



LOVE • COURAGE • COMMUNITY

Physical Education at Ropley Church of England Primary School



Give children the tools and understanding required to make a positive impact in their own physical health and well-being



Ensure children experience a wide variety of sports and physical skills which will enhance life-long fitness and life choice



Challenge and promote self-esteem through the development of physical confidence and problem solving



Teach children to cope with both success and failure in competitive, individual and team based physical activities

EYFS Physical Education Learning Journey

Autumn

Gross motor skills	<ul style="list-style-type: none">-Provide children with opportunities to improve their balance-Introduce children to the importance of co-operation through games such as using parachutes-Provide children with opportunities to develop their climbing (crates/planks, gymnastic apparatus, low trees, etc.)-Show children different ways of moving-Learning how to get changed for Physical Education-Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push
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Spring

Gross motor skills	<ul style="list-style-type: none">-Teach children how to aim whilst rolling foam balls-Teach children how to push balls of different sizes across the floor-Teach children how to roll balls of different sizes down hills and across the floor-Children explore with balls to be able to push, throw, kick and catch-Be able to move body to music-Control to develop balance and co-ordination on the floor and on apparatus-Building on dance related activities. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce-Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle-Use of skipping ropes to step through and beginning to hop or jump with feet together
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Summer

Gross motor skills	<ul style="list-style-type: none">-Provide children with varying obstacle activities to develop coordination and balance-Children to design and build their own obstacle courses-Develop children's movement so they can move over, under, through and around different equipment-Encourage children to be highly active and get out of breath several times every day-Provide further opportunities for children to, spin, rock, tilt, fall, slide and bounce-Races / team games involving gross motor movements
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Sticky Knowledge:

- I can copy another person's movements
- I can jump off an object and land appropriately
- I can adjust speed and change direction to avoid people and obstacles
- I can hop from one foot to the other
- I can skip in a straight line and in different directions
- I can climb whilst maintaining balance
- I can run in a straight line

Year 1

Games

- Be able to develop spatial awareness whilst moving in different directions
- Be able to maintain balance whilst reacting quickly to commands
- Be able to move in different directions whilst handling a ball
- Be able to develop control and accuracy when rolling a ball
- Be able to underarm throw with some control and accuracy
- Be able to send and receive a bouncing ball whilst positioning body correctly
- Be able to carry and balance equipment whilst changing speed and direction
- Start to gain rhythm when throwing and striking a ball
- Begin to be able to strike and kick a moving ball with some accuracy
- Begin to understand the concept of dribbling
- Be able to engage in team games
- Begin to understand what attacking and defending is
- Be able to defend a space against other pupils in small sided games
- Be able to move past a defender

Dance

- Be able to select and use a variety of movements to form a short dance
- Be able to explore, repeat and link a range of actions with coordination
- Be able to show a variety of sizes and shapes using different body movements
- Be able to show creativity with own balances
- Be able to listen and respond to music
- Be able to explore, repeat and link a range of actions with a partner

Gymnastics

- Begin to understand how to control their body, using muscle tension to hold a basic position
- Begin to be able to move whilst maintaining a body shape
- Begin to maintain a controlled shape whilst jumping in the air
- Begin to understand the importance of landing with correct technique
- Know how to be safe when using gymnastic apparatus
- Build on ability to balance whilst on apparatus from EYFS

Sticky Knowledge

- I can make up a short dance
- I can dance imaginatively
- I can change rhythm, speed, level and direction
- I can balance in different ways
- I can control my body when travelling / balancing
- I can climb safely
- I can plan and show a sequence of movements
- I can throw underarm
- I can roll a piece of equipment
- I can move and stop safely
- I can catch with both hands
- I can kick in different ways
- I can hit a ball with a bat
- I can throw in different ways
- I can use hitting, kicking and/or rolling in a game
- I can follow rules

Year 2

Games

- Develop more spatial awareness of other team members within games
- Be able to move using different floor movement patterns
- Be able to side-step and dodge avoiding other players
- Be able to describe a number of ways a ball can be moved
- Be able to demonstrate basic dribbling, bouncing and balancing a ball
- Be able to roll a ball towards a target
- Be able to send and retrieve a rolled ball with a partner
- Be able to chase a rolled ball
- Be able to collect a rolled ball in a number of positions
- Be able to stop a moving ball using the sole of the foot
- Be more accurate when kicking towards a target
- Be able to underarm and overarm throwing a beanbag with reasonable technique
- Be able to control a moving ball with a tennis racket
- Begin to understand how to grip a tennis racket accurately
- Begin to attempt a long barrier position
- Be able to take part in small-sided striking and fielding games
- Be able to strike a ball more consistently from a stationary position
- Be able to dribble a ball whilst moving
- Be able to dodge past objects
- Be able to look up whilst moving to dodge an object
- Begin to be able to dribble into space away from defenders
- Begin to be able to pass to other players who are in a space
- Develop a better understanding of what attacking and defending is

Dance

- Explore the dance elements of tempo, space, shape and dynamic through movement
- Be able to observe pupils' work and give feedback using simple dance vocabulary with teacher support
- Be able to move in varying rotating ways
- Be able to build together different movements to create a short solo dance piece

Gymnastics

- Control their body using muscle tension to hold a basic position for longer than Year 1
- Be able to transfer their weight, whilst maintaining control, in movements
- Be able to land safely and with more control than Year 1
- Be able to hold a variety of basic gymnastic positions while maintaining precision and control

Sticky Knowledge

- 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
- I can balance in different ways
- I can control my body when travelling / balancing
- Know how to be safe within gymnastic lessons
- I can plan and show a sequence of movements
- I can stay in a 'zone' during a game
- I can decide where the best place to be is during a game
- I can use one tactic in a game

Year 3

Football

- Be able to use the correct part of the body to control the ball
- Be able to keep the ball close to the body and under control
- Be able to turn with the ball under control
- Be able to use the inside of the foot to pass
- Be able to use the inside of the foot to control the ball when receiving a pass
- Be able to shoot with some degrees of accuracy
- Begin to understand the key skills required of a goalkeeper

Netball

- Be able to chest pass
- Be able to use the 'W' shape when chest passing
- Know what a bounce pass is
- Be able to use an overhead pass
- Be able to pivot using the correct technique
- Begin to develop an understanding of the 'footwork rule'
- Pupils skill at avoiding interception is improving
- Know when it is appropriate to shoot
- Be able to use the correct shooting technique

Hockey

- Be able to hold the stick with the correct grip
- Be able to dribble with some control
- Be able to lift up head to be aware of others
- Be able to pass and receive the ball with some accuracy
- Be able to tackle correctly
- Be able to shoot with some accuracy
- Be able to shoot with some control

Tennis (Year 3 and 4)

- Be able to get into the ready position
- Be able to play a simple forehand shot
- Be able to play a simple backhand shot
- Know what is meant by a rally
- Be able to simulate the throw of a serve
- Be able to catch the ball following a throw
- Know the layout of a tennis court
- Be able to return a ball with a racket

Cricket (Year 3 and 4)

- Be able to bowl a ball underarm
- Be able to hold the ball correctly
- Be able to bowl at a target
- Be able to hold a bat correctly
- Be able to adopt the correct stance when batting
- Begin to direct shots accurately
- Be able to throw and catch from an underarm position
- Begin to be able to throw and catch overhead

Athletics

- Be able to run for speed
- Be able to run over a distance
- Be able to jump from a standing start
- Be able to throw a shotput/tennis ball
- Know what hurdling means
- Develop the basic skills to begin hurdling
- Be able to pass a baton from a standing start
- Be able to pass a baton as part of a race

Dance

- I can improvise freely, translating ideas from a stimulus into movement
- I can share and create phrases with a partner and in small groups
- I can repeat, remember and perform these phrases in a dance
- I can use dance to communicate an idea
- I can take the lead when working with a partner or group
- I can make sure my dance moves are clear and fluent

Gymnastics

- I can use a greater number of my own ideas for movement in response to a task
- I can explain how strength and suppleness affect performances
- I can compare gymnastic sequences commenting on similarities and differences
- I can adapt sequences to suit different types of apparatus and their partner's ability
- I can work with a partner to create, repeat and improve a sequence with at least three phases
- I can include change of speed
- I can include change of direction
- I can include a range of shapes
- I can combine action, balance and shape

Year 4

Basketball

- Be able to show control when dribbling
- Be able to dribble with head up
- Be able to keep possession of the ball when under pressure
- Be able to pass the ball using chest and bounce pass
- Be able to call for a pass
- Be able to open up their hands to give the passer a target
- Be able to pass the ball on the move
- Be able to catch the ball on the move
- Be able to pivot to take, receive and make a pass

Handball

- Be able to catch balls from different heights
- Be able to throw using different techniques
- Be able to catch using different techniques
- Be able to pass the ball with increasing accuracy
- Be able to shoot the ball with increasing accuracy
- Know the basic rules of handball

Hockey

- Be able to dribble with increased accuracy from Year 3 (more control)
- Remembering to keep head up more to be aware of others
- Use some ways to keep possession of the ball
- Be able to take shots towards the target

Tennis

- Be able to get into the ready position
- Be able to play a simple forehand shot
- Be able to play a simple backhand shot
- Know what is meant by a rally
- Be able to simulate the throw of a serve
- Be able to catch the ball following a throw
- Know the layout of a tennis court
- Be able to return a ball with a racket

Cricket

- Be able to bowl a ball underarm
- Be able to hold the ball correctly
- Be able to bowl at a target
- Be able to hold a bat correctly
- Be able to adopt the correct stance when batting
- Begin to direct shots accurately

Athletics

- Be able to challenge themselves to sprint against a time
- Be able to challenge themselves to jump & throw for distance
- Be able to record and measure other pupil's scores accurately
- Be able to maintain a sprinting pace
- Be able to demonstrate an effective running technique

- Be able to successfully changeover during a relay
- Be able to jump high over obstacles

Rounders

- Be able to throw at a target, and to others, consistently
- Be able to demonstrate the correct grip on the bat
- Be able to act as fielders and a backstop
- Be able to bowl consistently to a batter
- Become more consistent when hitting a bowled ball
- Begin to hit the ball into space away from fielders

Dance

- I can improvise freely, translating ideas from a stimulus into movement
- I can share and create phrases with a partner and in small groups
- I can repeat, remember and perform these phrases in a dance
- I can use dance to communicate an idea
- I can take the lead when working with a partner or group
- I can make sure my dance moves are clear and fluent

Gymnastics

- I can use a greater number of my own ideas for movement in response to a task
- I can explain how strength and suppleness affect performances
- I can compare gymnastic sequences commenting on similarities and differences
- I can adapt sequences to suit different types of apparatus and their partner's ability
- I can work with a partner to create, repeat and improve a sequence with at least three phases
- I can include change of speed
- I can include change of direction
- I can include a range of shapes
- I can combine action, balance and shape

Year 5

Tag rugby

- Be able to change direction at speed
- Be able to evade and tag opponents
- Be able to pass and catch a rugby ball

Netball

- Be able to throw and catch a netball with increased accuracy
- Be able to use chest, bounce and overhead passes with increased accuracy
- Be able to explain what is meant by tactics
- Be able to control feet when moving in different directions
- Demonstrate a more secure understanding of footwork during a game
- Be able to consistently move into positions to create space
- Be able to pivot pass
- Begin to understand the rules of 'High Five Netball'

Hockey

- Be able to dribble with increasing accuracy
- Consistently keeping head up to be aware of others
- Use a range of ways to keep possession of the ball
- Be able to get into the correct body shape to take a shot
- Be able to add power to a shot

Tennis (Year 5 and 6)

- Be able to control the ball and develop a cooperative rally
- Be more confident with the underarm serve
- Be able to return a serve with increased accuracy
- Be able to recover after making a shot

Cricket (Year 5 and 6)

- Be able to bowl a ball underarm with increased accuracy
- Be able to hold the ball correctly
- Continue to direct shots with increased accuracy
- Be able to throw and catch from an underarm position
- Be able to throw and catch overhead
- Demonstrate increased accuracy of batting
- Begin to develop deep field catching

Outdoor Adventurous Activities

- 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

Athletics

- Be able to sprint from a sprint start
- Be able to sprint further distance over a given time
- Be able to jump in different ways
- Be able to throw a javelin from a standing start

Rounders

- Be able to throw at a target, and to others, mostly consistently
- Be able to mostly demonstrate the correct grip on the bat
- Be able to act as fielders
- Be able to bowl towards the batter mostly at the correct height
- Become more consistent when hitting a bowled ball
- Begin to hit the ball into space away from fielders

Dance

- I can work on my movements and refine them
- I can compose my own dances in a creative and imaginative way
- My movements are controlled
- My dance shows clarity, fluency, accuracy and consistency

Gymnastics

- I can make complex or extended sequences
- I can perform consistently to different audiences
- My movements are accurate, clear and consistent
- I can combine my own work with that of others
- I can link my sequences to specific timings

Year 6

Tag Rugby

- Be able to evade and tag opponents at speed
- Be able to accurately pass and receive a pass at speed

Netball

- Demonstrate control and accuracy of passing and catching
- Be able to outwit opponents using a variety of passes with accuracy and timing
- Be able to move accurately into a space to receive a well timed pass
- Demonstrate good positioning whilst dodging to allow effective attacking strategies

Tennis

- Be able to control the ball and develop a cooperative rally
- Be more confident with the underarm serve
- Be able to return a serve with increased accuracy
- Be able to recover after making a shot

Handball

- Know a range of ways to block within small sided games

Cricket

- Be able to bowl a ball underarm with increased accuracy
- Be able to hold the ball correctly
- Continue to direct shots with increased accuracy
- Be able to throw and catch from an underarm position
- Be able to throw and catch overhead
- Demonstrate increased accuracy of batting
- Begin to develop deep field catching

Athletics

- Be able to run with greater fluency & speed, including hurdling
- Be able to maintain a pace when running for 60 seconds
- Be able to complete an 800m race without the need to stop

Rounders

- Be able to throw and catch within a round robin consistently without dropping the ball
- Be able to strike a bowled ball consistently
- Understand and demonstrate the key rules in rounders

Dance

- I can work on my movements and refine them
- I can compose my own dances in a creative and imaginative way
- My movements are controlled
- My dance shows clarity, fluency, accuracy and consistency

Gymnastics

- I can make complex or extended sequences
- I can perform consistently to different audiences
- My movements are accurate, clear and consistent
- I can combine my own work with that of others

- I can link my sequences to specific timings

Swimming

- 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