



Earl Sterndale CE Primary School

P.E Long Term Overview (2 Year rolling programme)

Throughout each phase, pupils are given opportunities to develop the core skills below, across a breadth of study. Throughout each year, all children will apply the core skills in each strand of P.E. This will give them the opportunity to develop and secure each core skill before moving onto the next phase in their education.

Year A	EYFS	Key Stage 1	Lower Key Stage Two	Upper Key Stage 2
Autumn A	<p>Multi-Skills / Net and Wall Games</p> <p>Travel I can stay within a safe boundary when moving. I can move in a variety of ways safely.</p> <p>Send and Receive I can throw and catch a bean bag on my own and with a partner, demonstrating good coordination. I can show control for striking a balloon with my hand. I can kick a ball into space.</p> <p>Decision making I can use new equipment safely and understand how to use it correctly.</p>	<p>Multi-Skills/Net and Wall Games</p> <p>Travel I can move fluently and change direction and speed easily, avoiding collisions. I can run at different speeds and jump with accuracy.</p> <p>Send and Receive I can throw and catch a ball with a partner. I can show control and accuracy for underarm throwing and rolling. I can show control and accuracy for striking a ball. I can hit a target by throwing or rolling a ball. I can hit a target by kicking a ball. I can bounce a ball continuously with my hand. I can control and dribble a ball with my feet.</p> <p>Decision Making I can suggest a way I can attack or defend against an opponent in a game. I can choose which throwing and retrieving technique to use.</p>	<p>Invasion / Net and Wall Games</p> <p>Travel I can travel safely with control and consistency. I can travel whilst bouncing a ball showing control.</p> <p>Send and Receive I can send and receive with control and consistency. I can use a range of skills to help me to keep possession and control of the ball. I can use a range of skills with increasing control. I can play a simple rallying game. I can use a range of skills to keep possession and make progress towards a goal, on my own and with others.</p> <p>Decision Making I can create my own send and receive game with a partner I can choose good places to stand when receiving, and give reasons for my choice I can choose and use batting or throwing skills to make the game hard for my opponents</p>	<p>Invasion / Net and Wall Games</p> <p>Travel I can travel with a ball showing changes of speed and directions using either foot or hand.</p> <p>Send and Receive I can use a range of techniques when passing, e.g. high, low, chest, bounced, shoulder, overhead, fast and slow. I can keep a game going using a range of different ways of throwing. I can effectively play a competitive net/wall game. I can make things difficult for my opponent by directing the ball to space, at different speeds and heights.</p> <p>Decision Making I can keep and use competitive games rules as they are given.</p>

<p>Spring A</p>	<p>Dance EYFS: Pupils represent their own ideas, thoughts and feelings through dance. Creation I can compose a simple dance based on my thoughts and feelings. Performance I can perform my basic dance movements with confidence, control and coordination. Observation, Oracy and Literacy I can notice the physical changes to my body that happen when I dance and exercise. I can explain my thoughts and feelings behind my dance.</p> <p>Gymnastics Actions I can travel safely and confidently in different ways. I can perform large and small shapes</p>	<p>Dance KS1: To perform dances using simple movement patterns. Creation I can compose and link movements to make a simple dance with a beginning, middle and end. Performance I can practice and repeat my movements and perform them in a controlled way. Observation, Oracy and Literacy I can follow the leader copying their jumps, hops, skips and side-steps. I can respond to different stimuli with a range of actions. I can copy and explore basic body actions demonstrated by the teacher. I can copy simple movement patterns from my classmates and explore movement.</p> <p>Gymnastics Actions</p>	<p>Dance KS2: To perform dances using a range of movement patterns. Creation I can apply basic compositional ideas to create dance which convey feelings and emotions. I can link actions to make dance phrases, working with a partner and in a small group. Performance I can incorporate different qualities and dynamics into my movements I can perform short dances with expression, showing an awareness of others when moving. Observation, Oracy and Literacy I can show an imaginative response to different stimuli. I can observe, explore, develop and explain new actions while working with a partner or a small group.</p> <p>Gymnastics Actions I can perform a competent forward roll, pencil roll and teddy bear roll. I can show control, accuracy and fluency of movement when performing individual actions. Routine I can repeat an action or short sequence of movements, and improve the quality of the actions and transitions. I can plan and perform a movement sequence with contrasts in speed, level</p>	<p>Dance KS2: To perform dances using a range of movement patterns. Creation I can experiment with a wide range of actions, varying and combining spatial patterns, speed, tension, and continuity when working on my own, with a partner and in a group. I can use different compositional ideas to create motifs incorporating unison, canon, action and reaction, question and answer. Performance I can create and perform dances using a range of movement patterns in response to a range of stimuli. I can remember, repeat and combine longer, more complex dance phrases. Observation, Oracy and Literacy I can respond to numerous stimuli showing different actions performed with control and fluency I can think about character and narrative ideas created by the stimulus, and respond through movement.</p> <p>Gymnastics Actions I can perform a range of rolls including backwards roll consistently I can perform a range of actions with consistency, fluency and clarity of movement. Routine</p>
-----------------	--	---	--	---

<p>with control and coordination. I can rock backwards and forwards with control.</p> <p><u>Routine</u></p> <p>I can link basic gymnastic shapes (star/pencil/tuck) with control and accuracy. <u>Apparatus</u></p> <p>I can manage space safely, showing an awareness of the mats.</p> <p>I can control my large and small shapes so I can stay on the mat.</p> <p><u>Pair / Group work</u> I can repeat teacher actions with accuracy as a whole group.</p>	<p>I can perform basic gymnastic actions safely like travelling, rolling and jumping.</p> <p>I can make up simple movements in response to a simple task.</p> <p><u>Routine</u></p> <p>I can link and repeat basic gymnastic actions, performing movements with control and accuracy.</p> <p><u>Apparatus</u></p> <p>I can manage space safely, showing an awareness of each other, mats and apparatus. <u>Pair / Group work</u> I can observe and copy others' movements.</p>	<p>and direction. I can devise and perform a gymnastic sequence with a clear beginning, middle and end. I can adapt a sequence to include different levels, speeds or directions.</p> <p><u>Apparatus</u></p> <p>I can explore combinations of mats and apparatus, and find different ways of using a shape, balance or travel.</p> <p><u>Pair / Group work</u></p> <p>I can show control, accuracy and fluency of movement when performing with a partner. I can work well on my own and contribute to pair sequences.</p>	<p>I can combine actions to make a sequence. I can develop a longer and more varied movement sequence demonstrating smooth transitions between actions.</p> <p>I can perform sequences with changes of speed, level and direction, and clarity of shape.</p> <p>I can gradually increase the length of sequences.</p> <p><u>Apparatus</u></p> <p>I can make similar or contrasting shapes on apparatus. <u>Pair / Group work</u></p> <p>I can make similar or contrasting shapes on the floor working with a partner.</p> <p>I can combine actions and maintain the quality of performance when performing with a partner.</p> <p>I can work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.</p>
--	---	---	--

<p>Summer A</p>	<p>Striking and Fielding / Sports Day Games</p> <p>Travel I can stay within a safe boundary when moving. I can move in a variety of ways safely.</p> <p>Send and Receive I can throw and catch a bean bag on my own and with a partner, demonstrating good coordination. I can show control for striking a balloon with my hand. I can kick a ball into space.</p> <p>Decision making I can use new equipment safely and understand how to use it correctly.</p>	<p>Striking and Fielding / Sports Day Games</p> <p>Travel I can move fluently and change direction and speed easily, avoiding collisions. I can run at different speeds and jump with accuracy.</p> <p>Send and Receive I can throw and catch a ball with a partner. I can show control and accuracy for underarm throwing and rolling. I can show control and accuracy for striking a ball. I can hit a target by throwing or rolling a ball. I can hit a target by kicking a ball. I can bounce a ball continuously with my hand. I can control and dribble a ball with my feet. Decision Making I can suggest a way I can attack or defend against an opponent in a game. I can choose which throwing and retrieving technique to use.</p>	<p>Striking and Fielding</p> <p>Travel I can travel safely with control and consistency.</p> <p>Send and Receive I can send and receive with control and consistency. I can use a range of skills to help me to keep control of the ball. I can use a range of skills with increasing control. I can play a simple strike and field game.</p> <p>Decision Making I can create my own strike and field game with a small group. I can choose good places to stand when fielding, and give reasons for my choice. I can choose and use batting or throwing skills to make the game hard for my opponents.</p> <p>Athletics</p> <p>Running I know the difference between sprinting and running. I can run at fast, medium and slow speeds, changing speed and direction. I can link running and jumping activities with some fluency, control and consistency. I can take part in a relay activity, remembering when to run and what to do.</p> <p>Jumping I can link running and jumping activities with some fluency, control and</p>	<p>Striking and Fielding</p> <p>Travel I can travel whilst holding a bat, showing changes of speed and directions to help me score runs.</p> <p>Send and Receive I can use a range of striking techniques I can keep a game going using a range of different ways of throwing. I can strike a ball with intent and send it with greater accuracy when bowling and/or fielding. I can effectively play a competitive strike and field game. I can make things difficult for my opponent by directing the ball to space, at different speeds and heights.</p> <p>Decision Making I can keep and use competitive games rules as they are given.</p> <p>Athletics</p> <p>Running I can combine running and jumping and understand that a run up will contribute to a further jump. I can follow specific rules in running events. I can judge how far I can run to score points. I can choose a suitable pace for running to plan and carry through an event.</p> <p>Jumping</p>
-----------------	--	---	---	---

			<p>consistency. I can make up and repeat a short sequence of linked jumps.</p> <p>Throwing</p> <p>I can choose and use a throw to reach a target, throwing with accuracy and the required power.</p> <p>I can throw a variety of objects, changing their action for accuracy and distance.</p>	<p>I can control my take-off and landing in a jump I can combine running and jumping and understand that a run up will contribute to a further jump.</p> <p>I can follow specific rules in jumping events.</p> <p>Throwing</p> <p>I can consistently throw with accuracy.</p> <p>I can follow specific rules in throwing events.</p>
--	--	--	---	---

Year B	EYFS	Key Stage 1	Lower Key Stage Two	Upper Key Stage 2
Autumn B	<p><u>Multi-Skills / Net and Wall Games</u></p> <p><u>Travel</u> I can stay within a safe boundary when moving. I can move in a variety of ways safely.</p> <p><u>Send and Receive</u> I can throw and catch a bean bag on my own and with a partner, demonstrating good coordination. I can show control for striking a balloon with my hand. I can kick a ball into space.</p> <p><u>Decision making</u> I can use new equipment safely and understand how to use it correctly.</p>	<p><u>Multi-Skills / Net and Wall Games</u></p> <p><u>Travel</u> I can show a good awareness of others in running, chasing and avoiding games.</p> <p><u>Send and Receive</u> I can pass a ball accurately to a partner over a variety of distances. I can perform a range of rolling, throwing, catching and gathering skills, with control. I can perform a range of striking and kicking skills, with control.</p> <p><u>Decision Making</u> I can make simple decisions about when and where to run. I can vary skills and show some understanding of simple tactics. I can choose and use tactics to suit different situations. I can react to situations in a way that helps my</p>	<p><u>Invasion / Net and Wall Games</u></p> <p><u>Travel</u> I can travel with a ball showing increasing control using both hands and feet.</p> <p><u>Send and Receive</u> I know and use a range of skills to retain the ball, before passing to a team member. I can perform a range of skills with accuracy and control, repeatedly in a range of situations.</p> <p><u>Decision Making</u> I can make up a game with simple rules in small groups. I can use a range of techniques to ensure fair play and that I know how to score goals and win the game. I can choose where I should position myself to be a defender and an attacker. I can choose the best skills to use to play the different roles within a game, knowing the skills that they should use to be successful.</p>	<p><u>Invasion/Net and Wall Games</u></p> <p><u>Travel</u> I can travel at an appropriate speed, with and without equipment, with tactical knowledge of how to use space in a competitive game situation.</p> <p><u>Send and Receive</u> I can dribble effectively around obstacles, showing precision and accuracy when sending and receiving. I can perform skills with accuracy, confidence and control. I can play shots on both sides of my body and above my head in practice and in a game.</p> <p><u>Decision Making</u> I can combine and perform skills with control, adapting them to meet the needs of the situation. I can play recognised versions of net and wall games showing tactical awareness and knowledge of rules and scoring. I can choose and use skills which meet the needs of the situation. I can choose when to pass or dribble, so that I keep possession for my team so we can make progress towards the opposition goal. I can hit the ball with purpose, varying the speed, height and direction. I can referee games through clear understanding of the rules.</p>

		partners and makes it difficult for my opponents.		
--	--	---	--	--

<p>Spring B</p>	<p>Dance EYFS: Pupils represent their own ideas, thoughts and feelings through dance. Creation I can compose a simple dance based on my thoughts and feelings. Performance I can perform my basic dance movements with confidence, control and coordination. Observation, Oracy and Literacy I can notice the physical changes to my body that happen when I dance and exercise I can explain my thoughts and feelings behind my dance.</p> <p>Gymnastics Actions</p>	<p>Dance KS1: To perform dances using simple movement patterns. Creation I can link several movements together with control and coordination. I can experiment with actions, dynamics, directions, levels and a growing range of possible movements. Performance I can compose and perform short dances that express moods, ideas and feelings. I can remember and repeat a short dance phrase, with control, coordination and spatial awareness. Observation, Oracy and Literacy I can talk about possible stimuli that could be a starting point for a short dance or dance phrase. I can</p>	<p>Dance KS2: To perform dances using a range of movement patterns. Creation I can use a range of actions and begin to combine movement phrases and patterns. I can begin to design my own movement phrases that respond to the stimuli or emotion. Performance I can respond and perform with a partner, showing actions that link fluently and accurately. I can begin to respond within a small group of partnership, to speed and level. I can use a range of movement and dance phrases within different ways (unison, canon) with a partner or group. I can remember and perform short dance phrases, showing an understanding and an awareness of others. Observation, Oracy and Literacy I can respond to stimuli through the appropriate language, creating my own ideas and movement phrases. I can evaluate short dance phrases.</p> <p>Gymnastics Actions I can perform a range of rolls with control and accuracy.</p>	<p>Dance KS2: To perform dances using a range of movement patterns. Creation I can explore, improvise and choose appropriate material to create new motifs in a chosen dance style. I can compose, develop and adapt motifs to make dance phrases and use these in longer dances. I can select and use a range of compositional ideas to create motifs that demonstrate my dance idea. Performance I can perform a variety of dance styles with accuracy and consistency. I can extend compositional skills incorporating a wider range of dance styles and forms. Observation, Oracy and Literacy I can respond to a range of stimuli, improvising freely using a range of controlled movements and patterns.</p> <p>Gymnastics Actions I can perform a range of rolls showing different entrances and exits. I can perform combinations of actions and agilities that show clear differences</p>
------------------------	---	---	--	---

	<p>I can travel safely and confidently in different ways. I can perform large and small shapes with control and coordination. I can rock backwards and forwards with control.</p>	<p>explore and discuss ideas, moods and feelings created by my movements.</p> <p>Gymnastics</p> <p>Actions</p> <p>I can perform a variety of actions with increasing control.</p> <p>I can repeat accurately</p>	<p>I can develop a longer, more varied movement phrase with smooth links between actions.</p> <p>Routine</p> <p>I can repeat and refine an action or short sequence showing quality movement phrases, combining different actions for effect. I can perform a sequence combining speed, level, direction and a variety of shapes.</p>	<p>between levels, speeds and directions, with fluency and accuracy.</p> <p>I can perform actions, shapes and balances clearly, consistently and fluently, with good body tension and extension.</p> <p>Routine</p> <p>I can plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.</p>
--	---	--	--	---

	<p><u>Routine</u> I can link basic gymnastic shapes (star/pencil/tuck) with control and accuracy. <u>Apparatus</u> I can manage space safely, showing an awareness of the mats. I can control my large and small shapes so I can stay on the mat. <u>Pair / Group work</u> I can repeat teacher actions with accuracy as a whole group.</p>	<p>sequences of gymnastic actions. I can move smoothly from a position of stillness to a travelling movement. I can move smoothly and in a controlled way from one position of stillness to another. <u>Routine</u> I can choose, use and vary simple compositional ideas to create and perform a sequence. I can devise, repeat and perform a short sequence in which there is a clear beginning, middle and end. <u>Apparatus</u> I can adapt a sequence to include apparatus. I can use different combinations of floor, mats and apparatus, showing control, accuracy and fluency. <u>Pair / Group work</u> I can adapt a sequence to include a partner.</p>	<p><u>Apparatus</u> I can explore different combinations of apparatus to look at shape, balance and travel. I know how to utilise this equipment to enhance my movements. <u>Pair / Group work</u> I can perform with a partner or group. I can work within different groups to contribute to a variety of different sequences.</p>	<p>I can repeat accurately a longer sequence with more difficult actions, with emphasis on extension and clear body shape and changes in direction. <u>Apparatus</u> I can decide on suitable apparatus to use in a sequence and use the apparatus effectively ensuring that it will enhance my performance. <u>Pair / Group work</u> I can work collaboratively with a group to improve our sequences.</p>
--	--	---	---	---

<p>Summer B</p>	<p>Striking and Fielding / Sports Day Games</p> <p>Travel I can stay within a safe boundary when moving. I can move in a variety of ways safely.</p> <p>Send and Receive I can throw and catch a bean bag on my own and with a partner, demonstrating good coordination. I can show control for striking a balloon with my hand. I can kick a ball into space.</p> <p>Decision making I can use new equipment safely and understand how to use it correctly.</p>	<p>Striking and Fielding / Sports Day Games</p> <p>Travel I can move fluently and change direction and speed easily, avoiding collisions. I can run at different speeds and jump with accuracy.</p> <p>Send and Receive I can throw and catch a ball with a partner. I can show control and accuracy for underarm throwing and rolling. I can show control and accuracy for striking a ball. I can hit a target by throwing or rolling a ball. I can hit a target by kicking a ball. I can bounce a ball continuously with my hand. I can control and dribble a ball with my feet. Decision Making I can suggest a way I can attack or defend against an opponent in a game. I can choose which throwing and retrieving technique to use.</p>	<p>Striking and Fielding</p> <p>Travel I can travel safely with control and consistency. I can travel whilst keeping an eye on the ball when fielding showing control.</p> <p>Send and Receive I can send and receive with control and consistency. I can use a range of skills to help me to keep control of the ball. I can use a range of skills with increasing control. I can play a simple strike and field game.</p> <p>Decision Making I can create my own strike and field game with a small group. I can choose good places to stand when fielding, and give reasons for my choice. I can choose and use batting or throwing skills to make the game hard for my opponents.</p> <p>Athletics</p> <p>Running I can choose an appropriate running pace to reduce my time or increase my distance. I can run over a long distance. I can sprint over a short distance.</p> <p>Jumping I can jump in different ways. I can choose which jumping technique will give me the furthest jumping distance.</p> <p>Throwing I can throw in different ways.</p>	<p>Striking and Fielding</p> <p>Travel I can travel to score runs showing changes of speed and directions using my awareness of the fielding positions.</p> <p>Send and Receive I can use a range of techniques when batting and bowling. I can keep a game going using a range of different ways of fielding. I can effectively play a competitive strike/field game. I can make things difficult for my opponent by directing the ball to space, at different speeds and heights.</p> <p>Decision Making I can keep and use competitive games rules as they are given.</p> <p>Athletics</p> <p>Running I can show stamina, strength and speed across a range of different running events.</p> <p>Jumping I can show stamina, strength and speed across a range of different jumping events.</p> <p>Throwing I can show stamina, strength and speed across a range of different throwing events.</p>
------------------------	--	---	--	---

			<p>I can choose which throwing technique to use to increase my throwing distance. I can hit a target by throwing with accuracy.</p>	
--	--	--	---	--

SWIMMING KS2

Novice

I can swim between 25 and 50 metres 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.

Intermediate

I can swim between 50 and 100 metres and keep swimming for 45 to 90 seconds

I can use 3 different strokes, swimming on their 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

Advanced

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

