



Embrace challenge

Recognise uniqueness

Celebrate achievement

St Cuthbert's C of E Junior School

PE Whole School Subject Content Overview

Year	Year A	Year B	Year	Year A	Year B
Years 3/4	<i>Apply and develop a broader range of skills</i> <i>Learn how to use skills in different ways</i> <i>Link skills to make actions and sequences of movement</i> <i>Enjoy communicating, collaborating & competing with each other</i>		Years 5/6	<i>Apply and develop a broader range of skills</i> <i>Learn how to use skills in different ways</i> <i>Link skills to make actions and sequences of movement</i> <i>Enjoy communicating, collaborating & competing with each other</i>	
	Term 1: Football <i>Play competitive games and apply basic principles suitable for attacking and defending</i>			Term 1: Football <i>Play competitive games and apply basic principles suitable for attacking and defending</i>	
	Term 2: Basketball <i>Play competitive games and apply basic principles suitable for attacking and defending</i>			Term 2: Basketball <i>Play competitive games and apply basic principles suitable for attacking and defending</i>	
	Term 3: Dance <i>Perform dances using a range of movement patterns</i>			Term 3: Dance <i>Perform dances using a range of movement patterns</i>	
	Term 4: Gymnastics <i>Develop flexibility, strength, technique, control & balance</i>			Term 4: Gymnastics <i>Develop flexibility, strength, technique, control & balance</i>	
	Term 5: Athletics <i>Should be taught running, jumping, throwing & catching in isolation & combination</i>			Term 5: Athletics <i>Should be taught running, jumping, throwing & catching in isolation & combination</i>	
	Term 6: Rounders/ Cricket <i>Play competitive games and apply basic principles suitable for attacking and defending</i>			Term 6: Rounders/ Cricket <i>Play competitive games and apply basic principles suitable for attacking and defending</i>	



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Year	Year A	Year B	Year	Year A	Year B
	Swimming <i>Swim competently, confidently & proficiently up to 25m. Use a range of strokes effectively Perform safe self-rescue</i> Year 4: Residential <i>Take part in outdoor & adventurous activity challenges both individually & within a team</i>			Swimming <i>Swim competently, confidently & proficiently up to 25m. Use a range of strokes effectively Perform safe self-rescue</i> Year 6: Residential <i>Take part in outdoor & adventurous activity challenges both individually & within a team</i>	
	Games <i>Play competitive games and apply basic principles suitable for attacking and defending</i>			Games <i>Play competitive games and apply basic principles suitable for attacking and defending</i>	
	- Understands tactics and composition by starting to vary how they respond - Vary skills, actions and ideas and link these in ways that suit the activity of the game - Beginning to communicate with others during game situations - Uses skills with co-ordination and control - Show confidence in using ball skills in various ways and can link them together - Apply basic skills for attacking and defending - Work well in a group to develop various games - Can create their own game using knowledge and skills Begin to select resources			- Vary skills, actions and ideas and link these in ways that suit the games activity - Show confidence in using ball skills in various ways and can link these together - Consistently use skills with coordination, control and fluency - Take part in competitive games with a strong understanding of tactics and composition - Can create their own games using knowledge and skills - Apply basic skills for attacking and defending - Can make suggestions as to what resources can be used to differentiate a game.	



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Year	Year A	Year B	Year	Year A	Year B
	Athletics <i>Should be taught running, jumping, throwing & catching in isolation & combination</i>			Athletics <i>Should be taught running, jumping, throwing & catching in isolation & combination</i>	
	• Begin to run at speeds appropriate for the distance • Begin to build a variety of running techniques and use with confidence • Can perform a running jump with some accuracy • Perform a variety of throws (underarm, over arm, hurling etc.) using a selection of equipment • Demonstrate accuracy in throwing and catching activities • Can use equipment safely and with good control			• Begin to build a variety of running techniques and use with confidence • Can perform a running jump with more than one component (e.g hop skip jump (triple jump)) • Begin to record peers performances and evaluate these • Demonstrate accuracy and confidence in throwing and catching activities • Describe good athletic performance using correct vocabulary • Can use equipment safely and with good control	
	Dance <i>Perform dances using a range of movement patterns</i>			Dance <i>Perform dances using a range of movement patterns</i>	
	• Begin to improvise independently to create a simple dance • Begin to improvise with a partner to create a simple dance • Translate ideas from stimuli into movement with support • Begin to create longer dance sequences in a larger group • Begin to compare and adapt movements and motifs to create a larger sequence			• Begin to exaggerate dance movements and motifs (using expression when moving) • Performs with confidence, using a range of movement patterns • Demonstrates a strong imagination when creating own dance sequences and motifs • Demonstrates strong movements throughout a dance sequence • Combines flexibility, techniques and movements to create a fluent sequence	



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Year	Year A	Year B	Year	Year A	Year B
	Demonstrate rhythm and spatial awareness Use simple dance vocabulary to compare and improve work			- Move appropriately and with the required style in relation to the stimulus (e.g using various levels, ways of travelling and motifs) - Beginning to show change of pace and timing in their movements - Improvises with confidence, still demonstrating fluency across their sequence Modifies parts of a sequence as a result of self and peer evaluation	
	Gymnastics <i>Develop flexibility, strength, technique, control & balance</i>			Gymnastics <i>Develop flexibility, strength, technique, control & balance</i>	
	- Applies compositional ideas independently and with others to create a sequence. - Copies, explores and remembers a variety of movements and uses these to create their own sequence. - Create sequences using various body shapes and equipment - Combines equipment with movement to create sequences - Links skills with control, technique, coordination and fluency - Develop strength and flexibility throughout performances - Beginning to develop good technique when travelling, balancing, using equipment etc - Uses turns whilst travelling in a variety of ways.			- Select and combine their skills, techniques and ideas. - Apply combined skills accurately and appropriately, consistently showing precision, control and fluency. - Draw on what they know about strategy, tactics and composition when performing and evaluating. - Adapts sequences to include a partner or small group - Analyse and comment on skills and techniques and how these are applied in their own and others' work. - Uses more complex gym vocabulary to describe how to improve and refine performances. - Develops strength, technique and flexibility throughout performances - Links skills with control, technique, coordination and fluency	



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Year	Year A	Year B	Year	Year A	Year B
	- Describes their own work using simple gym vocabulary. - Beginning to notice similarities and differences between sequences.			Understands composition by performing more complex sequences. Gradually increase the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement	
	Swimming <i>Swim competently, confidently & proficiently up to 25m</i> <i>Use a range of strokes effectively</i> <i>Perform safe self-rescue</i>			Swimming <i>Swim competently, confidently & proficiently up to 25m</i> <i>Use a range of strokes effectively</i> <i>Perform safe self-rescue</i>	
	- Swim between 25 and 50 metres. - Arms and legs are co-ordinated. - Use more than one swimming stroke. - Swim both on the surface and below the surface of the water.			- Swim between 50 and 100 metres. - Use breast, front crawl and back stroke styles confidently. - Swimming uses arms and legs in a confident and co-ordinated manner. - Swim over 100 metres. - Use all three strokes with control and sustain this for over 2 minutes. - Breathe so that the pattern of swimming is not interrupted.	
	Outdoor and Adventurous Activity <i>Take part in outdoor & adventurous activity challenges both individually & within a team</i>			Outdoor and Adventurous Activity <i>Take part in outdoor & adventurous activity challenges both individually & within a team</i>	



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	- Develop listening skills - Listen to instructions from a partner/ adult - Think activities through and problem solve - Choose and apply strategies to solve problems with support - Discuss and work with others in a group - Demonstrate an understanding of how to stay safe			- Develops strong listening skills - Think activities through and problem solve using general knowledge - Choose and apply strategies to solve problems with support - Discuss and work with others in a group - Demonstrates an understanding of how to stay safe	
	Evaluation <i>Develop an understanding of how to improve in different physical activities & sports</i> <i>Learn to evaluate & recognise their own success</i> <i>Compare their performances with previous ones & demonstrate improvement to achieve their personal best</i>			Evaluation <i>Develop an understanding of how to improve in different physical activities & sports</i> <i>Learn to evaluate & recognise their own success</i> <i>Compare their performances with previous ones & demonstrate improvement to achieve their personal best</i>	
	- Watches and describes performances accurately - Beginning to think about how they can improve their own work - Work with a partner or small group to improve their skills - Make suggestion on how to improve their work, commenting on similarities and differences			- Watches and describes performances accurately - Learn from others how they can improve their skills - Comment on tactics and techniques to help improve performances - Make suggestions on how to improve their work, commenting on similarities and differences	