to improve my work.	I can analyse and explain why I have used specific skills or techniques. I can create my own success criteria for evaluating.	Pupils should be taught to compare their performances with previous ones to achieve their personal best.

Dance	<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 on my movements and refine them.</p> <p>I can compose my own dances in a creative and imaginative way.</p> <p>My movements are controlled.</p>	<p>I can perform to an accompaniment, expressively and sensitively.</p> <p>My movements are controlled.</p> <p>My dance shows clarity, fluency, accuracy and consistency.</p>	<p>I can develop imaginative dances in a specific style.</p> <p>I can choose my own music, style and dance.</p>	<p>Pupils should be taught to create dances using a range of movement patterns, including those from different times, place and cultures</p> <ul style="list-style-type: none"> •Respond to a range of stimuli and accompaniment •Through dance, develop flexibility, strength, technique, control and balance •Perform dances using a range of movement patterns
Games	<p>I can throw and catch with control when under limited pressure.</p> <p>I know and use rules fairly to keep games going.</p> <p>I can keep possession with some success when using equipment that is not used for throwing and catching skills.</p>	<p>I am aware of space and use it to support team-mates and cause problems for the opposition.</p> <p>I can catch with one hand.</p> <p>I can they throw and catch accurately.</p> <p>I can move to find a space when they are not in possession during a game.</p>	<p>I can hit a ball accurately and with control.</p> <p>I can keep possession of the ball.</p> <p>I can vary tactics and adapt skills according to what is happening.</p> <p>I can choose the best tactics for attacking and defending.</p>	<p>I can gain possession by working as a team.</p> <p>I can pass in different ways.</p> <p>I can use forehand and backhand with a racquet.</p> <p>I can field.</p> <p>I can use a number of techniques to pass, dribble and shoot.</p>	<p>I can explain complicated rules.</p> <p>I can make a team plan and communicate it to others.</p> <p>I can lead others in a game situation.</p>	<p>Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending</p>
Gymnastics	<p>I can use a greater number of my own ideas for movement in response to a task.</p> <p>I can explain how strength and suppleness affect performances.</p> <p>I can compare and contrast gymnastic sequences, commenting on similarities and differences.</p>	<p>I can adapt sequences to suit different types of apparatus and their partner's ability.</p> <p>I can work in a controlled way.</p> <p>I can work with a partner to create, repeat and improve a sequence with at least three phases.</p>	<p>I can include change of speed.</p> <p>I can include change of direction.</p> <p>I can include a range of shapes.</p> <p>I can follow a set of 'rules' to produce a sequence.</p> <p>I can combine action, balance and shape.</p>	<p>I can make complex or extended sequences.</p> <p>I can perform consistently to different audiences.</p> <p>My movements are 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.</p>	<p>Pupils should be taught to develop flexibility, strength, technique, control and balance, for example through gymnastics and athletics.</p>
Athletics	<p>I can run at fast, medium and slow speeds, changing speed and direction.</p> <p>I can make up and repeat a short sequence of linked jumps.</p> <p>I can take part in a relay activity, remembering when to run and what to do.</p>	<p>I can link running and jumping activities with some fluency, control and consistency.</p> <p>I can throw a variety of objects, changing my action for accuracy and distance.</p> <p>I can run over a long distance.</p>	<p>I can sprint over a short distance.</p> <p>I can throw in different ways.</p> <p>I can hit a target.</p> <p>I can jump in different ways.</p> <p>I can combine running and jumping.</p>	<p>I am controlled when taking off and landing in a jump.</p> <p>I can throw with accuracy.</p> <p>I can follow specific rules.</p>	<p>I can demonstrate stamina.</p> <p>I can use my skills in different situations.</p>	

Outdoor/Adventure	I can follow a map in a familiar context. I can move from one location to another following a map. I can use clues to follow a route. I can follow a route safely.	I can follow a map in a familiar context. I can move from one location to another following a map. I can use clues to follow a route. I can follow a route accurately, safely and within a time limit.	I can follow a map in a more demanding familiar context. I can move from one location to another following a map. I can use clues to follow a route. I can follow a route accurately, safely and within a time limit.	I can follow a map in an unknown location. I can use clues and compass directions to navigate a route. I can change my route if there is a problem. I can change my plan if I get new information.	I can plan a route and series of clues for someone else. I can plan with others taking account of safety and danger.	Pupils should be taught to take part in outdoor and adventurous activity challenges both individually and within a team.
Swimming and Water Safety.	Lower attainers I can swim between 25 and 50metres unaided. I can keep swimming for 30 to 45 seconds, using swimming aids and support I can use a variety of basic arm and leg actions when on my front and on my back. I can swim on the surface and lower myself under water. I can take part in group problem-solving activities on personal survival. I can recognise how my body reacts and feels when swimming. I can recognise and concentrate on what I need to improve.	Mid attainers I can swim between 50 and 100 metres and keep swimming for 45 to 90 seconds? I can use 3 different strokes, swimming on my front and back. I can control my breathing. I can swim confidently and fluently on the surface and under water. I can work well in groups to solve specific problems and challenges, sharing out the work fairly. I can recognise how swimming affects my body, and pace my efforts to meet different challenges. I can suggest activities and practices to help improve my own performance.	Higher attainers I can swim further than 100 metres? I can swim fluently and confidently for over 90 seconds. I can use all 3 strokes with control. I can swim short distances using butterfly. I can breathe so that the pattern of my swimming is not interrupted. I can perform a wide range of personal survival techniques confidently. I know what the different tasks demand of my body and pace my efforts well to meet challenges. I can describe good swimming technique and show and explain it to others.	All schools must provide swimming instruction either in Key Stage 1 or Key Stage 2. In particular, pupils should be taught to: •swim competently, confidently and proficiently over a distance of at least 25 metres •use a range of strokes effectively such as front crawl, backstroke and breaststroke •perform safe self-rescue in different water-based situations.		

End of KS Expectations:

Pupils should continue to implement and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to succeed in different activities and sports and learn how to evaluate and recognise their own success.

Suggested Resources

<https://www.sasp.co.uk/schemes-of-work>