



St Paul's C of E Primary School



P.E. Subject Pathway

	Early Years	Key Stage 1	Key Stage 2
Autumn 1 Flexibility and balance	Basic dance (following the leader - routine) Simple gymnastic movements Rolls Stretching and reaching	Dance Gymnastics Running Walking in a straight line Yoga Throwing and catching	Dance Gymnastics Running Walking in a straight line yoga Throwing and catching Defending and attacking Importance of warmup
Autumn 2 Team work and OAA OAA – outdoor adventure activities. Split into 6 key sections: teamwork, communication, movement of body, travelling, listening, developing leadership qualities	Negotiating space and obstacles Managing own body in space (including with objects) Climbing	OAA - Crossing the river 3 legged race Trust activities – let's go for a walk Orienteering – travelling in different directions	OAA – creating own treasure map OAA – creating shapes whilst blindfolded Orienteering with maps and compasses Trust activities Climbing Paddle boarding
Spring 1 Agility	Hopping Skipping	TGFU Tag Stuck in the mud Agility wall Relay races Mountains and valleys	TGFU Team sports Defending and attacking
Spring 2 Power	Kicking Jumping Running	Hurdles Jump races 10m sprints Gymnastics Throwing ball against wall Hopping and skipping Standing jump Shot put (bean bags) Kicking ball a certain distance	Shotput and discus Sprinting Defending Gymnastics Hurdles Frisbee
Summer 1 and 2 Coordination and control (RT)	Throwing and catching (beanbags, balloons, balls) Striking a ball	Running Swimming Football Rounders Throwing and catching Netball	Golf Archery Javelin Endurance running – triple jump, long jump Rounders Hockey Football Bike ability

Assessment Week

	North Gate (N/R)	East Gate (1/2)	South Gate (3/4)	West Gate (5/6)
<p>Assessment week</p> <p>TBC – external agency September & July</p> <p>Teacher assessment Autumn 2 and Spring 2</p> <p>Skills/ physical assessment? See below for old assessment used</p>	<p>To use picture cues to describe how the body feels when still, compared to when exercising</p> <p>To use picture cues, or words, to describe emotions when exercising</p>	<p>To describe how the body feels when still, compared to when exercising</p> <p>To begin to describe how the body feels before, during and after exercise</p>	<p>To recognise and describe how the body feels during and after different physical activities.</p> <p>To explain what they need to stay healthy.</p> <p>To recognise and describe the effects of exercise on the body.</p> <p>To explain why it is important to warm up and cool down.</p> <p>To know some reasons for warming up and cooling down</p>	<p>To understand the importance of warming up and cooling down.</p> <p>To carry out warmups and cool downs safely and effectively.</p> <p>To understand why exercise is good for health, fitness and wellbeing.</p> <p>To know and discuss ways they can become healthier</p>

<p>Assessment</p>	<p>-To show my hand eye co-ordination, I can throw and catch a tennis ball against a wall from a metre away, at least 6 times in a minute.</p>	<p>-To show my hand eye co-ordination, I can throw and catch a tennis ball against a wall from a metre away, at least 9 times in a minute.</p>	<p>-To show my hand eye co-ordination, I can throw and catch a tennis ball against a wall from a metre away, at least 14 times in a minute.</p>	<p>-To show my hand eye co-ordination, I can throw and catch a tennis ball against a wall from a metre away, at least 21 times in a minute.</p>	<p>-To show my hand eye co-ordination, I can throw and catch a tennis ball against a wall from a metre away, at least 24 times in a minute.</p>	<p>-To show my hand eye co-ordination, I can throw and catch a tennis ball against a wall from a metre away, at least 30 times in a minute.</p>
	<p>-To show my foot eye coordination, I can pass a ball against a wall from a metre away, at least 7 times a minute.</p>	<p>-To show my foot eye coordination, I can pass a ball against a wall from a metre away, at least 8 times a minute.</p>	<p>-To show my foot eye coordination, I can pass a ball against a wall from a metre away, at least 10 times a minute.</p>	<p>-To show my foot eye coordination, I can pass a ball against a wall from a metre away, at least 15 times a minute.</p>	<p>-To show my foot eye coordination, I can pass a ball against a wall from a metre away, at least 15 times a minute.</p>	<p>-To show my foot eye coordination, I can pass a ball against a wall from a metre away, at least 18 times a minute.</p>
	<p>-To show my speed and agility I can return five tennis balls from various points in different directions, one at a time, to a central point three metres away, in less than 20 seconds.</p>	<p>-To show my speed and agility I can return five tennis balls from various points in different directions, one at a time, to a central point three metres away, in less than 20 seconds.</p>	<p>-To show my speed and agility I can return five tennis balls from various points in different directions, one at a time, to a central point three metres away, in less than 18 seconds.</p>	<p>-To show my speed and agility I can return five tennis balls from various points in different directions, one at a time, to a central point three metres away, in less than 17 seconds.</p>	<p>-To show my speed and agility I can return five tennis balls from various points in different directions, one at a time, to a central point three metres away, in less than 17 seconds.</p>	<p>-To show my speed and agility I can return five tennis balls from various points in different directions, one at a time, to a central point three metres away, in less than 16 seconds.</p>
	<p>-To show my fitness, I can run at least 23 10-metre lengths, in 2 minutes.</p>	<p>-To show my fitness, I can run at least 23 10-metre lengths, in 2 minutes.</p>	<p>-To show my fitness, I can run at least 26 10-metre lengths, in 2 minutes.</p>	<p>-To show my fitness, I can run at least 27 10-metre lengths, in 2 minutes.</p>	<p>-To show my fitness, I can run at least 27 10-metre lengths, in 2 minutes.</p>	<p>-To show my fitness, I can run at least 28 10-metre lengths, in 2 minutes.</p>

-To show my speed, I can sprint 10 metres, in less than 3.2 seconds.	-To show my speed, I can sprint 10 metres, in less than 3.1 seconds.	-To show my speed, I can sprint 10 metres, in less than 2.9 seconds.	-To show my speed, I can sprint 10 metres, in less than 2.8 seconds.	-To show my speed, I can sprint 10 metres, in less than 2.8 seconds.	-To show my speed, I can sprint 10 metres, in less than 2.6 seconds.
-To show my balance, I can stand on one leg with my raised foot on the inside of my knee for at least 5 seconds.	-To show my balance, I can stand on one leg with my raised foot on the inside of my knee for at least 10 seconds.	-To show my balance, I can stand on one leg with my raised foot on the inside of my knee for at least 20 seconds.	-To show my balance, I can stand on one leg with my raised foot on the inside of my knee for at least 30 seconds.	-To show my balance, I can stand on one leg with my raised foot on the inside of my knee for at least 45 seconds.	-To show my balance, I can stand on one leg with my raised foot on the inside of my knee for at least 60 seconds.

Flexibility and Balance

	North Gate (N/R)	East Gate (1/2)	South Gate (3/4)	West Gate (5/6)
Flexibility/ balance	<p><i>Simple gymnastic movements</i></p> <p>To hold a balance</p> <p>To use a stretch to reach objects at different distances and heights</p> <p>To hold a stretch</p> <p>To jump safely from one spot to another</p> <p><i>Rolls</i> Pencil roll, log roll and dish roll</p>	<p><i>Gymnastics</i></p> <p>To create short sequences of 3 movements</p> <p>To roll in different ways To travel in different ways and direction To stretch in different ways.</p> <p>To jump in a range of ways from one space to another with control. To begin to balance with control.</p> <p>To move around, under, over, and through different objects and equipment.</p> <p><i>Rolls</i> <i>Rolls Log roll (controlled) Curled side roll (egg roll) Teddy bear roll</i></p>	<p><i>Gymnastics</i></p> <p>To choose ideas to compose a movement sequence independently and with others.</p> <p>Link combinations of actions with increasing confidence, including changes of direction, speed or level. To develop the quality of their actions, shapes and balances. To move with coordination, control and care. To begin to use turns whilst travelling in a variety of ways.</p> <p>To use a range of jumps in their sequences. To begin to use equipment to vault.</p> <p>To create interesting body shapes while holding balances with control and confidence.</p> <p><i>Rolls</i> <i>Rolls Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled) Rocking forward roll Crouched</i></p>	<p><i>Gymnastics</i></p> <p>To create own complex sequences involving the full range of actions and movements' travelling. Balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.</p> <p>Demonstrate precise and controlled placement of body parts in their actions, shapes and balances.</p> <p>To confidently use equipment to vault and incorporate this into sequences.</p> <p>To apply skills and techniques consistently, showing precision and control. To develop strength, flexibility and technique throughout performances</p> <p><i>Rolls</i> <i>Forward roll from standing Straddle forward roll Pike forward roll Tucked backward roll</i></p>

	<p><i>Dance</i> Basic dance (following the leader - routine)</p> <p>To follow an adult and copy the actions they are doing</p> <p>To copy an adult and begin to put these actions into a routine</p>	<p><i>Dance</i> To know there are different types of dance and recognise the pace of dances changes with the music</p> <p>To copy and repeat actions</p> <p>To put together a sequence of actions</p> <p>To begin to vary the speed of actions To show good posture and balance</p>	<p><i>forward roll Forward roll from standing Tucked backward roll</i></p> <p><i>Dance</i> Introduction to styles of dance which can be scaled to basic such as freestyle, ballroom, country (maypole) and folk dancing (diverse ethnic groups).</p> <p>To copy, remember and repeat actions</p> <p>To begin to improvise with a partner to create a simple dance To change the speed and level of actions</p> <p>To use different transitions within a dance motif To move in time with music and begin to improve movements based on the music heard</p> <p>To begin to compare and adapt movements to create a longer sequence To perform with some awareness of rhythm and beat To use simple dance vocabulary to compare and improve work</p>	<p><i>Backward roll to straddle Forward roll from standing Straddle forward roll Pike forward roll</i></p> <p><i>Dance</i> Broaden dance styles such as street and contemporary.</p> <p>To identify and repeat the movement patterns and actions of a chosen dance style</p> <p>To compose individual, partner and group dances that reflect a chosen dance style To use dramatic expression in dance movements and sequences</p> <p>To demonstrate imagination and creativity in a movement in response to a stimuli</p> <p>To perform using controlled and strong movements throughout a sequence and combine flexibility, technique and appropriate movement.</p> <p>To modify parts of a sequence as a result of self and peer evaluation.</p>
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OAA and Teamwork

	North Gate (N/R)	East Gate (1/2)	South Gate (3/4)	West Gate (5/6)
Team work OAA	<p><i>Negotiating space and obstacles</i></p> <p>Simple obstacle courses</p> <p><i>Managing own body in space (including with objects)</i></p> <p>Using body movements to move around objects</p>	<p>To develop a love of outdoor pursuits.</p> <p>To take part in outdoor and adventurous activity challenges within a team.</p> <p>OAA - <i>Crossing the river</i></p> <p>In a team work to 'cross the river' with a selection of items</p> <p><i>3 legged race</i></p> <p><i>Trust activities – let's go for a walk</i></p> <p><i>Orienteering – travelling in different directions</i></p> <p><i>Climbing</i> To use own body strength to climb an object <1m</p>	<p>To develop a love of outdoor pursuits.</p> <p>To take part in outdoor and adventurous activity challenges within a team.</p> <p>OAA – <i>creating own treasure map</i></p> <p>Using coordinates to create a treasure map for another group to follow</p> <p>OAA – <i>creating shapes whilst blindfolded</i></p> <p>Using body movements to create letter shapes. Using rope/similar to create shapes using a team mate's instructions</p> <p><i>Orienteering with maps and compasses</i></p> <p><i>Trust activities</i></p> <p><i>Climbing</i> Using monkey bars, net climb and other playground facilities</p> <p><i>Paddle boarding</i></p>	<p>To develop a love of outdoor pursuits.</p> <p>To take part in outdoor and adventurous activity challenges within a team.</p> <p>OAA – <i>creating own treasure map</i></p> <p>Using coordinates to create a treasure map for another group to follow</p> <p>OAA – <i>creating shapes whilst blindfolded</i></p> <p>Using body movements to create letter shapes. Using rope/similar to create shapes using a team mate's instructions</p> <p><i>Orienteering with maps and compasses</i></p> <p><i>Trust activities</i></p> <p><i>Climbing</i> Using monkey bars, net climb and other playground facilities</p> <p><i>Paddle boarding</i></p>

Agility

	North Gate (N/R)	East Gate (1/2)	South Gate (3/4)	West Gate (5/6)
Agility (completion and performance)	<p>To begin to play games in small groups, led by an adult with clear direction and one step instructions</p> <p>To begin to have a basic understanding of what is fair</p> <p>To begin to take turns within a team</p> <p>To begin to learn how to win and lose</p>	<p>To participate in fun and friendly team games, which are modified where necessary.</p> <p>To participate in games to help develop simple tactics for attacking and defending such as, stuck in the mud, capture the flag, cups and saucers, treasure hunters, hungry hippos, bean game, relay</p> <p>To have a basic understanding what is fair.</p> <p>To begin to have a mature positive and negative peer feedback without emotional outbursts</p> <p>To take turns within a team.</p> <p>To begin to cope with winning and losing and recognising individual achievement. e.g. player of the match, getting up after falling.</p> <p>To be mindful of mood/mentality with breathing exercises and meditation.</p>	<p>To participate in more modified team games, both in and out of school, such as five asides, corporate type team building games</p> <p>To develop simple tactics for attacking and defending, position formation, strategic passing, unequal team sizes to promote attacking/defending bias, opposition retrieval rules (seven aside football).</p> <p>To develop understanding for game rules</p> <p>To develop sportsmanship amongst strangers</p> <p>To undertake training resilience and emotional well-being from taking part</p>	<p>To play competitive games, modified where appropriate (must suit current ability and not age), and apply basic principles suitable for attacking and defending</p> <p>To use skills successfully to move with a ball, avoid defenders and keep control of a ball</p> <p>To perform and apply different types of jumps in other contexts.</p> <p>To go through formal competitions.</p> <p>To have a well-developed understanding of match rules</p> <p>To display sportsmanship happiness and achievement in victory and defeat.</p>

Power

	North Gate (N/R)	East Gate (1/2)	South Gate (3/4)	West Gate (5/6)
Power	<p>To participate in fun and friendly team games, which are modified where necessary.</p> <p><i>Running</i></p> <p>To run a short distance</p> <p>To run in one direction in a straight line</p> <p>To begin to change direction when running</p>	<p>To participate in fun and friendly team games, which are modified where necessary.</p> <p><i>Running</i></p> <p>To run in different ways for a variety of purposes</p> <p>To vary pace and speed when running</p> <p>To run with a basic technique over different distances</p>	<p>To describe how the body reacts at different times and how this affects performance.</p> <p><i>Running</i></p> <p>To focus on arm and leg action to improve technique. To confidently demonstrate an improved technique for sprinting.</p> <p>To carry out an effective sprint finish</p> <p>To perform a relay</p> <p>To accelerate from a variety of starting positions and select their preferred position.</p> <p>To identify reaction times when performing a sprint start.</p> <p>To begin to build up speed quickly for a sprint finish.</p> <p>To move with coordination, control and care</p>	<p>To recap, practise and refine an effective sprinting technique, including reaction time.</p> <p><i>Running</i></p> <p>To build up speed quickly for a sprint finish</p> <p>To accelerate to pass other competitors</p> <p>To recap, practise and refine an effective sprinting technique, including reaction time.</p> <p>To run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern</p> <p>To perform and apply different types of jumps in other contexts.</p> <p>To confidently and independently select the most appropriate pace for different distances and different parts of a run</p> <p>To demonstrate endurance and stamina over longer distances in order to maintain a sustained run</p>

	<p><i>Jumping</i> To complete a 2-footed jump on the spot</p> <p>To jump forward</p> <p><i>Hopping</i></p> <p>To perform a hop on dominant leg. To perform a hop on non-dominant leg.</p> <p>To use hopping as a method of travel in a relay race</p>	<p><i>Jumping</i> To perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.</p> <p>To perform a short jumping sequence. To jump as high as possible. To jump as far as possible.</p> <p>To land safely and with control.</p> <p>To work with a partner to develop the control of their jumps</p> <p><i>Throwing</i> To roll equipment different ways. To begin to throw underarm.</p> <p>To begin to throw an object at a target To start to throw underarm and overarm.</p> <p>To begin to throw a ball towards a target with increasing accuracy.</p>	<p><i>Jumping</i> To begin to measure the distance jumped</p> <p>To develop an effective take off for the standing long jump. To develop an effective flight phase for the standing long jump.</p> <p>To land safely and with control.</p> <p>To learn how to combine a hop, step and jump to perform the standing triple jump.</p> <p><i>Throwing</i> To throw with greater control and accuracy.</p> <p>To show increasing control in their overarm throw.</p> <p>To perform a push throw and a pull throw To continue to develop techniques to throw for increased distance. Perform a pull throw.</p> <p>To measure the distance of their throws.</p>	<p><i>Jumping</i> To develop the technique for the standing vertical jump.</p> <p>To maintain control at each of the different stages of the triple jump.</p> <p>To develop and improve their techniques for jumping for height and distance and support others in improving their performance.</p> <p>To perform and apply different types of jumps in other contexts.</p> <p>To set up and lead jumping activities including measuring the jumps with confidence and accuracy</p> <p><i>Throwing</i> To continue to develop techniques to throw for increased distance and support others in improving their personal best. To develop and refine techniques to throw for accuracy.</p> <p>To perform a fling throw To perform a heave throw</p> <p>To measure and record the distance of their throws.</p>
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Coordination and Control

	North Gate (N/R)	East Gate (1/2)	South Gate (3/4)	West Gate (5/6)
Coordination and control	<p><i>Hitting and Striking</i> To send a ball away from me to a specific spot or area</p> <p>To use an implement to hit a ball from a stationary position</p> <p>To kick an object to a specific spot or area >2m</p> <p><i>Throwing and Catching</i> Throw a beanbag, balloon or ball to a spot away from me Throw one and two-handed To catch two-handed</p>	<p><i>Hitting and Striking</i> To hit a ball with a bat or racquet</p> <p>To send a ball away from me to a specific spot or area</p> <p><i>Throwing and Catching</i> To roll a ball different ways To throw under arm and over arm</p> <p>To catch a ball using two hands</p> <p>To move with a ball different ways, including bouncing, kicking and dribbling</p> <p>To kick an object to a target To begin to pass a ball to another player</p>	<p><i>Hitting and Striking</i> To strike a ball with increasing confidence and accuracy To position body so I can aim accurately</p> <p>To begin to use hand-eye coordination to direct a ball when hitting</p> <p><i>Throwing and Catching</i> To throw, bounce and catch with greater control and accuracy</p> <p>To practise using the correct technique for catching a ball and passing it</p> <p>To move with a ball in different ways, with some control. To use two different techniques in a game</p> <p>To pass a ball different ways To begin to pass to another player in a team game, with some pressure applied</p>	<p><i>Hitting and Striking</i> To use a bat, racquet or stick to hit a ball with increasing accuracy and control To serve underarm</p> <p>To build up to a tennis rally with a partner To use two different types of shot in a game To use hand-eye coordination to direct a ball when striking or hitting</p> <p><i>Throwing and Catching</i> To throw and catch successfully and accurately under pressure in a game</p> <p>To use kills successfully to move with a ball, avoid defenders and keep control of a ball</p> <p>To choose and make the best pass in a game situation and link together a range of skills with fluency (pass and receive on the move)</p>

	<p><i>Control</i> To understand that we catch objects with our hands</p> <p>To throw an object (beanbag) into a specific area >2m</p> <p>To roll a ball to a specific area >2m</p> <p>To jog in a straight line, following the leader or a marked line</p>	<p><i>Swimming</i> To begin to cope with changing in/out of swimming kit independently To have an awareness of dangers in and around water.</p> <p>To begin to move through water with aids and techniques.</p> <p>To have some water confidence; getting face and ears wet, putting head under water, moving away from the edges, exiting the pool using the edge, allowing feet to come off the floor</p> <p>To become familiar with procedures, rules and routines for swimming.</p> <p><i>Control</i> To move with a ball different ways, including bouncing, kicking and dribbling</p> <p>To kick an object to a target I can begin to pass a ball to another player</p> <p>To send a ball away to a specific spot or area</p> <p>To jump in a range of ways from one space to another with control.</p> <p>To jog/ sprint in a straight line</p>	<p><i>Swimming</i> To have an increased awareness of water risks and knowledge of how to keep safe.</p> <p>To swim with formation of basic strokes over a distance of at least 10 metres.</p> <p>To explore a range of strokes and fun ways to travel through the water.</p> <p><i>Control</i> To throw, bounce and catch with greater control and accuracy</p> <p>To practise using the correct technique for catching a ball and passing it</p> <p>To move with a ball in different ways, with some control.</p> <p>To use two different techniques in a game</p> <p>To pass a ball different ways</p> <p>To begin to pass to another player in a team game, with some pressure applied</p>	<p><i>Swimming</i> To perform safe self-rescue in different water-based situations.</p> <p>To swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>To use a range of strokes effectively.</p> <p><i>Control</i> To throw and catch successfully and accurately under pressure in a game</p> <p>To use skills successfully to move with a ball, avoid defenders and keep control of a ball</p> <p>To choose and make the best pass in a game situation and link together a range of skills with fluency (pass and receive on the move)</p> <p>To apply skills and techniques consistently, showing precision and control.</p>
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