



Heathfield Academy Physical Education Whole School Overview



Our aim is to increase the participation rate in school sports for boys and girls across the academy to help improve our children's health and fitness, their understanding of sport, team work, and citizenship. We are creating a learning environment within P.E and sports at Heathfield where children can confidently express themselves in a constructive and positive way to become the best performers that they can be. To enrich our PE curriculum, it is important to us at Heathfield to give our children experiences outside of the academy. Many of our children have taken part in a variety of sporting events in the local area such as: Netball Bee Festival at Coombe Wood School and Lan Franc, Hockey Quicksticks competition at Trinity School, Fun Football Festival at Crystal Palace, Multi-Skills Festival at Woodcote High School and Palace for Life Primary Stars Tournament.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
REC	<p>Fundamental movement skills</p> <p>Move freely using suitable spaces and speed.</p> <p>Travel with increasing control & coordination, using space effectively</p> <p>Know equipment needs to be used safely.</p> <p>Understand the importance for good health of physical exercise, healthy diet and talk about different ways to keep healthy and safe.</p> <p>Demonstrate good control and co-ordination in large and small movement.</p>	<p>Fundamental movement skills</p> <p>Improve agility balance and coordination whilst travelling</p> <p>Stand on one foot. Catch a ball.</p> <p>Move freely in a variety of different ways.</p> <p>Enhance coordination skills of changing direction, balancing using different parts of the body. Revisiting basic co-ordination skills.</p> <p>Show a dominant hand.</p> <p>Make anticlockwise movement.</p> <p>Move confidently.</p> <p>Use safety measures independently.</p>	<p>Gymnastics movement patterns</p> <p>Move freely in a variety of different ways.</p> <p>Experiment moving in different ways on equipment and jump landing safely.</p> <p>Manage own risk assessment.</p> <p>Help to put away equipment correctly.</p> <p>Understand that a performance has a beginning and an end.</p> <p>Develop confidence travelling across a mat in various ways.</p> <p>Develop the ability to create shapes with their bodies and to use good body balance to perform shapes and balances.</p>	<p>Multi skills ball, foot and team work</p> <p>Improve coordination balance and the ability to travel safely with a ball at their feet.</p> <p>Improve speed and control whilst balancing beanbags / objects.</p> <p>Improve skills of aiming at a target (throwing skills) and improve agility balance and coordination, including reflexes and the ability to start and stop travelling quickly.</p> <p>Improve co-ordination, linking to awareness of space and colours.</p>	<p>Team games</p> <p>Demonstrate increasing control over objects.</p> <p>Use tools to change to materials.</p> <p>To develop basic team skills of sharing and working together.</p> <p>Use hoops and quoits in a controlled and safe way, to share space and equipment, developing reflexes and agility.</p> <p>With a partner and other children to play games with hoops and/or quoits.</p> <p>Learn to follow simple rules of a game.</p> <p>To share space and equipment. To operate with partner and build upon prior learning.</p>	<p>Athletics</p> <p>Use the quoit in a safe, co-ordinated and controlled manner in simple to build upon prior learning whilst developing accuracy of rolling towards a target.</p> <p>Develop running skills build upon prior learning, further improving running skills, fitness and health</p> <p>Develop confidence throwing a javelin.</p> <p>Improve jumping skills and develop pupils' confidence in running and jumping at self-determined speed.</p>
Y1	<p>Fundamental movement skills</p> <p>Use basic underarm, rolling and hitting skills; Sometimes use overarm skills e.g. throwing a bean bag;</p> <p>Intercept, retrieve and stop a beanbag and a medium - sized ball with some consistency; Sometimes catch a beanbag and a medium -sized ball;</p> <p>Track balls and other equipment sent to them, moving in line with the ball to collect it;</p> <p>Throw, hit and kick a ball in a variety of ways, depending on The needs of the game;</p> <p>Choose different ways of hitting, throwing, striking or kicking the ball;</p>	<p>Invasion games Football/ netball</p> <p>Learn to follow simple rules of a game. To share space and equipment. To operate with partner and build upon prior learning.</p> <p>Explore different ways of using a ball.</p> <p>Explore ways to send a ball or other equipment.</p> <p>Retrieve and stop a ball using different parts of the body.</p> <p>Attack & Defence</p> <p>Play a variety of running and avoiding games.</p> <p>Practise skills to make them warmer.</p>	<p>Gymnastics movement patterns</p> <p>Show basic control and coordination when travelling and when remaining still;</p> <p>Choose and link 'like' actions; Remember and repeat these actions accurately and consistently;</p> <p>Find and use space safely, with an awareness of others; Identify and copy the basic actions of gymnasts;</p> <p>Use words such as rolling, travelling, balancing, climbing; Make their body tense, relaxed, stretched and curled;</p> <p>Describe what they do in their movement phrases</p>	<p>Invasion games Football/ netball</p> <p>Improve speed and control whilst balancing beanbags / objects.</p> <p>Improve skills of aiming at a target (throwing skills) and improve agility balance and coordination, including reflexes and the ability to start and stop travelling quickly.</p> <p>Explain why they enjoy playing games and physical activities.</p> <p>Talk about what our bodies do during exercise e.g. breathing</p> <p>Participate in team games. Develop simple attacking and defending techniques.</p> <p>Pass and receive a ball in different ways with increased control.</p>	<p>Team games Hockey/ Cricket</p> <p>To throw a ball to a target.</p> <p>To defend a ball from hitting a target.</p> <p>To throw a ball or beanbag over a distance. To throw with accuracy to a still or moving target.</p> <p>To throw a ball against a target.</p> <p>To catch a ball that has rebounded from a target.</p> <p>To bounce and catch a ball.</p> <p>To develop skills in bouncing and catching a ball.</p> <p>To work as a team.</p> <p>To defend a ball from another player or target</p>	<p>Athletics</p> <p>Be able to evaluate their performance using time;</p> <p>Know and understand quicker and slower ways of travelling;</p> <p>Develop fundamental movement skills. E.g. hopping, skipping. . .;</p> <p>Engage in competitive and cooperative physical activities in a range of increasingly challenging situations;</p>
Y2	<p>Multi skills</p> <p>Show awareness of opponents and team - mates when playing games;</p>	<p>Invasion games Football/ netball</p>	<p>Gymnastics movement patterns</p>	<p>Invasion games Football/ netball</p>	<p>Team games Hockey/ Cricket</p>	<p>Athletics</p> <p>Throwing with accuracy.</p>

	<p>Perform basic skills of rolling, striking and kicking with more confidence; Apply these skills in a variety of simple games; Be able to throw and catch a ball with a team member; Make choices about appropriate targets, space and equipment; Use a variety of simple tactics; Describe how their bodies work and feel when playing games; Work well with a partner and in a small group to improve their skills; Be able to catch a moving ball Know and understand the term 'feed'.</p>	<p>Decide where to stand to make it difficult for their opponent and to understand the term defend; Describe what they and others are doing. Describe how their body feels during game. Be aware of space and use it to support team-mates and cause problems for the opposition. Know and understand the term intercept; Develop ability to connect information from other games (multi-skills) to improve decision making by recalling information</p>	<p>Plan and repeat simple sequences of actions; show contrasts in shape; Describe what they and others are doing; Perform a sequence that shows clear change of speed; Perform the basic gymnastic actions with coordination, control and variety; Recognise and describe how they feel after exercise; Describe what their bodies feel like during gymnastic activity; Describe what they and others have done; Say why they think gymnastic actions are being performed well Be able to perform a sequence that flows;</p>	<p>Develop throwing and catching skills. Develop kicking and striking skills. Develop dribbling skills both with hands and feet. Improve dodging and evasion skills. Improve ability to finding space Develop co-operation, communication whilst supporting and encouraging others. Demonstrate respect and kindness towards others. Promote honesty and fair play whilst developing the ability to manage emotions</p>	<p>Improve coordination and control of bodies in various activities. Remember, repeat and link combinations of skills where necessary. Develop basic tactics in simple team games and use them appropriately. Choose use and vary simple tactics. Catch and control a ball in movement working with a partner or in a small group. Take part in games where there is an opposition. Decide where to stand during a team game, to support the game. Begin to lead others in a simple team game. To develop hand eye co-ordination to be able to receive and send balls using equipment</p>	<p>Competing with others in a competitive environment. Managing emotions and working collaboratively. Running from sprinters start. Able to throw into a target. Perform the sprint, start position and perform over 40-60 yards. Take part in competitive games. Perform a long jump safely. Perform a modified high jump safely. Perform triple jump. Able to articulate key techniques.</p>
Y3	<p>Multi skills Attempts to begin a game. E.g. underarm/overarm serves; Playing a continuous game using throwing and catching or some simple hitting; Keeps count/score of a game; Can play within boundaries; Uses a small range of basic striking skills e.g. racquets, bats and clubs. Moves towards a ball to return over a line, net or boundary; Playing small sided games over a net or within a boundary. Suggest warm-up activities;</p>	<p>Invasion games Football/ netball Throw and catch with control to keep possession. Pass and move with control without hitting; Be able to throw the ball in the direction of a target; Know and use rules fairly to keep games going; Say when a player has moved to help others; Apply this knowledge to their own play and begin to evaluate.</p>	<p>Gymnastics movement patterns Use a greater number of own ideas for movements in response to a task; Choose and plan sequences of contrasting actions; Adapt sequences to suit different types of apparatus and their partner's ability; Explain how strength and suppleness affect performance; Compare and contrast gymnastic sequences, commenting on Similarities and differences; With help, recognise how performances could be improved</p>	<p>Invasion games Football/ netball Pass and dribble with control both with and without opponents; Be able to move and pass the ball in the direction of a target; Know and use rules fairly to keep games going; Say when a player has moved to help others; Develop thinking behind roles in attack and defence. Apply this knowledge to their own play. Suggest warm-up activities;</p>	<p>Team games Hockey/ Cricket Use a range of skills, e.g. throwing, striking, intercepting and stopping a ball, with some control and accuracy; Continue to develop fundamental movement skills and become increasingly competent and confident; To understand the need for tactics; To be able to pass and catch within pairs; Know and understand rules of the game; Set up small games; Explain what they need to do to get ready to play</p>	<p>Athletics Run at fast, medium and slow speeds, changing speed and direction; Be able to run, jump and throw using a variety of techniques; Know and understand how altering the movement of any parts of the body during performance affects end results; Learn to use skills in different ways and link them to make actions; Develop an understanding of how to improve in different physical activities; Link running and jumping activities with some fluency, control and consistency;</p>
Y4	<p>Multi skills Explores striking or shots on both sides of the body and attempt with confidence; Introduction of forehand and backhand; Uses a small range of racquet/hand skills; Works with a partner / small groups to return a served ball; Plays competitively with others and against others in modified games; Uses basic defensive tactics to defend the court i.e. moving to different positions on the court; Chooses ways to send the ball to make it difficult for opponent to return</p>	<p>Invasion games Football/ netball Play games with some fluency and accuracy, using a range of throwing and catching techniques; Pass and travel with control under pressure; Find ways of attacking successfully when using other skills; Use a variety of simple tactics for attacking well, keeping possession of the ball as a team, and getting into positions to score; Know the rules of the games; Understand that they need to defend as well as attack; Understand how strength, stamina and speed. Carry out tactics successfully;</p>	<p>Gymnastics movement patterns Perform actions, balances, body shapes and abilities with control; Plan, perform and repeat longer sequences that include changes of speed and level, clear shapes and quality of movement; Adapt their own movements to include a partner in a sequence; Understand that strength and suppleness can be improved; Recognise criteria that lead to improvement, e.g. changing a level; watch, describe and suggest possible improvements to others' performances; Suggest improvements to their own performance.</p>	<p>Invasion games Football/ netball Play games with some fluency and accuracy; Pass and dribble with control under pressure; Find ways of attacking successfully when using other skills; Use a variety of simple tactics for attacking well, keeping possession of the ball as a team, and getting into positions to score; Watch and describe others' performances, as well as their own, and suggest practices that will help them and others to play better. Choose and vary skills and tactics to suit the situation in a game;</p>	<p>Team games Hockey/ Cricket Know the rules of the games; Understand that they need to defend as well as attack; Understand how strength, stamina and speed can be improved by playing invasion games; Be able to move to the correct position in order to attempt to score; Lead a partner through short warm-up routines; Use a range of skills, e.g. throwing, striking, intercepting and stopping a ball, with good control and accuracy; Know rules and use them fairly to keep games going;</p>	<p>Athletics Link running and jumping activities with some fluency, control and consistency; Make up and repeat a short sequence of linked jumps; Take part in a relay activity, remembering when to run and what to do; Throw a variety of objects, changing their action for accuracy and distance; Recognize when their heart rate, temperature and breathing rate have changed. Develop an understanding of how to improve in different physical activities;</p>

		To be able to pass and catch within a small team;				Link running and jumping activities with some fluency, control and consistency;
Y5	Multi skills Play a range of basic shots or striking motions on both sides of the body, Move feet to hit ball; Play modified games sending and returning a ball; Play with others with some flow to the game, keeping track of their own scores; Recognises where they should stand on the court, pitch or designated area when playing on their own and with others; Applies some control when returning the ball including foot/arm/hand/leg placement, striking/shot selection and aim; Be able to describe their scoring system;	Invasion games Football/ netball Identify and use tactics to help their team keep the ball and take it towards the opposition's goal; Identify tactics that present opportunities to score. Mark opponents and help each other in defence; Pick out things that could be improved in Performances and suggest ideas and practices to make them better. Develop their own game and to be able to agree and teach the rules of it; Know how to make games safe; Be able to attempt to intercept Be able to participate in small sided game e.g. 5 aside Understand the need for warming up and working on body strength, tone and flexibility; Be able to describe an attacking position and a defending position within a game situation;	Gymnastics movement patterns Refine longer, more complex sequences for a performance, including changes in level, direction and speed; Choose actions, body shapes and balances from a wider range of themes and ideas; Adapt their performance to the demands of a task, using their knowledge of composition; Use basic set criteria to make simple judgements about performances. Suggest ways they could be improved. Be able to link and perform multiple sequential elements e.g. up to 8 movements understand the way in which they are linked through movement.	Invasion games Football/ netball Lead small groups in warmup activities. Use different techniques for passing, controlling, dribbling and shooting the ball in games; Apply basic principles of team play to keep possession of the ball; use marking, tackling and/or interception to improve their defence; Play effectively as part of a team; Know what position they are playing in and how to contribute when attacking and defending; Recognise their own and others' strengths and weaknesses in games; Suggest ideas that will improve performance Know and understand positions that help attacking and defending positions within a game;	Team games Hockey/ Cricket Pass, dribble and shoot with control in games; Identify and use tactics to help their team keep the ball and take it towards the opposition's goal; Identify tactics that present opportunities to score goals Mark opponents and help each other in defence; Pick out things that could be improved in performances and suggest ideas to make them better To develop their own game and to be able to agree and teach the rules of it; Know how to make games safe; Be able to attempt to intercept Be able to participate in small sided game e.g. 5 aside Understand the need for warming up and working on body strength, tone and flexibility; Understand the importance of warming up and cooling down.	Athletics Understand and demonstrate the difference between sprinting and running for sustained periods; Know and demonstrate a range of throwing techniques; Throw with some accuracy and power into a target area; Perform a range of jumps, showing consistent technique and sometimes using a short run-up; Play different roles in small groups; Relate different types of activity to different heart rates and body temperatures, and use some of these activities when warming up; Develop an understanding of how to improve in different physical activities;
Y6	Multi skills Uses forehand, backhand and overhead shots with more confidence in games; Clearly able to identify the optimal way to return shots or balls. Makes appropriate choices in games about the best shot to use; Starts games with the appropriate serve; Begins to use full scoring systems; Develops doubles play (team play for volleyball); Apply tactics in games effectively; Understand the importance of warming up and cooling down; Applies some control when returning the ball including foot/arm/hand/leg placement, striking/shot selection and aim; Be able to describe their scoring system;	Invasion games Football/ netball Use different techniques for passing, controlling, running and throwing the ball in games; Apply basic principles of team play to keep possession of the ball; Use marking, tackling and/or interception to improve their defence; Play effectively as part of a team; Know what position they are playing in and how to contribute when attacking and defending; Recognise their own and others' strengths and weaknesses in games Suggest ideas that will improve performance. Be able to describe an attacking position and a defending position within a game situation; Know and understand positions that help attacking and defending positions within a game; Understand the importance of warming up and cooling down.	Gymnastics movement patterns Create and design longer, more complex sequences, including changes of direction, level and speed; Develop their own solutions to a task by choosing and applying a range of compositional principles; Combine and perform gymnastic actions, shapes and balances; Show clarity, fluency, accuracy and consistency in their movements; Describe, in simple terms, why activity is good for their health, fitness and wellbeing; Show an awareness of factors influencing the quality of a performance and suggest aspects that need improving. Be able to link at 3 different levels; Know and understand how to perform at different levels;	Invasion games Football/ netball Use different techniques for passing, controlling, dribbling and shooting the ball in games; Apply basic principles of team play to keep possession of the ball; Use marking, tackling and/or interception to improve their defence; Play effectively as part of a team; Know what position they are playing in and how to contribute when attacking and defending; Recognise their own and others' strengths and weaknesses in games; Suggest ideas that will improve performance. Be able to describe an attacking position and a defending position within a game situation; Know and understand positions that help attacking and defending positions within a game;	Swimming Hockey/ Cricket Be able to swim up to 50metres unaided Know how to make games safe; Be able to attempt to intercept within a small sided game setting. Be able to participate in small sided game e.g. 5 aside using teamwork skills. Understand the need for warming up and working on body strength, tone and flexibility; Understand the importance of warming up and cooling down. Strike a bowled ball with precision ball; Use a range of fielding skills, e.g. catching, throwing, bowling, intercepting, with growing control and consistency; Continue to work collaboratively in pairs, group activities and small-sided games; Continue to use and apply the basic rules consistently and fairly;	Athletics Choose the best pace for a running event, so that they can sustain their running and improve on a personal target; Show control at take-off in jumping activities; Show accuracy and good technique when throwing for distance; Organise and manage an athletic event well; Understand how stamina and power help people to perform well in different athletic activities; Identify good athletic performance and explain why it is good, using agreed criteria Play different roles in small groups; Relate different types of activity to different heart rates and body temperatures, and use some of these activities when warming up; Develop an understanding of how to improve in different physical activities;

			<p>Be able to link and perform multiple sequential elements e.g. up to 10 movements.</p> <p>Be able to adapt an individual sequence to become a group sequence;</p>	<p>Understand the importance of warming up and cooling down.</p>		
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Links to the National Curriculum

Fundamental movement skills	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
Multi skills	use running, jumping, throwing and catching in isolation and in combination
Invasion games	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
gymnastics	develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics. perform dances using a range of movement patterns
Team games	take part in outdoor and adventurous activity challenges both individually and within a team
Athletics	develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]