

# A skills based curriculum that imparts knowledge about the world we live in

## The PE Learning Pathway @ Skelton

Onwards to success and triumph...

**Health & Fitness**—Recognise the activities and activities that need including in a warm up Identify the main types of fitness needed for these games and use them in warm up routines

**Ball skills: Net games**—Hit the ball with purpose, varying speed, height and direction Position themselves well on court and use space effectively

**Ball skills: Striking & Fielding**—Plan to outwit the opposition individually, as a pair or as a team, when they are batting, bowling and fielding Use tactics which involve bowlers and fielders working together

**Athletics**—To improve and sustain running technique at different speeds  
To demonstrate accuracy & technique in a range of throwing & jumping actions,  
To understand & explain the short & long term effects of exercise.

**OAA**—Can work with others co-operatively , Accurately read an interpret map symbols and control markers,

**Ball skills: Invasion games**—Apply skills effectively in different types of game Defend effectively, slowing games down and making it hard to find space Evaluate performance and decide what they need to practise

**Gymnastics**—To perform & create movement sequences with some complex skills & displaying accuracy & consistency

**Dance**—To explore, improvise and choose appropriate stimulus to create new motifs in chosen dance style, To explain the relationship between dance and music

### Year 6

**OAA**—Can work with others co-operatively Accurately read an interpret map symbols and control markers, Participate in challenging activities

**Ball skills: Net games**—Hit the ball with purpose, varying speed, height and direction. Understand the need for tactics. Start to choose and use some tactics effectively

**Dance**—Explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group

**Athletics**—Run at fast, medium and slow speeds, changing direction and speed. Link running and jumping activities with some fluency, control and consistency.

**Ball skills: Striking & Fielding**—Can bat using different types of shot., Can change & maintain positioning whilst fielding, Can throw for distance

**Ball skills: Invasion games**—Pass, dribble and shoot with control in games. Mark opponents and help each other in defence.

**Gymnastics**—Link ideas, skills & techniques , Demonstrate control and precision when performing basic skills. Imaginative use of apparatus and space

**Ball skills: Striking & Fielding**—Strike a bowled ball. Use a range of fielding skills, e.g. catching, throwing, intercepting, with growing control and consistency

### Year 5

**Health & Fitness**—Identify appropriate exercises and activities for warming up. Recognise how these game make their bodies work.

**Athletics**—Sustain pace over long distances (jog / run), Throw with greater control (range of throwing actions – push / pull etc)

**Ball skills: Invasion games,** Uses range techniques., Able to attack and defend, Ability to make decisions

**Health & Fitness**—Know why warming up is important, Recognise how playing affects their bodies

**Athletics**— Can suggest ways to improve performance through observation evaluation, Can act on advise to improve performance

**Ball skills: Net games**—Control and consistency, Body position to receive ball, Vary

**Dance**—Imaginative response to stimuli (partner / small group) Perform with expression and awareness of others

### Year 4

**Dance**—Can link actions Can respond imaginatively to create movement, Can structure dance phrases with partner or group

**Ball skills: Net games**—Can keep up continuous game (rally) Can use tactics (length, speed height) to send ball

**Ball skills: Striking & Fielding**—Increased control, Strike ball with intent, Intercept the ball and sometimes catch, Fielder position

**Gymnastics**—Explore use of floor / mats / apparatus, Use shape / balance and travel, Show control, accuracy and fluency

**Gymnastics**—Perform balances, body shapes and agility with control, Plan, perform and repeat longer sequences that include changes of speed and level Recognise quality of movement, Lead a partner through a short warm up, Suggest improvements for own performance

**OAA**—Can orientate map and navigate simple course Can work with others

**OAA**—Communicate effectively in pairs / small team, Solve problems (including simple orienteering),

**Ball skills: Invasion games**—Catching and throwing to partner / target, Be able to move with ball effectively

### Year 3

**Athletics**—Balance whilst jumping, Co-ordination, agility

**Swimming**—Swim between 25 – 50m unaided, Use more than one stroke,

**Dance** -Use changes in speed, direction & level, Respond to Stimuli/Music/pictures/ objects. Repeat and copy body shapes

**Gymnastics**—Perform basic travelling actions: rolling jumping sliding climbing. Create & repeat phrases - beginning middle & end

**Athletics**—Walk , Jog run , Sprint. Use changes to meet challenges, Maintain continuous, running pace, Perform 5 jumps.

**Health & Fitness**—Perseverance, Awareness of body and the effects of exercise, Co-ordination

**Ball skills: Net games**— Pupils move into space to send / receive, React to situation to help partners

**OAA** -Children able to think through and plans solutions to problems

### Year 2

**Gymnastics**—Travel by rolling forward, backwards, sideways, Balancing on different points, Stillness

**Ball skills: Invasion games** - Be able to find a space, Communicate and use simple tactics, Gather and intercepts a ball

**GAMES**  
**Ball skills: Net games**—Changing direction – avoiding others, Sending a ball, Receiving a ball

**GAMES**  
**Ball skills: Invasion games**— Demonstrate control & accuracy when: Passing & receiving , roll, underarm pass, chest pass, side foot pass

**Dance**—Communicate: mood / feelings / ideas  
Demonstrate a variety of moving

**OAA** Team building  
Activities: Simple  
Orienteering, Treasure / scavenger hunts

### Year 1

#### Moving and Handling

Children have to learn skills such as walking, balancing and not bumping into things. As well as developing the gross motor skills required to move about children also need to develop control of all the smaller muscles to pick something up or put it down. As children develop control and coordination they eventually learn how to handle items such as a felt pen, a pair of scissors or a paint brush.

#### Health and Self-Care

Through Health and Self-care children find out about the effects of a healthy life style on their bodies. This includes all the factors that affect healthy development including making healthy choices in relation to food. It also includes managing their personal needs, such as dressing, when it is appropriate.

### EYFS