



Jerry Clay Academy – PE Programme of Study

EYFS						
PHYSICAL DEVELOPMENT						
Physical Education	Multi skills	Multi skills	Dance	Gymnastics	Athletics	Games
	Spatial Awareness and Movement  Dance (TH)	Spatial Awareness and Movement  Dance/Drama (TH)				



## Jerry Clay Academy – PE Programme of Study

Year 1				
Athletics	Dance	Games	Gymnastics	Outdoor Adventurous Activities
<ul style="list-style-type: none"> <li>Run at fast and slow speeds, changing direction.</li> <li>Link running and jumping activities with some fluency, control and consistency.</li> <li>Make up and repeat a short sequence of linked jumps.</li> <li>Take part in a relay activity.</li> <li>Throw a variety of objects, changing their action for distance.</li> <li>Recognise when their heart rate and temperature have changed.</li> </ul>	<ul style="list-style-type: none"> <li>Perform basic body actions.</li> <li>Use different parts of the body singly and in combination.</li> <li>Show a sense of dynamic, expressive and rhythmic qualities in their own dance.</li> <li>Choose appropriate movements for different dance ideas.</li> <li>Remember and repeat short dance phrases and simple dances.</li> <li>Move with control.</li> <li>Vary the way they use space.</li> <li>Describe how their lungs and heart work when dancing.</li> <li>Describe basic body actions and simple expressive and dynamic qualities of movement.</li> </ul>	<ul style="list-style-type: none"> <li>Use basic underarm rolling and hitting skills.</li> <li>Sometimes use overarm skills.</li> <li>Intercept, retrieve and stop a beanbag and a medium-sized ball with some consistency.</li> <li>Sometimes catch a beanbag and medium sized ball.</li> <li>Track balls and other equipment sent to them, moving in line with the ball to collect it.</li> <li>Hit and kick a ball in a variety of ways, depending on the needs of the game.</li> <li>Choose different ways of hitting, throwing, striking or kicking the ball.</li> <li>Decide where to stand to make it difficult for their opponents.</li> <li>Describe what they and others are doing.</li> </ul>	<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>Perform dances using simple movement patterns</li> </ul>	<ul style="list-style-type: none"> <li>Identify where they are by using simple plans and diagrams of familiar environments.</li> <li>Use simple plans and diagrams to help them follow a short trail and go from one place to another.</li> <li>Respond to a challenge or problem they are set.</li> <li>Begin to work and behave safely.</li> <li>Work increasingly co-operatively with others, discussing how to follow trails and solve problems.</li> <li>Recognise that different tasks make their body work in different ways.</li> <li>Comment on how they went about tackling tasks.</li> </ul>



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Year 2				
Athletics	Dance	Games	Gymnastics	Outdoor Adventurous Activities
<ul style="list-style-type: none"> <li>Run at fast, medium and slow speeds, changing speed and direction.</li> <li>Link running and jumping activities with fluency, control and consistency.</li> <li>Make up and repeat a sequence of linked jumps.</li> <li>Take part in a relay activity, remembering when to run and what to do.</li> <li>Throw various objects, changing their action for accuracy and distance.</li> <li>Recognise when their heart rate, temperature and breathing rate have changed.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently perform a range of body actions correctly.</li> <li>Use different parts of the body singly and in combination fluently.</li> <li>Show a sense of dynamic, expressive and rhythmic qualities in their own dance whilst performing singly and in combination.</li> <li>Choose appropriate movements for different dance ideas and perform them.</li> <li>Remember and repeat dance phrases and simple dances.</li> <li>Move with control and coordination.</li> <li>Identify the different ways they use space.</li> <li>Describe how their lungs and heart work when dancing using key vocabulary.</li> <li>Perform body actions and simple expressive and dynamic qualities of movement.</li> </ul>	<ul style="list-style-type: none"> <li>Show awareness of opponents and team-mates when playing games.</li> <li>Perform basic skills of rolling, striking and kicking with more confidence.</li> <li>Apply these skills in a variety of simple games.</li> <li>Make choices about appropriate targets, space and equipment.</li> <li>Use a variety of simple tactics.</li> <li>Describe how their bodies work and feel when playing games.</li> <li>Work well with a partner and in a small group to improve their skills.</li> </ul>	<ul style="list-style-type: none"> <li>Show awareness of opponents and team-mates when playing games.</li> <li>Perform basic skills of rolling, striking and kicking with more confidence.</li> <li>Apply these skills in a variety of simple games.</li> <li>Make choices about appropriate targets, space and equipment.</li> <li>Use a variety of simple tactics.</li> <li>Describe how their bodies work and feel when playing games.</li> <li>Work well with a partner and in a small group to improve their skills.</li> </ul>	<ul style="list-style-type: none"> <li>Follow simple directions and marked routes on the school sites.</li> <li>Use pictorial and diagrammatic map references.</li> <li>Orientate themselves successfully within a confined space using simple references and basic compass bearings.</li> <li>Respond to references, signs, keys and symbols.</li> <li>Explore and talk about possible alternative responses to simple choice options.</li> <li>Use appropriate technical language, route, symbol, and obstacle.</li> <li>Make suggestions on how they might improve their own and others' work.</li> <li>Follow simple rules and safety procedures.</li> </ul>



## Jerry Clay Academy – PE Programme of Study

Year 3				
Athletics	Dance	Games	Gymnastics	Outdoor Adventurous Activities
<ul style="list-style-type: none"> <li>• Understand and demonstrate the difference between sprinting and running.</li> <li>• Know and demonstrate some throwing techniques.</li> <li>• Throw with some accuracy and power into a target area.</li> <li>• Perform a range of jumps, showing consistent techniques and sometimes using a short run up.</li> <li>• Play different roles in small groups.</li> <li>• Relate different types of activity to different heart rates and body temperatures, and use some of these activities when warming up.</li> <li>• Compare and contrast performances using appropriate language.</li> </ul>	<ul style="list-style-type: none"> <li>• Improvise freely, translating ideas from a stimulus into a movement.</li> <li>• Create dance phrases that communicate ideas.</li> <li>• Share and create dance phrases with a partner and in a small group.</li> <li>• Repeat, remember and perform these phrases in a dance.</li> <li>• Use dynamic, rhythmic and expressive qualities clearly and with control.</li> <li>• Understand the importance of warming up and cooling down.</li> <li>• Recognise and talk about movements used and the expressive qualities of dance.</li> <li>• Suggest improvements to their own and other people's dances.</li> </ul>	<ul style="list-style-type: none"> <li>• Throw and catch the ball to keep possession and score 'goals'.</li> <li>• Be aware of space and use it to support teammates and cause problems for the opposition.</li> <li>• Use rules fairly to keep games going.</li> <li>• Keep possession with some success for throwing and catching skills.</li> <li>• Explain why it is important to warm up and cool down.</li> <li>• Say when a player has moved to help others.</li> <li>• Apply this knowledge to their own play.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a greater number of their own ideas for movements in response to a task.</li> <li>• Choose and plan sequences of contrasting actions.</li> <li>• Adapt sequences to suit different types of apparatus and their partner's ability.</li> <li>• Explain how strength and suppleness affect performance.</li> <li>• Identify some muscle groups used in gymnastic activities.</li> <li>• Compare and contrast gymnastic sequences, commenting on similarities and differences.</li> <li>• With help, recognise how performances could be improved.</li> </ul>	<ul style="list-style-type: none"> <li>• Use maps and diagrams to orientate themselves and to travel around a simple course.</li> <li>• Respond when the task or environment changes.</li> <li>• Start to plan sensible responses to physical challenges or problems, talking and working with others in their group.</li> <li>• Recognise some of the physical demands that activities make on them.</li> <li>• Identify parts of the work that were successful.</li> <li>• Respond to feedback on how to go about their work differently.</li> </ul>



## Jerry Clay Academy – PE Programme of Study

Year 4				
Athletics	Dance	Games	Gymnastics	Outdoor Adventurous Activities
<ul style="list-style-type: none"> <li>• Understand and demonstrate the difference between sprinting and running for sustained periods.</li> <li>• Know, demonstrate and explain a range of throwing techniques and identify the differences between them.</li> <li>• Consistently throw with accuracy into a target area.</li> <li>• Perform a range of jumps, showing consistent techniques and sometimes using a run up.</li> <li>• Explain how different types of activity relate to different heart rates and body temperatures.</li> <li>• Compare, contrast and evaluate performances using appropriate language.</li> </ul>	<ul style="list-style-type: none"> <li>• Respond imaginatively to a range of stimuli related to mood, character and narrative.</li> <li>• Use simple motifs and patterns to structure dance phrases on their own, with a partner and in a group.</li> <li>• Refine, repeat and remember dance phrases and dances.</li> <li>• Perform dances clearly and fluently.</li> <li>• Show sensitivity to the dance idea and the accompaniment.</li> <li>• Show a clear understanding of how to warm up and cool down safely.</li> <li>• Describe, interpret and evaluate dance, using appropriate language.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of skills eg, throwing, striking, intercepting and stopping a ball, with control and accuracy.</li> <li>• Choose and vary skills and tactics to suit the situation in a game.</li> <li>• Carry out tactics successfully.</li> <li>• Set up small games.</li> <li>• Know rules and use them fairly to keep games going.</li> <li>• Explain what they need to do to get ready to play games.</li> <li>• Carry out warm ups with care and awareness of what is happening to their bodies.</li> <li>• Describe what they and others do that is successful.</li> <li>• Suggest what needs practising.</li> </ul>	<ul style="list-style-type: none"> <li>• Create, practise and refine longer, more complex sequences for performance, including changes in level, direction and speed.</li> <li>• Choose actions, body shapes and balances from a wider range of themes and ideas.</li> <li>• Adapt their performance to the demands of a task, using their knowledge of composition.</li> <li>• Understand the need for warming up and working on body strength, tone and flexibility.</li> <li>• Lead small groups in warm up activities.</li> <li>• Use basic set criteria to make simple judgements about performance</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how the body reacts during the exercise and how this affects their performance.</li> <li>• Explain why exercise is good for their health.</li> <li>• Follow a map to move around a less familiar space.</li> <li>• Follow a map with increasing accuracy and confidence within a set time limit.</li> <li>• Be able to bring the correct equipment for the activity.</li> <li>• Show leadership skills with growing confidence</li> <li>• Be aware of dangers presented by weather conditions and be able to explain what they would do in different situations</li> </ul>



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Year 5 (Also attend Swimming)				
Athletics	Dance	Games	Gymnastics	Outdoor Adventurous Activities
<ul style="list-style-type: none"> <li>Choose the best pace for a running event, so that they can sustain their running and improve on a personal target.</li> <li>Show control at take-off in jumping activities.</li> <li>Show accuracy and good technique when throwing for distance.</li> <li>Organise and manage an athletic event well.</li> <li>Understand how stamina and power help people to perform well in different athletic activities.</li> <li>Identify good athletic performance and explain why it is good, using agreed criteria.</li> </ul>	<ul style="list-style-type: none"> <li>Compose motifs and plan dances creatively and collaboratively in groups.</li> <li>Adapt and refine the way they use weight, space and rhythm in their dance to express themselves in their dance style.</li> <li>Perform different styles of dance clearly and fluently.</li> <li>Organise their own warm-up and cool-down exercises.</li> <li>Show an understanding of safe exercising.</li> <li>Recognise and comment on dances, showing an understanding of style.</li> <li>Suggest ways to improve their own and other people's work.</li> </ul>	<ul style="list-style-type: none"> <li>Strike a bowled ball.</li> <li>Use a range of fielding skills, e.g catching, throwing, bowling, intercepting, with growing control and consistency.</li> <li>Work collaboratively in pairs, group activities and small sided games.</li> <li>Understand and implement some tactics in games.</li> <li>Use and apply the basic rules consistently and fairly.</li> <li>Recognise the activities and exercises that need including in a warm up.</li> <li>Identify their own strengths and suggest practises to help them improve.</li> <li>Use forehand, backhand and overhand shots increasingly well in games they play.</li> <li>Use the skills they prefer with competence and consistency.</li> <li>Use the volley in games where it is important.</li> <li>Understand the need for tactics.</li> <li>Start to choose and use some tactics effectively.</li> <li>Play cooperatively with a partner.</li> <li>Apply rules consistently and fairly.</li> <li>Identify appropriate exercises and activities for warming up.</li> </ul>	<ul style="list-style-type: none"> <li>Create, practise and refine longer, more complex sequences for performance, including changes in level, direction and speed.</li> <li>Choose actions, body shapes and balances from a wider range of themes and ideas.</li> <li>Adapt their performance to the demands of a task, using their knowledge of composition.</li> <li>Understand the need for warming up and working on body strength, tone and flexibility.</li> <li>Lead small groups in warm up activities.</li> <li>Use basic set criteria to make simple judgements about performance and suggest ways they could be improved.</li> </ul>	<ul style="list-style-type: none"> <li>Choose and perform skills and strategies effectively.</li> <li>Find solutions to problems and challenges.</li> <li>Plan and implement the strategies they use.</li> <li>Adapt the strategies as necessary.</li> <li>Work increasingly well in a group or in a team where roles and responsibilities are understood.</li> <li>Prepare physically and organisationally for challenges they are set, taking into account the group's safety.</li> <li>Identify what they do well as individuals and as a group.</li> <li>Suggest ways to improve.</li> </ul>



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|  |  | <ul style="list-style-type: none"><li>• Recognise how these games make their bodies work.</li><li>• Pick out what they and others do well and suggest ideas for practises.</li><li>• Pass, dribble and shoot in games.</li><li>• Identify and use tactics to help their team keep the ball and take it towards the opposition's goal.</li><li>• Mark opponents and help in defence.</li><li>• Know and carry out warm up activities that use exercises helpful for invasion games.</li></ul> |  |  |
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## Jerry Clay Academy – PE Programme of Study

Year 6				
Athletics	Dance	Games	Gymnastics	Outdoor Adventurous Activities
<ul style="list-style-type: none"> <li>• Choose the best pace for a running event, so that they can sustain their running and improve on a personal target, focusing on either distance or speed.</li> <li>• Consistently show control in jumping activities.</li> <li>• Show accuracy and good technique whilst throwing.</li> <li>• Organise and manage an athletic event.</li> <li>• Understand how stamina and power help people perform well in various athletic activities.</li> <li>• Identify good athletic performance, explain why it is good and suggest areas for improvement using agreed criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• Work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances.</li> <li>• Perform to an accompaniment expressively and sensitively.</li> <li>• Perform dances fluently and with control.</li> <li>• Warm up and cool down independently.</li> <li>• Understand how dance helps to keep them healthy.</li> <li>• Use appropriate criteria to evaluate and refine their own and others' work.</li> <li>• Talk about dance with understanding, using appropriate language and terminology.</li> </ul>	<ul style="list-style-type: none"> <li>• Use forehand, backhand and overhand shots increasingly well in games they play.</li> <li>• Use the skills learnt with competence and consistency.</li> <li>• Use the volley in games where it is important.</li> <li>• Understand the need for tactics.</li> <li>• Start to choose and use tactics effectively.</li> <li>• Play cooperatively with a partner.</li> <li>• Apply rules consistently and fairly.</li> <li>• Identify appropriate exercises and activities for warming up.</li> <li>• Recognise how these games make their bodies work and explain.</li> <li>• Pick out what they and others do well and suggest ideas for practises.</li> </ul>	<ul style="list-style-type: none"> <li>• Make up longer, more complex sequences, including changes of direction, level and speed.</li> <li>• Develop their own solutions to a task by choosing and applying a range of compositional principles.</li> <li>• Combine and perform gymnastic actions, shapes and balances.</li> <li>• Show clarity, fluency, accuracy and consistency in their movements.</li> <li>• In small groups, prepare a sequence to be performed to an audience.</li> <li>• Understand the importance of warming up and cooling down.</li> <li>• Say, in simple terms, why activity is good for their health, fitness and wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborate with others to help complete challenges.</li> <li>• Know and understand the different features of a map, including symbols and a key.</li> <li>• Know the four cardinal directions on a compass (N, E, S, W).</li> <li>• Follow directional instructions including clockwise, anti-clockwise, 90°, 180° and 360° turns.</li> <li>• Work with a partner to complete the missing information on a map.</li> <li>• Work collaboratively to follow a map and help to plan the best route to complete an orienteering course as quickly as possible.</li> <li>• Know and understand the different features of a map, including symbols, a key, scale and compass directions, and can use this information to read a map proficiently.</li> </ul>





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			<ul style="list-style-type: none"><li>• Show an awareness of factors influencing the quality of performance and suggest aspects that need improving.</li></ul>	
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