

# St Augustine’s School

## PE Components and Composite

<i>Reception</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
<p><b>ELG: Gross Motor Skills</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>· Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>· Demonstrate strength, balance and coordination when playing.</li> <li>· Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing.</p> <p>Develop overall body strength, co-ordination, balance &amp; agility needed to engage successfully with future physical education sessions &amp; other physical disciplines including dance, gymnastics, sport &amp; swimming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p>	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, 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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>- participate in team games, developing simple tactics for attacking and defending</li> <li>- perform dances using simple movement patterns</li> </ul>	<p>Pupils should continue to apply 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 improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- use running, jumping, throwing and catching in isolation and in combination</li> <li>- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>- perform dances using a range of movement patterns</li> <li>- take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>- compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul> <p><b>Water Safety</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>- perform safe self-rescue in different water-based situations</li> </ul>				

### Dance

Can pupils move freely in a variety of different ways?	Can pupils learn basic movements relating to feelings?	Can pupils evaluate and improve a dance performance by recording and viewing their rehearsals?	Can pupils improvise freely on their own and with a partner, translating ideas from a stimulus to a movement?	Can pupils explore and create characters and narratives in response to a range of stimuli?	Can pupils explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group?	Can pupils explore, improvise and combine movement ideas fluently and effectively?
Can pupils make anticlockwise movements?	Can pupils show that they have a clear starting and finishing position?	Can pupils use a range of vocabulary to describe moods and how dances make them feel?	Can pupils keep up an activity over a period of time and know what they need to warm up and cool down for dance?	Can pupils describe, interpret and evaluate their own and others’ dances, taking account of character and narrative?	Can pupils organise their own warm up and cool down activities to suit the dance?	Can pupils understand how a dance is formed and performed. To evaluate, refine and develop their own and others’ work?
Can pupils demonstrate good control and co-ordination in large and small movement?	Can pupils respond to different music showing a range of emotions?	Can pupils remember and repeat simple dance phrases?				
	Can pupils perform dance movements and simple routines using simple movement patterns?	Can pupils perform dances using simple movement patterns?				

### Invasion Games

Can pupils move freely using suitable spaces and speed?	Can pupils explore different ways of using a ball?	Can pupils recognise the best ways to score points and stop points being scored?	Can pupils practise passing to a partner using a number of sending and receiving techniques?	Can pupils play 3vs1 and 4vs1?	Can pupils show ways to keep ball away from defenders?	Can pupils understand that when their team has ball they are attacking and when they haven’t they are defending?
Can pupils demonstrate increasing control over objects?	Can pupils explore ways to send a ball or other equipment?	Can pupils recognise how they work best with their partner?	Can pupils improve accuracy of passes and use space to keep possession better?	Do pupil know how to use the space and help each other?	Can pupils how to shield the ball?	
Do pupils understand the importance for good health of physical exercise, healthy diet and talk about different ways to keep healthy and safe?	Can pupils retrieve and stop a ball using different parts of the body?	Can pupils use different rules and tactics for invasion games?	Can pupils remain in control of ball while travelling?	Can pupils score more regularly without making mistakes?	Can pupils change speed, direction with ball to get away from defender?	Can pupils understand different ways of attacking and encourage them to use positions for their team carefully?
Can pupils use a variety of equipment, take turns and celebrate other’s?	Can pupils play a variety of running and avoiding games?	Can pupils make it difficult for opponents by keeping the ball and find best places to score?	Can pupils use communication skills to help others know where they are going?	Can pupils choose and adapt their techniques to keep possession and give their team chance to shoot?	Can pupils shoot accurately in a variety of ways?	Can pupils understand different ways to attack and defend?
	Can pupils practise skills to make them warmer?	Can pupils watch others accurately?		Can pupils plan ideas and tactics similar across invasion games?	Can pupils mark an opponent?	Can pupils choose right formations and tactics

Can pupils catch a ball?	<p>Can pupils explain why they enjoy playing games and physical activities?</p> <p>Can pupils talk about what our bodies do during exercise? e.g. breathing</p> <p>Can pupils participate in team games?</p> <p>Can pupils develop simple attacking and defending techniques?</p> <p>Can pupils pass and receive a ball in different ways with increased control?</p>	<p>Can pupils describe what they see and ask to copy others' ideas, skills and tactics?</p> <p>Can pupils recognise what is successful and how to use this knowledge?</p> <p>Can pupils participate in team games?</p> <p>Can pupils understand and develop tactics for attacking and defending?</p> <p>Can pupils pass and receive a ball in different ways with control and increased accuracy?</p>	<p>Can pupils look when travelling and what happens after they have passed ball?</p> <p>Can pupils play games that involve keeping possession and scoring in targets?</p> <p>Can pupils know which passes are best, tactics to keep possession? Can pupils find space to receive and support?</p> <p>Do pupils know what to think about when team has and hasn't got the ball?</p> <p>Do pupils know how to organise themselves differently to play each of the games successfully?</p> <p>Can pupils understand patterns of play- if ball is in a certain position where should players be?</p>	<p>Do pupils know what rules are needed to make games fair?</p> <p>Can pupils understand simple patterns of play?</p> <p>Can pupils evaluate how successful their tactics have been, use appropriate language to describe performance and identify what they do that makes things difficult for their opponents?</p> <p>Can pupils know what they need to improve their game and what they need to practice?</p>	<p>Can pupils watch and evaluate the success of the games they play in?</p> <p>Can pupils identify parts of the game that are going well and parts that need improving?</p> <p>Can pupils explain how confident they feel in different positions?</p> <p>Can pupils suggest what they need to practice to enjoy game more?</p> <p>Can pupils change pitch size to make games better?</p>	<p>for attack and defence.?</p> <p>Do pupils know how they support other players in attack and defence?</p> <p>Can pupils understand how to get ready for games?</p> <p>Do pupils have some ideas for warm up exercises and routines.?</p> <p>Do pupils now what makes a good warm up?</p> <p>Do pupils know what clothing and footwear is best to wear?</p> <p>Do pupils know how to check playing area?</p> <p>Do pupils know how playing invasion games helps your fitness and benefits of playing outside of school?</p>
<b>Net and Wall Games</b>						
	<p>Can pupils focus on throwing and catching?</p> <p>Can pupils play games based on net games (like tennis and badminton)</p> <p>Can pupils play 1 v 1, 1 v 2, and 1 v 3?</p> <p>Can pupils play running and avoiding games?</p> <p>Can pupils participate in team games?</p> <p>Can pupils pass and receive a ball in different ways with control and increased accuracy?</p> <p>Can pupils perform fielding techniques with increased control and co-ordination?</p>	<p>Can pupils use their skills to play end to end games, games over a barrier and fielding games?</p> <p>Can pupils use their ability to solve problems and make decisions?</p> <p>Can pupils watch others and describe what is happening.?</p> <p>Can pupils talk about what they have done and how they did it?</p> <p>Can pupils participate in team games?</p> <p>Can pupils pass and receive a ball in different ways with control and increased accuracy?</p> <p>Can pupils perform fielding techniques with increased control and co-ordination?</p>	<p>Can pupils practise throwing and catching with a variety of different balls and using different types of throwing?</p> <p>Can pupils hit the ball with a racket?</p> <p>Can pupils use different shots?</p> <p>Can pupils play games using throwing and catching skills?</p> <p>Can pupils vary strength, length and direction of throw?</p> <p>Do pupils know how can they make it difficult for opponent to receive ball?</p> <p>Can pupils stand when receiving?</p> <p>Do pupils understand attack and defence tactics?</p> <p>Do pupils understand rules about the games?</p>	<p>Can pupils play games using throwing and catching skills?</p> <p>Can pupils vary strength, length and direction of throw?</p> <p>Can pupils understand how they can make it difficult for opponent to receive ball?</p> <p>Can pupils understand where to stand when receiving?</p> <p>Can pupils understand attack and defence tactics?</p> <p>Can pupils understand rules about the games?</p> <p>Can pupils describe what they do and what they find hard?</p> <p>Can pupils talk about how to change the court to make it easier/harder?</p> <p>Can pupils say what they do well in a game and what they need help with and what they need to practice?</p>	<p>Can pupils hold and swing racket and where to stand on the court when hitting, catching and receiving</p> <p>Can pupils hit the ball on both sides of the body and above head?</p> <p>Can pupils use different types of shots during a game. Improve accuracy?</p> <p>Can pupils explain why they or others are playing well in the games?</p> <p>Do pupils know what they need to get better at and what to practice?</p> <p>Do pupils know how to change court to make easier?</p> <p>Do pupils know how to change court to make easier?</p> <p>Do pupils understand practices to help with precision and consistency and speed about the court?</p>	<p>Can pupils devise a scoring system?</p> <p>Can pupils hit the ball in the court away from opponent?</p> <p>Do pupils know where to stand when attacking and defending?</p> <p>Can pupils explain why they or others are playing well in the games?</p> <p>Do pupils know what they need to get better at and what to practice?</p> <p>Can pupils understand how to change court to make easier?</p> <p>Can pupils understand practices to help with precision and consistency and speed about the court?</p>
<b>Striking and Fielding</b>						
	<p>Can pupils be confident and safe in the spaces used to play games?</p> <p>Can pupils explore and use skills, actions and ideas individually and in combination to suit the game they are playing?</p> <p>Can pupils participate in team games?</p> <p>Can pupils pass and receive a ball in</p>	<p>Can pupils choose, use and vary simple tactics?</p> <p>Can pupils recognise good quality in performance?</p> <p>Can pupils use information to improve their work?</p> <p>Can pupils participate in team games?</p> <p>Can pupils pass and receive a ball in different ways with control and increased accuracy?</p>	<p>Can pupils consolidate and develop the range and consistency of their skills in striking and fielding games?</p> <p>Can pupils recognise how specific activities affect their bodies?</p> <p>Do pupils understand the importance of keeping warm?</p>	<p>Can pupils choose and use a range of simple tactics and strategies?</p> <p>Can pupils keep, adapt and make rules for striking and fielding games?</p> <p>Can pupils recognise good performance and identify the parts of a performance that need improving?</p>	<p>Can pupils develop the range and consistency of their skills, especially in specific striking and fielding games?</p> <p>Can pupils know how to warm up?</p> <p>Do pupils understand what to include in a warm up in order to improve performance?</p> <p>Can pupils understand why exercise is good for their fitness, health and well-being?</p>	<p>Can pupils use and adapt rules, strategies and tactics, using their knowledge of basic principles of batting and fielding?</p> <p>Can pupils evaluate strengths and weaknesses in their own and others' performances and suggest improvements?</p>

	different ways with control and increased accuracy?  Can pupils perform fielding techniques with increased control and co-ordination?	Can pupils perform fielding techniques with increased control and co-ordination?				
<b>Gymnastics</b>						
Can pupils stand on one foot?  Can pupils move freely in a variety of different ways?  Can pupils make anticlockwise movements?  Can pupils stand on one foot?  Can pupils experiment moving in different ways on equipment and jump landing safely?	Can pupils respond to instructions and commands?  Can pupils move between mats and small apparatus and change the speed of movement?  Can pupils learn a variety of basic gym actions?  Can pupils be still in different body shapes and balances and combine different ways of travelling?  Can pupils handle apparatus safely?  Can pupils recognise how it feels when the body is tense?  Can pupils discuss how the body changes during exercise?  Can pupils develop balance, agility and co-ordination of travelling, stillness, jumping, timing, changing shape, size, and direction?	Can pupils develop short sequences on their own?  Can pupils use imagination to find different ways of using apparatus?  Can pupils form simple sequences of different actions using floor and apparatus?  Can pupils have a clear start, middle and end?  Can pupils have a clear focus when watching others perform?  Can pupils say when a movement or skill is performed well?  Can pupils describe what they have done and what they have seen?  Can pupils develop balance, agility and co-ordination. of travelling, stillness, jumping, timing, changing shape, size, direction?	Can pupils develop and perform actions?  Can pupils practice and concentrate on quality of movement?  Can pupils link different balances moving in and out of positions of stillness?  Can pupils transfer weight smoothly from one part of body to another?  Can pupils use actions on floor and over, through, across and along apparatus?  Can pupils vary and apply actions on floor and apparatus?  Can pupils copy a partner's sequence on floor and apparatus?  Can pupils perform easy combinations of contrasting actions?  Can pupils choose combinations that work in their sequences?  Can pupils devise sequences?	Can pupils devise, perform and repeat sequences that include travel, body shapes and balances?  Can pupils help them change sequences. Include changes of dynamics?  Can pupils work with a partner?  Can pupils adapt their sequences to include apparatus and to suit partner or small group.  Can pupils ask which parts of task they have completed and the ones they still need to practice?  Can pupils compare and contrast similar performances?  Can pupils suggest ways to improve the quality of sequence?	Can pupils explore range of symmetric and asymmetric actions, shapes and balances?  Can pupils control actions and combine them fluently?  Are pupils aware of extension, body tension and control?  Can pupils move from floor to apparatus, change levels and move safely?  Can pupils combine movements with other in a group (matching and mirroring)?  Can pupils watch a performance and evaluate its success?  Can pupils identify what was performed well and what needs improving?  Can pupils choose a focus for improvement?  Can pupils identify one or two aspects of their performance to practice and improve?	Can pupils make up a sequence and adapt it to different apparatus layouts?  Can pupils use combinations of dynamics (pathways) to use space effectively?  Can pupils make up own rule for longer, more complex sequences?  Can pupils plan a sequence and adapt it to limited equipment?  Can pupils work as a group and share roles fairly?  Can pupils investigate different ways of working with a partner or small group?  Can pupils use compositional ideas (contrasts and variation in shape, speed, level, timing and actions)  Do pupils now how gymnastics promotes strength, power and suppleness?  Can pupils understand the importance of warming up?  Do pupil understand the value of exercise outside of school day?  Can pupils devise effective warm up for gymnastics?  Can pupils set out and do risk assessments on apparatus?
<b>Athletics and Multiskills</b>						
	Can pupils take part in multiskills festivals? (Designed to develop the fundamental movement skills of balance, co-ordination and agility. Activities to include bat and ball relay, throw clap and catch, slalom run, standing long jump etc)  Can pupils develop balance, agility and co-ordination?	Can pupils take part in multiskills festivals? (Designed to develop the fundamental movement skills of balance, co-ordination and agility. Activities to include bat and ball relay, throw clap and catch, slalom run, standing long jump etc.)  Can pupils develop balance, agility and co-ordination?  Can pupils explore movement techniques with increased control?  Can pupils run, throw, jump and perform these with increased control and co-ordination?	Can pupils choose skills and equipment to meet the challenges they are set. E.g by increasing the distance thrown?  Can pupils use different techniques, speeds and effort to meet challenges set for running, jumping and throwing?  Can pupils recognise and describe what their bodies feel like during different types of activity?  Can pupils describe what happens to their heart, breathing and temperature during different types of athletic activity?	Can pupils run for short distances and times, and for longer distances and times?  Can pupils keep a steady pace?  Can pupils practise 5 basic jumps e.g hop, step, jump. Combine basic actions and form simple jump combinations?  Can pupils throw into a target using slinging, pushing and pulling actions?  Can pupils describe and evaluate the effectiveness of performance and recognise aspects that need improving?	Can pupils choose their favourite ways of running, jumping and throwing?  Can pupils choose the best equipment for different activities?  Do pupils know how to plan a run so they pace themselves evenly or unevenly?  Can pupils plan to cover distances as a team to get the best results possible  Can pupils mark a run up for jumping and throwing?  Can pupils set themselves and others targets in different events?	Can pupils develop the consistency of their actions in a number of events?  Can pupils increase the number of techniques they use?  Can pupils sustain pace over longer distances, e.g. sprint for seven seconds , run for one or two minutes?  Can pupils throw with greater control, accuracy and efficiency?  Can pupils perform a range of jumps showing power, control and consistency at both take off and landing?  Can pupils understand why exercise is good for



					Can pupils watch a partners athletic performance and identify the main strengths?  Can pupils identify parts of the performance that need to be practised and refined, and suggest improvements?	fitness, health and wellbeing?  Can pupils say why some athletic activities can improve strength, power or stamina and explain how these can help their performance in other types of activity?
Swimming						
	Can pupils work with confidence in the water?  Can pupils explore and use skills, actions and ideas individually and in combination? Eg. use arms to pull and push the water; use legs in kicking actions; hold their breath under water.  Can pupils remember, repeat and link skills?  Do pupils know how to choose and use skills for different swimming tasks? E.g. using arms to stay balanced, knowing what to push against the water to move in a particular direction.  Can pupils improve the control and co-ordination of their bodies in water?  Do pupils know that being active is fun and good for them?  Can pupils recognise what their bodies feel like during different activities?  Can pupils watch, copy and describe what they and others have done and use the information to improve their swimming?			Can pupils consolidate and develop the quality of their skills? e.g front crawl, back crawl, breaststroke, floating, survival skills  Can pupils improve linking movements and actions?  Can pupils hoose and use a variety of strokes and skills, according to the task .and the challenge? E.g. swimming without aids, distance and time challenges  Do pupils know and describe the short-term effects of exercise on the body and how it reacts to different types of activity?  Can pupils describe and evaluate the quality of swimming and recognise what needs improving?		
Outdoor Education						
	Can pupils recognise their own space?  Can pupils explore finding different places?  Can pupils follow simple routes and trails, orientating themselves successfully?  Can pupils solve simple challenges and problems successfully?  Can pupils recognise and describe how their body feels during exercise?  Can pupils observe what they and others have done and use their observations to improve their performance?	Can pupils develop the range and consistency of their skills and work with others to solve challenges?  Can pupils choose and apply strategies and skills to meet the requirements of a task or challenge?  Do pupils recognise the effect of different activities on the body and to prepare for them physically?  Can pupils work safely?  Can pupils describe and evaluate their own and others’ performances, and identify areas that need improving?	Can pupils develop and refine orienteering and problem-solving skills when working in groups and on their own?  Can pupils decide what approach to use to meet the challenge set?  Can pupils adapt their skills and understanding as they move from familiar to unfamiliar environments?  Can pupils understand how the challenge of outdoor and adventurous activities can help their fitness, health and wellbeing?  Do pupils see the importance of a group or team plan, and the value of pooling ideas?  Can pupils improve their performance by changing or adapting their approaches as needed?			
Non-Negotiables						
Two 1-hour PE lessons per week.	Two 1-hour PE lessons per week.	Two 1-hour PE lessons per week.	Two 1-hour PE lessons per week.	Two 1-hour PE lessons per week.	Two 1-hour PE lessons per week.	Two 1-hour PE lessons per week.
One half term to be dance and another gymnastics	One half term to be dance and another gymnastics	Opportunities to participate in competitions against peers using skills learnt for particular sport (where applicable)  One half term to be dance and another gymnastics	Opportunities to participate in competitions against peers using skills learnt for particular sport (where applicable)  One half term to be dance and another gymnastics	Opportunities to participate in competitions against peers using skills learnt for particular sport (where applicable)  One half term to be dance and another gymnastics	Opportunities to participate in competitions against peers using skills learnt for particular sport (where applicable)  One half term to be dance and another gymnastics	Opportunities to participate in competitions against peers using skills learnt for particular sport (where applicable)  One half term to be dance and another gymnastics
Composite Curriculum Goals To use knowledge learnt to produce, the following...						
Autumn Create a gymnastics routine using all skills learnt and practiced  Spring Produce a group dance routine  Summer Participate in summer sports day	Autumn Create a gymnastics routine using all skills learnt and practiced  Spring Produce a group dance routine  Summer Participate in summer sports day	Autumn Create a gymnastics routine using all skills learnt and practiced  Spring Produce a group dance routine  Summer Participate in summer sports day	Autumn Create a gymnastics routine using all skills learnt and practiced  Spring Produce a group dance  Summer Participate in summer sports day	Autumn Create a gymnastics routine using all skills learnt and practiced Spring Produce a group dance routine  Summer Participate in summer sports day	Autumn Create a gymnastics routine using all skills learnt and practiced  Spring Produce a group dance routine  Summer Participate in summer sports day	Autumn Create a gymnastics routine using all skills learnt and practiced  Spring Produce a group dance routine  Summer Participate in summer sports day

Vocabulary		
Reception, Year 1 & Year 2	Year 3 & 4	Year 5 & 6
Travel Stillness Direction Space Body parts Levels Speed  Striking Catching Own space Team Speed Direction Passing Controlling Shooting Scoring Forwards Backwards Sideways Roll Slow Body parts Shape Jump Travel Stretch Wide Narrow	Travel Stillness Direction Space Body parts Levels Speed Space Repetition Action and reaction Pattern Keep possession Scoring goals Keeping score Making space Pass/send/receive Travel with a ball Make use of space Points/goals Rules Tactics Batting Fielding Defending Hitting stretch push pull step spring crawl still slowly tall long forwards high low roll copy jump land balance	Travel Stillness Direction Space Body parts Levels Speed Space Repetition Action and reaction Dance style Technique Pattern Rhythm Variation Unison Canon Action Reaction Keeping possession Passing Dribbling Shooting Support Marking Attackers/defenders Marking Team play Batting Fielding Bowler Defending Hitting Offside Pitch Forehand/backhand Muscles Joints Symmetrical/asymmetrical Rotation Turn Shape Landing Take-off Flight Performance/evaluation
Visits/Visitors and websites		
Weymouth Outdoor Education Centre Weymouth Swimming Pool  Visitor/Video Calls with sporting stars both local and national. Visits from Sports based companies who can deliver specific units of work for particular sports  <a href="#">Home - Cosmic Kids</a> <a href="https://www.youtube.com/user/thebodycoach1">https://www.youtube.com/user/thebodycoach1</a> <a href="#">Get Set 4 PE: Lesson Plans and Schemes of Work</a> <a href="#">GoNoodle   Get Moving - YouTube</a> <a href="#">KS1 Physical Education - England - BBC Bitesize</a> <a href="#">KS2 Physical Education - BBC Bitesize</a>		