



P.E. Knowledge, Skills and Vocabulary Routeway

National Curriculum Requirements

By the end of Key Stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and began to apply these in a range of activities
- To participate in team games, developing simple tactics for attacking and defending.
- To perform dances using simple movements patterns.

By the end of Key Stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- To use running, jumping, throwing and catching in isolation and in combination.
- To play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounder's and tennis], and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Year Group	Autumn	Spring	Summer
Reception	On entry- Milestone 3		
	<p>Gross Motor: My understanding of space means that I can move safely, I can stop when I need to and put things back where they came from. I experiment with throwing underarm and overarm and can catch with two hands. I move with confidence in a range of different ways, including using stairs, or climbing equipment with alternate feet. My balance continues to improve, and I can stand on one foot at a time and ride a balance bike, lifting my feet to scoot along. I can make large-muscle movements to wave flags and streamers, paint and make marks with a range of implements. When listening to music I can move quickly or slowly depending on the type of music being played and tap in time to simple a rhythm.</p> <p style="text-align: center;">Being Imaginative and Expressive: I can share likes and dislikes about performances.</p>		
	Milestone 4	Milestone 5	Milestone 6
	<p>Gross Motor: I can move my body in different ways with competence and safety, changing direction and showing a good sense of space. I use different balancing and climbing equipment with improving agility. I can make movements that cross my mid-line and I can throw, kick and catch with increasing accuracy know how much force to use to achieve large and fine movements. When responding to music I can tap or clap to simple repeated rhythms, move strongly or lightly and attempt to join a range of different movements together.</p> <p>Being Imaginative and Expressive: I am beginning to replicate short routines I have seen in dances and performances.</p>	<p>Gross Motor: I can throw or kick a ball at a target and catch smaller items from further away. I enjoy being active and I am starting to join different movements together. I have the strength to pull myself up and I can climb going up forwards and down backwards. I can walk along a narrow bench and negotiate obstacles whilst balancing an object on my hand or my head. I enjoy chasing games and can move on and off and in and out of obstacles safely. I experiment with movement, both inside and outside. I can ride a bike with a stabiliser, changing direction and stopping with control. I have a sense of steady beat when moving my body and I can play, clap, pat, and step to the beat in songs and nursery rhymes in fast and slow tempos. When responding to music, I create a short movement phrase which demonstrates my own ideas.</p> <p>Being Imaginative and Expressive: I can move differently to different sounds and I can talk about dance performances I have seen and respond through my own creative dance moves.</p>	<p>Gross Motor: I negotiate space and obstacles safely, considering my own and others safety and adapting movements to reduce risk. I can collaborate with others to manage large items, such as moving a long plank safely. I demonstrate strength, balance and coordination when playing and move energetically, such as running, jumping, dancing, hopping, skipping and climbing. I can jump and land safely and have good core stability to support balance and posture. I can use balancing and climbing apparatus to move under, over, through and around. I am able to throw, kick and catch with accuracy. I practice, revise and refine expression in movement when responding to music and move with fluency. I can change the style of my movements in response to what I hear, and to express different feelings. I show an understanding of beat when using movement, body percussion and instruments.</p> <p>Being Imaginative and Expressive: Inspired by other dance artists, I can choreograph my own dance moves, sometimes working with others, and sometimes editing and improving my work.</p>

						ELG ELG: Cross Motor Skills Children at the expected level of development will: <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others Demonstrate strength, balance and coordination when playing Move energetically, such as running, jumping, dancing, hopping, skipping and climbing Being Imaginative and Expressive: Children at the expected level of development will: <ul style="list-style-type: none"> Perform songs, rhymes, poems, and stories with others, and – when appropriate – try to move in time with music 	
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Year 1	PE Strand – Athletics Unit: Fundamental Movements <u>National Curriculum and Key Knowledge</u> -To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and began to apply these in a range of activities Knowledge -Know that in a short distance race your sprint -Know that in a long-distance race you jog -Know that good posture is keeping a straight back with your head up whilst running -Know that when in a race you stay within your lane for safety <u>Vocabulary</u> Running, pace, speed, posture, balance, jog, sprint, direction, control <u>Skills</u> <ul style="list-style-type: none"> Vary their pace and speed when running. Run with a basic technique over different distances. Show good posture and balance. Jog in a straight line. Change direction when jogging. Sprint in a straight line. Change direction when sprinting. Maintain control as they change 	PE Strand – Games Unit: Ball Skills <u>National Curriculum and Key Knowledge</u> - To participate in team games, developing simple tactics for attacking and defending. - To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and began to apply these in a range of activities Knowledge -Know that different body parts can be used to control the ball -Know that different sports only allow certain body parts to be used -Know that to pat and bounce the balls you use your hands and fingers -Know that when catching you keep your eye on the object to catch it successfully <u>Vocabulary</u> Balance, pass, roll, pat, bounce, throw, catch, kick, dribble, receive <u>Skills</u> <ul style="list-style-type: none"> Balance, pass, and roll the ball around different body parts Pat and bounce the ball and in games Throw and catch using bean bags, small balls, and quoits Kick and dribble the ball Roll and receive the ball 	PE Strand – Gymnastics Unit: Points and Patches/Rocking and Rolling <u>National Curriculum and Key Knowledge</u> - To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and began to apply these in a range of activities Knowledge -Know that the log roll is a sideways roll with the hands next to the waist -Know that an egg roll is a curled side roll -Know that when performing a teddy bear roll your hands grasp legs behind knees (maintain this shape throughout skill). Roll sideways across back and shoulders. End in straddle sit facing in the opposite direction from start -Know that a balance is an even distribution of weight enabling someone or something to remain upright and steady <u>Vocabulary</u> Log roll, curled side roll, teddy bear roll, balance, kneeling pike, tuck, star, straight, straddle shapes <u>Skills</u> <ul style="list-style-type: none"> Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled) Standing balances Kneeling balances 	PE Strand – Games Unit: Striking and Fielding – Bat and Ball <u>National Curriculum and Key Knowledge</u> - To participate in team games, developing simple tactics for attacking and defending. - To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and began to apply these in a range of activities Knowledge -Know to remain central behind the ball to keep it in control -Know to use quick footwork and to drop the shoulder when weaving through slaloms -Know to strike underneath the ball when hitting it upwards - Know to strike over the ball when hitting it downwards <u>Vocabulary</u> Roll, push, bat, weave, balance, control, hit, strike, skip <u>Skills</u> <ul style="list-style-type: none"> Roll and push the ball along the ground with a bat Weave through slaloms Balance a ball on a bat with control – standing and walking Hit a ball upwards and downwards with a bat 	PE Strand – Athletics Unit: Fundamental Movements <u>National Curriculum and Key Knowledge</u> - To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and began to apply these in a range of activities Knowledge -Know that different jumps refer to two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot -Know to bend your knees before a jump for trajectory -Know to use your arms and bent knees for balance when landing <u>Vocabulary</u> Throw, underarm, overarm, distance, power, high, far, control <u>Skills</u> <ul style="list-style-type: none"> Throw underarm and overarm. Throw a ball towards a target with increasing accuracy. Improve the distance they can throw by using more power Perform different types of jumps: Perform a short jumping sequence. Jump as high as possible. Jump as far as possible. Land safely and with control. Work with a partner to develop the control of their jumps. 	PE Strand – Dance Unit: Fog and Sunshine, Washing Day, Handa’s Surprise <u>National Curriculum and Key Knowledge</u> - To perform dances using simple movements patterns. Knowledge - Know how to explore actions in response to stimuli - Know and perform basic dance skills in relation to dance ideas - Know to explore a range of movements suitable to the idea and link them together - Know to observe each other dancing and describe what they see - Know how their bodies feel after dance activities <u>Vocabulary</u> Copy, Repeat, sequence, motif, unison, cannon, mirroring <u>Skills</u> <ul style="list-style-type: none"> Copy and repeat actions. Put a sequence of actions together to create a motif. Vary the speed of their actions. Use simple choreographic devices such as unison, canon and mirroring. Begin to improvise independently to create a simple dance 	

	<p>direction when jogging or sprinting.</p> <ul style="list-style-type: none"> ●Begin to perform learnt skills with some control. ●Engage in competitive activities and team games ●Watch and describe performances. <p>Begin to say how they could improve</p>	<ul style="list-style-type: none"> ●Develop games 	<ul style="list-style-type: none"> ●Pike, tuck, star, straight, straddle shapes 	<ul style="list-style-type: none"> ●Strike a ball rolled or thrown by a partner ●Skip with a rope 	<ul style="list-style-type: none"> ●Begin to perform learnt skills with some control. ●Engage in competitive activities and team games ●Watch and describe performances. ●Begin to say how they could improve 	
Year 1	<p>PE Strand – Gymnastics</p> <p>Unit: Flight</p> <p><u>National Curriculum and Key Knowledge</u></p> <p>- To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and began to apply these in a range of activities</p> <p><u>Knowledge</u></p> <p>-Know that during a straight jump you extend the legs explosively, and at the same time raise the arms up</p> <p>-Know that during a tuck jump, you jump into the air and pull knees to your torso.</p> <p>-Know that a half-turn jump is a rotating jump ending up facing the other way</p> <p>-Know that a jumping jack is performed by jumping to a position with the legs spread wide and the hands going overhead, and then returning to a position with the feet together and the arms at the sides</p> <p><u>Vocabulary</u></p> <p>Jump, straight, tuck, jumping jack, half turn, cat spring, perform</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> ●Straight jump ●Tuck jump ●Jumping jack ●Half turn jump ●Cat spring ●Straight jump off springboard ●Perform using a range of actions and body parts with some coordination. ●Begin to perform learnt skills with some control. 	<p>PE Strand – Dance</p> <p>Unit: Streamer, Conkers and Playing with a ball.</p> <p><u>National Curriculum and Key Knowledge</u></p> <p>-To perform dances using simple movements patterns.</p> <p><u>Knowledge</u></p> <p>- Know how to explore actions in response to stimuli</p> <p>- Know and perform basic dance skills in relation to dance ideas</p> <p>- Know to explore a range of movements suitable to the idea and link them together</p> <p>- Know to observe each other dancing and describe what they see</p> <p>- Know how their bodies feel after dance activities</p> <p><u>Vocabulary</u></p> <p>Per-form, explore, dance, observe, music, rounded, wide, thin, shapes, move, travel</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> ●Copy and repeat actions. ●Put a sequence of actions together to create a motif. ●Vary the speed of their actions. ●Use simple choreographic devices such as unison, canon and mirroring. ●Begin to improvise independently to create a simple dance 	<p>PE Strand – Games</p> <p>Unit: Throwing and Catching</p> <p><u>National Curriculum and Key Knowledge</u></p> <p>- To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and began to apply these in a range of activities</p> <p><u>Knowledge</u></p> <p>-Know that aiming improves accuracy</p> <p>-Know that one-handed means you can only use one hand</p> <p>-Know that to aim you must look at the target before you produce the skill</p> <p>-Know that a target may be onto/over a line, hoops, cones, skittles.</p> <p><u>Vocabulary</u></p> <p>Throw, catch, aim, roll, kick, bounce, throw, target</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> ●Throw and catch with different equipment ●Catch using different equipment with a partner ●Throw and Catch one handed ●Aim using different equipment ●Roll, kick, bounce and throw to aim at a range of targets 	<p>PE Strand – Dance</p> <p>Unit: March, March, March and Jack and the Beanstalk</p> <p><u>National Curriculum and Key Knowledge</u></p> <p>- To perform dances using simple movements patterns.</p> <p><u>Knowledge</u></p> <p>- Know how to explore actions in response to stimuli</p> <p>- Know and perform basic dance skills in relation to dance ideas</p> <p>- Know to explore a range of movements suitable to the idea and link them together</p> <p>- Know to observe each other dancing and describe what they see</p> <p>- Know how their bodies feel after dance activities</p> <p><u>Vocabulary</u></p> <p>Copy, Repeat, sequence, motif, unison, cannon, mirroring</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> ●Copy and repeat actions. ●Put a sequence of actions together to create a motif. ●Vary the speed of their actions. ●Use simple choreographic devices such as unison, canon and mirroring. ●Begin to improvise independently to create a simple dance 	<p>PE Strand – Gymnastics</p> <p>Unit: Wide, Narrow and Curled</p> <p><u>National Curriculum and Key Knowledge</u></p> <p>- To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and began to apply these in a range of activities</p> <p><u>Knowledge</u></p> <p>- Know that a tip toe is walking quietly and carefully with one's heels raised and one's weight on the balls of the feet</p> <p>-Know that hopscotch is a pattern of hopping and jumping</p> <p>-Know that galloping is movement progressing in a rapid manner</p> <p>-Know that co-ordination is the ability to use different parts of the body together smoothly and efficiently</p> <p><u>Vocabulary</u></p> <p>Tiptoe, step, jump, hop, hopscotch, skip, gallop, perform, co-ordination, control</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> ●Tiptoe, step, jump and hop ●Hopscotch ●Skipping ●Galloping ●Perform using a range of actions and body parts with some coordination. ●Begin to perform learnt skills with some control. 	<p>PE Strand – Outdoor and Adventurous</p> <p>Unit: Trails, Problem Solving, Team building, Orienteering</p> <p><u>National Curriculum and Key Knowledge</u></p> <p>-Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p><u>Knowledge</u></p> <p>-Know that orientate means navigating from point to point, usually in different terrains</p> <p>-Know that communicate means exchanging information by speaking to another person</p> <p>-Know that a trail is a path or a track that may or may not have obstacles</p> <p>-Know that a key has symbols which represent objects or places on a map.</p> <p><u>Vocabulary</u></p> <p>Orientate, communicate, trail, key</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> ● Begin to orientate themselves with increasing confidence and accuracy around a short trail. ●Begin to work as a team. ●Begin to identify symbols used on a key. ●Communicate with others. ●Begin to complete activities in a set period of time.

<p>Year 2</p>	<p>PE Strand – Athletics</p> <p>Unit: Fundamental Movements</p> <p><u>National Curriculum and Key Knowledge</u></p> <p>- To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and began to apply these in a range of activities</p> <p>Knowledge</p> <p>-Know that different pace refers to slow, steady and fast</p> <p>-Know that a stride length is the distance between successive ground contacts of the same foot</p> <p>-Know that if you increase your stride length you will go faster.</p> <p>- Know that if you decrease your stride length you will go slower.</p> <p><u>Vocabulary</u></p> <p>Pace, slow, steady, fast, stride, travel, speed, distance, direction, control</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> ● Run at different paces, describing the different paces. ●Use a variety of different stride lengths. ●Travel at different speeds. ●Begin to select the most suitable pace and speed for distance. ●Complete an obstacle course. ●Vary the speed and direction in which they are travelling. ●Run with basic techniques following a curved line. ●Maintain and control a run over different distances ●Perform learnt skills with increasing control. ●Compete against self and others ●Watch and describe performances and use what they see to improve their own performance. ●Talk about the differences between their work and that of others 	<p>PE Strand – Games</p> <p>Unit: Throwing and Catching</p> <p><u>National Curriculum and Key Knowledge</u></p> <p>- To participate in team games, developing simple tactics for attacking and defending.</p> <p>- To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and began to apply these in a range of activities</p> <p>Knowledge</p> <p>- Know to keep your head up and look where you are going to avoid collisions</p> <p>-Know that personal best is a record of your highest achievement completing a particular skill</p> <p>-Know that the different ways to throw, catch and bounce the ball are one hand, the other hand, two hands, with different body parts, over the head, under or around different body parts and overarm throwing.</p> <p><u>Vocabulary</u></p> <p>Moving, awareness, equipment, send, receive, direction, level, personal best, throw, catch, bounce</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> ●Develop safe moving and awareness of others ●Use a range of equipment (different sizes, shapes weights, textures) ●Send and receive using different directions and levels ●Use 'Personal best' to apply some pressure to the skill ●Throw, catch and bounce in different ways ●Make up and teach a game using throwing, catching and bouncing 	<p>PE Strand – Gymnastics</p> <p>Unit: Turning, Spinning and Twisting</p> <p><u>National Curriculum and Key Knowledge</u></p> <p>- To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and began to apply these in a range of activities</p> <p>Knowledge</p> <p>-Know that the log roll is a sideways roll with the hands next to the waist</p> <p>-Know that when performing a teddy bear roll your hands grasp legs behind knees (maintain this shape throughout skill). Roll sideways across back and shoulders. End in straddle sit facing in the opposite direction from start</p> <p>- Know that a cat spring (straddle) is a jump forwards to take weight on hands and arms. Hips are kept high and feet are brought to outside of hands.</p> <p><u>Vocabulary</u></p> <p>Log roll, curled side roll, teddy bear roll, rocking, crouched, tuck, straight, straddle, half turn, cat spring</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> ●Log roll (controlled) ●Curled side roll (egg roll) (controlled) ●Teddy bear roll (controlled) ●Rocking for forward roll ●Crouched forward roll ●Straight jump ●Tuck jump ●Jumping jack ●Half turn jump ●Cat spring ●Cat spring to straddle 	<p>PE Strand – Dance</p> <p>Unit:</p> <p><u>National Curriculum and Key Knowledge</u></p> <p>- To perform dances using simple movements patterns.</p> <p>Knowledge</p> <p>-Know that a motif contains 'the essence' of the dance; a dominant feature that is repeated, like a reoccurring theme throughout a dance</p> <p>-Know that unison is when the dancers perform the same movement phrase at the same time.</p> <p>-Know that canon in dance is a structure in which movements introduced by one dancer are repeated exactly by subsequent dancers in turn</p> <p>- Know that mirroring means copying a partner movements and actions as if they were facing a mirror</p> <p><u>Vocabulary</u></p> <p>Motif, speed, level, unison, canon, mirroring, timing, sequences, control</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> ● Copy, remember and repeat actions. ●Create a short motif inspired by a stimulus. ●Change the speed and level of their actions. ●Use simple choreographic devices such as unison, canon and mirroring ●Use different transitions within a dance motif. ●Move in time to music. ●Improve the timing of their actions ●Perform sequences of their own composition with coordination. ●Perform learnt skills with increasing control. 	<p>PE Strand – Athletics</p> <p>Unit: Athletics I</p> <p><u>National Curriculum and Key Knowledge</u></p> <p>- To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and began to apply these in a range of activities</p> <p>Knowledge</p> <p>-Know that different jumps are two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot</p> <p>- Know that the leg muscles are used when performing a jumping action</p> <p>- Know that the arm muscles are used when performing a throwing action</p> <p>-Know that throwing with one arm/hand will achieve a greater distance</p> <p>-Know that throwing at a 45-degree angle achieves a greater distance</p> <p><u>Vocabulary</u></p> <p>Jump, fluency, control, position, throw, accuracy distance, technique, compete, evaluate</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> ●Perform and compare different types of jumps. ●Combine different jumps together with some fluency and control. ●Jump for distance from a standing position with accuracy and control. ●Investigate the best jumps to cover different distances. ●Throw different types of equipment in different ways, for accuracy and distance. ●Throw with accuracy at targets of different heights. ● Investigate ways to alter their throwing technique to achieve greater distance. 	<p>PE Strand – Outdoor and Adventurous</p> <p>Unit: Trails, Problem Solving, Team building, Orienteering</p> <p><u>National Curriculum and Key Knowledge</u></p> <p>-Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>Knowledge</p> <p>-Know that orientate means navigating from point to point, usually in different terrains</p> <p>-Know that communicate means exchanging information by speaking to another person</p> <p>-Know that a trail is a path or a track that may or may not have obstacles</p> <p>-Know that a key has symbols which represent objects or places on a map.</p> <p><u>Vocabulary</u></p> <p>Orientate, communicate, trail, key</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> ● Begin to orientate themselves with increasing confidence and accuracy around a short trail. ●Begin to work as a team. ●Begin to identify symbols used on a key. ●Communicate with others. ●Begin to complete activities in a set period of time.
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<p>Year 2</p>	<p>PE Strand – Gymnastics</p> <p>Unit: Parts high/low and Pathways</p> <p><u>National Curriculum and Key Knowledge</u></p> <p>- To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and began to apply these in a range of activities</p> <p>Knowledge</p> <p>-Know that a springboard is a platform set upon multiple springs to propel a gymnast who jumps upon it further.</p> <p>-Know that a balance is an even distribution of weight enabling someone or something to remain upright and steady</p> <p>-Know that a pike shape is both legs lifted off the floor to a horizontal. The legs are parallel to or higher than the floor, and arms and hands extended towards the toes.</p> <p>-Know that a straddle shape is sitting tall, with legs out wide and straight, arms stretched out above legs</p> <p><u>Vocabulary</u></p> <p>Hurdle step, springboard, balances, apparatus, partner, pike, tuck, star, straight, straddle, perform, sequences, control, co-ordination</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> ● Hurdle step onto springboard ● Straight jump off springboard ● Tuck jump off springboard ● Standing balances ● Kneeling balances ● Large body part balances ● Balances on apparatus ● Balances with a partner 	<p>PE Strand – Dance</p> <p>Unit:</p> <p><u>National Curriculum and Key Knowledge</u></p> <p>- To perform dances using simple movements patterns</p> <p>Knowledge</p> <p>-Know that a motif contains 'the essence 'of the dance; a dominant feature that is. repeated, like a reoccurring theme throughout a dance</p> <p>-Know that unison is when the dancers perform the same movement phrase at the same time.</p> <p>-Know that canon in dance is a structure in which movements introduced by one dancer are repeated exactly by subsequent dancers in turn</p> <p>-Know that mirroring means copying a partner movements and actions as if they were facing a mirror</p> <p><u>Vocabulary</u></p> <p>Motif, speed, level, unison, canon, mirroring, timing, sequences, control</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> ● Change the speed and level of their actions. ● Use simple choreographic devices such as unison, canon and mirroring ● Use different transitions within a dance motif. ● Move in time to music. ● Improve the timing of their actions ● Perform sequences of their own composition with coordination. ● Perform learnt skills with increasing control. ● Compete against self and others. ● Watch and describe performances 	<p>PE Strand – Games</p> <p>Unit: Making up a game</p> <p><u>National Curriculum and Key Knowledge</u></p> <p>- To participate in team games, developing simple tactics for attacking and defending.</p> <p>- To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and began to apply these in a range of activities</p> <p>Knowledge</p> <p>-Know that when aiming keep eye contact with the target</p> <p>-Know to use space in a game and not just follow the ball</p> <p>-Know that intercepting is taking possession of the ball by tackling and retrieving the ball from an opponent</p> <p>-Know that to intercept the ball you track the path of a ball and move across it.</p> <p><u>Vocabulary</u></p> <p>Aim, intercept, target, sending, receiving, bouncing, kicking, throwing, angles, heights, speeds, space</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> ● Aim at a stationary or moving target using different equipment and a variety of balls ● Aim using different types of sending with hands, feet and bat ● Develop simple tactics by bouncing, kicking or throwing a ball at different angles, heights and speeds into spaces ● Intercept a ball ● Run after a moving ball, field it and return ● Receive the ball on the move 	<p>PE Strand – Games</p> <p>Unit: Dribbling, Kicking and Hitting</p> <p><u>National Curriculum and Key Knowledge</u></p> <p>- To participate in team games, developing simple tactics for attacking and defending.</p> <p>- To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and began to apply these in a range of activities</p> <p>Knowledge</p> <p>-Know to look over your shoulder and around you for space</p> <p>-Know that when dribbling keep the ball close to your body for control</p> <p>-Know that in a game situation, a range of passes are needed to be successful</p> <p>- Know that striking a ball is along the floor and through the air</p> <p><u>Vocabulary</u></p> <p>Space, dribble, control, speed, direction, strike, pass, receive, tactics, attacking, defending, pressure</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> ● Encourage mobility and awareness of space and other people ● Dribble to develop control, change of speed and change of direction ● Strike, pass and receive in a variety of ways with a partner ● Play games with a partner that put them under pressure ● Develop simple tactics for attacking and defending 	<p>PE Strand – Gymnastics</p> <p>Unit: Linking movements together</p> <p><u>National Curriculum and Key Knowledge</u></p> <p>- To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and began to apply these in a range of activities</p> <p>Knowledge</p> <p>-Know that hopscotch is a pattern of hopping and jumping</p> <p>-Know that galloping is movement progressing in a rapid manner</p> <p>-Know that co-ordination is the ability to use different parts of the body together smoothly and efficiently</p> <p>-Know that control is important when moving and balancing</p> <p><u>Vocabulary</u></p> <p>Tiptoe, step, jump, hop, hopscotch, skip, gallop, perform, sequence, composition co-ordination, control</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> ● Tiptoe, step, jump and hop ● Hopscotch ● Skipping ● Galloping ● Perform sequences of their own composition with coordination. ● Perform learnt skills with increasing control. 	<p>PE Strand – Games</p> <p>Unit: Group games and inventing rules</p> <p><u>National Curriculum and Key Knowledge</u></p> <p>- To participate in team games, developing simple tactics for attacking and defending.</p> <p>- To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and began to apply these in a range of activities</p> <p>Knowledge</p> <p>- Know that spatial awareness is being aware of what and who is around you</p> <p>-Know that working together helps the team achieve more</p> <p>-Know that a game needs rules so all players can play fairly and with justice</p> <p>-Know that games require scores to produce winners and losers</p> <p><u>Vocabulary</u></p> <p>Spatial awareness, safety, bouncing, kicking, throwing, catching, striking, footwork, co-ordination, sending, aiming</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> ● Encourage spatial awareness and safety. ● Work co-operatively in small groups to play a range of games. ● Develop and extend bouncing, kicking, throwing, catching and striking skills. ● Develop footwork and whole-body coordination for sending and aiming ● Participate in a range of games, such as 3 v 1 situation, or 2 v 2 or 4 v 4 across a net.

	<ul style="list-style-type: none"> ●Pike, tuck, star, straight, straddle shapes ●Front and back support ●Perform sequences of their own composition with coordination. ●Per-form learnt skills with increasing control. 	<p>and use what they see to improve their own performance.</p> <ul style="list-style-type: none"> ●Talk about the differences between dances 	<ul style="list-style-type: none"> ●Make up games and choose the equipment correctly 			<ul style="list-style-type: none"> ●Invent scoring systems and simple rules to make their games fair and improve the quality of their game. ●Develop simple group tactics (e.g. work as a team to defend a "goal" or stand between the goal and the person with the ball.)
Year 3	<p>PE Strand – Games</p> <p>Unit: Invasion – Basketball</p> <p><u>National Curriculum and Key Knowledge</u></p> <p>- To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p>- To use running, jumping, throwing and catching in isolation and in combination.</p> <p>Knowledge</p> <p>-Know that a bounce pass is a technique used in basketball</p> <p>- Know that a chest pass is used for accuracy</p> <p>-Know that a shoulder pass is used for distance</p> <p>- Know that to signal effectively you must show your teammate where you want the ball</p> <p>-Know that moving into space helps to keep the ball in possession.</p> <p>-Know that it can take time to build up to an attack</p> <p><u>Vocabulary</u></p> <p>Chest pass, bounce pass, shoulder pass, signal, moving, possession, attack, defend, tactics, pressure</p> <p>Skills</p> <ul style="list-style-type: none"> ●Pass and receive with hands in different ways ●Pass the ball in a sequence ●Signal for the ball ●Keep possession and progress towards the basket ●Use simple tactics when under pressure 	<p>PE Strand – Games</p> <p>Unit: Invasion – Tag Rugby</p> <p><u>National Curriculum and Key Knowledge</u></p> <p>-To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p>- To use running, jumping, throwing and catching in isolation and in combination</p> <p>Knowledge</p> <p>-Know to hold the ball with two hands in front of their chest. This allows for maximum control and means players can pass both left and quickly.</p> <p>-Know to instantly move forwards upon receiving the ball.</p> <p>- Know that a rough process of thought could be. Can I score a try? Can I pass to someone who can?</p> <p>-Know that you pass sideways and cannot pass forwards</p> <p><u>Vocabulary</u></p> <p>Maximum control, pass, quickly, forwards, receiving, score, try, sideways</p> <p>Skills</p> <ul style="list-style-type: none"> ● Carry the ball successfully when running ●Change direction successfully whilst running with the ball ●Change direction at speed multiple times successfully whilst carrying the ball ●Pass effectively in varied environments. 	<p>PE Strand – Gymnastics</p> <p>Unit: Symmetry and Asymmetry</p> <p><u>National Curriculum and Key Knowledge</u></p> <p>- Develop flexibility, strength, technique, control and balance</p> <p>- Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p> <p>Knowledge</p> <p>-Know that you can balance and travel with legs apart or together</p> <p>-Knowledge that asymmetrical is shapes that do not correspond to one another</p> <p>-Knowledge that symmetry is made up of similar parts facing each other</p> <p>-Know that movements and balances can be high, medium, or low</p> <p>-Know that planning and evaluating can make movements run smoother</p> <p><u>Vocabulary</u></p> <p>Symmetrical, asymmetrical, mirror, balance, shapes, travel, high, medium, low, plan, per-form, evaluate</p> <p>Skills</p> <ul style="list-style-type: none"> ●Straddle jump off ●Pike jump off ●Straight jump half-turn ●Cat leap ●Chassis steps ●Forward roll from standing ●Tucked backward roll ●Balance showing symmetrical and asymmetrical shapes ●Take weight on different combinations of body parts ● Work on different levels 	<p>PE Strand – Athletics</p> <p>Unit: Multi-skills (Mag 7)</p> <p><u>National Curriculum and Key Knowledge</u></p> <p>- Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p> <p>- Develop flexibility, strength, technique, control and balance</p> <p>- To use running, jumping, throwing and catching in isolation and in combination</p> <p>Knowledge</p> <p>-Know that it requires practise to get better at a skill.</p> <p>-Know that agility is the ability to move and change direction quickly while under control</p> <p>-Know that when hopping, start on one foot, swing arms, look forwards, land on the same foot and bend knee on landing.</p> <p>-Know that when jumping look forwards, bend knees and swing arms.</p> <p>- Know to land on two feet and bend knees when landing</p> <p>-Know that when changing direction to stay low to the floor. do not cross your feet, shuffle feet quickly and have a slight bend in the knee throughout.</p> <p><u>Vocabulary</u></p> <p>Run, stop , change direction, agility, balanced, jogging, hopping, jumping</p> <p>Skills</p> <ul style="list-style-type: none"> ●Run, stop and change direction effectively. ●Develop understanding of 'agility' ●Remain balanced when jogging, hopping and jumping 	<p>PE Strand – Athletics</p> <p>Unit: Acquiring, Developing, Selecting and Applying skills</p> <p><u>National Curriculum and Key Knowledge</u></p> <p>- Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p> <p>- Develop flexibility, strength, technique, control and balance</p> <p>- To use running, jumping, throwing and catching in isolation and in combination</p> <p>Knowledge</p> <p>-Know that a pull through is for distance</p> <p>-Know that two feet to two feet is a jump</p> <p>-Know that one foot to the same foot is a hop</p> <p>-Know that one foot to the other foot is a leap</p> <p>-Know that the correct techniques help ensure success.</p> <p>-Know that their heart rate, breathing and temperature change with activity</p> <p><u>Vocabulary</u></p> <p>Run, throw, fast, medium, slow, speeds, direction, fluency, control, accuracy</p> <p>Skills</p> <ul style="list-style-type: none"> ●Run at fast, medium, and slow speeds and be able to change speed and direction ●Create patterns and link jumping activities with some fluency, consistency and control ●Throw a range of objects/equipment 	<p>PE Strand – Games</p> <p>Unit: Invasion – Strike/Field – Rounders</p> <p><u>National Curriculum and Key Knowledge</u></p> <p>-To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p>- To use running, jumping, throwing and catching in isolation and in combination</p> <p>Knowledge</p> <p>- Know that when fielding, move either side to intercept a travelling ball.</p> <p>- Know that throwing is in different directions, on different levels and at different speeds.</p> <p>-Knowledge that a feed is along the ground with one bounce or no bounce.</p> <p>-Know that in rounders you have three roles within the game – fielder, batsperson and bowler.</p> <p><u>Vocabulary</u></p> <p>Throwing, catching, underarm, overarm, high, low, fast, slow, feed, fielder, batsperson, bowler</p> <p>Skills</p> <ul style="list-style-type: none"> ●Use a variety of throwing and catching. For example, underarm, overarm, high, low, fast and slow ●Retrieve and return the ball ●Feed the ball along the ground ●Strike the ball along the ground and in the air.

			<ul style="list-style-type: none"> ●Move smoothly from a balance or movement into another ●Perform with control and confidence. ●Compete against self and others in a controlled manner. 	<ul style="list-style-type: none"> ●Explain how to perform these skills - jogging, hopping and jumping 	<ul style="list-style-type: none"> ●Change their method of throwing for accuracy or distance 	
<p>Year 3</p>	<p>PE Strand – Games</p> <p>Unit: Net/Wall – Tennis</p> <p><u>National Curriculum and Key Knowledge</u></p> <p>- To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p>Knowledge</p> <p>— Know that you hit with your forehand or your backhand</p> <p>-Know that you aim over the net but within the court area</p> <p>- Know that you only hit the ball with the tennis racket.</p> <p>- Know that you only hit the ball once in between your opponent’s hits</p> <p>-Know that the ball can bounce once before you hit it.</p> <p>-Know that a long shot followed by a short one makes the return shot difficult for an opponent</p> <p><u>Vocabulary</u></p> <p>Forehand, backhand, control, accuracy, short shot, long shot, return, court</p> <p>Skills</p> <ul style="list-style-type: none"> ●Strike a ball with reasonable control and accuracy ●Select and use basic shots in different situations ●Understand simple tactics ●Use basic rules to keep games going without dispute 	<p>PE Strand – Dance</p> <p>Unit: The language of Dance</p> <p><u>National Curriculum and Key Knowledge</u></p> <p>- Perform dances using a range of movement patterns</p> <p>Knowledge</p> <p>-Know that improvising is acting spontaneously</p> <p>-Know that travel in dance is moving from one place to another</p> <p>-Know that jumping is a way of travelling</p> <p>-Know that a repetitive phrase is a group of movements that is repeated</p> <p>- Know that basic actions are running, jumping, bending, stretching, turning</p> <p>- Know that work in two’s involves mirroring and copying the actions your partner creates,</p> <p>-Know that when observing you must watch your carefully and maintain focus</p> <p><u>Vocabulary</u></p> <p>Change, Step, Jump, Bounce, Travel, Stretch, Curl, Turn, Abstract Dance, Humorous, Gesture</p> <p>Skills</p> <ul style="list-style-type: none"> ●Improvising freely ●Jumping in a variety of ways- big, small ● Using our body to travel in different ways- high, low ●Create short, repetitive dance phrases ●Perform basic actions to dances clearly ●Work with a partner ●Observe themselves and others 	<p>PE Strand – Games</p> <p>Unit: Invasion – Football</p> <p><u>National Curriculum and Key Knowledge</u></p> <p>- To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p>- To use running, jumping, throwing and catching in isolation and in combination</p> <p>Knowledge</p> <p>-Know that control refers to stopping the ball.</p> <p>-Know to keep eyes on the ball (Watch it onto your foot)</p> <p>_ Know to use sole or inside of the foot to control the ball</p> <p>-Know that when passing you begin by using the ‘instep’ of foot.</p> <p>-Know to stand side on and push through the ball</p> <p>-Know that the weight of pass is important for the receiver</p> <p><u>Vocabulary</u></p> <p>Control, sole, inside, passing, receiver, pace, direction, speed,</p> <p>Skills</p> <ul style="list-style-type: none"> ●move and stop the ball with their feet whilst moving at a moderate pace. ●move and stop the ball whilst moving at pace changing direction and displaying a change of speed. ●stop the ball with both feet consistently (both on the floor and in the air) ●pass the ball accurately over 4–5m with strong foot. ●pass the ball accurately over distance with strong foot (9-10m) 	<p>PE Strand – Games</p> <p>Unit: Invasion – Hockey</p> <p><u>National Curriculum and Key Knowledge</u></p> <p>- To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p>Knowledge</p> <p>-Know that pupils writing hand should be loosely holding the stick halfway down.</p> <p>- Know that non-writing hand should hold the top of the stick tightly</p> <p>-Know that the stick should be waist high standing up</p> <p>-Know that when the flat side facing the left = Open</p> <p>-Know that when the flat side facing the right = Reverse</p> <p>-Know that at no point can pupils raise their stick above their waist</p> <p><u>Vocabulary</u></p> <p>Hockey stick, flat side, open, reverse, move, stop, pace, speed, direction</p> <p>Skills</p> <ul style="list-style-type: none"> ●to move and stop the ball with their stick. ●move and stop the ball with their stick whilst moving at a moderate pace, changing direction and displaying a change of speed 	<p>PE Strand – Aquatics</p> <p>Unit: Swimming</p> <p><u>National Curriculum and Key Knowledge</u></p> <p>- Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>- Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>- Perform safe self-rescue in different water-based situations</p> <p>Knowledge</p> <p>-Know that you should sit on the poolside with legs over edge of the pool</p> <p>-Know that you place one hand on side of the pool, lean on it and slowly lower into pool making a quarter turn</p> <p>-Know that you should bend your knees when feet touch pool floor</p> <p>-Know that your hands should remain in contact with pool edge until standing steadily</p> <p>-Know the reason you enter slowly is to cater for unknown depth or objects</p> <p>-Know that breaststroke is a swimming style in which the swimmer is on their chest and the torso does not rotate.</p> <p>-Know that when you swim the backstroke, you lie on your back in the water and move your arms up and back over your head while you kick your feet.</p> <p>-Know that front crawl is a swimming stroke where arms are moved alternately overhead accompanied by a flutter kick</p> <p><u>Vocabulary</u></p> <p>Water safety, poolside, breast stroke, front crawl, back stroke</p> <p>Skills</p> <ul style="list-style-type: none"> ●Enter and exit the water safely 	<p>PE Strand – Outdoor and Adventurous</p> <p>Unit: Trails, Problem Solving, Team building, Orienteering</p> <p><u>National Curriculum and Key Knowledge</u></p> <p>-Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>Knowledge</p> <p>-Know that a compass is used for navigation and orientation</p> <p>-Know that the four compass directions are, North, East, South and West</p> <p>-Know that symbols and keys on a map represent an object or trail in real-life</p> <p>-Know that communicating and collaborating with a partner helps to achieve a goal</p> <p><u>Vocabulary</u></p> <p>North, east, south, west, orientate, trail, symbols, key, problem solving</p> <p>Skills</p> <ul style="list-style-type: none"> ● Orientate themselves with increasing confidence and accuracy around a short trail. ●Use effective communication to begin to work as a team. ●Identify symbols used on a key ●Begin to choose equipment that is appropriate for an activity

					<ul style="list-style-type: none"> ● Explain why you enter the water safely ● Swim using a range of strokes – Breast stroke, front crawl, back stroke 	
Year 4	<p>PE Strand – Games</p> <p>Unit: Invasion – Basketball</p> <p><u>National Curriculum and Key Knowledge</u></p> <p>- To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p>- To use running, jumping, throwing and catching in isolation and in combination</p> <p><u>Knowledge</u></p> <p>- Know that when dribbling, use your fingers and remember to push the ball downwards</p> <p>- Know to move after you have passed the ball to become an option for others to pass to</p> <p>- Know to look where you are going to avoid collisions and to aid decision making</p> <p>- Know that you cannot run with the ball, you have to dribble.</p> <p>- Know that when marking, no contact is allowed.</p> <p>- Know that when marking and defending, be on your toes to anticipate where the ball is going</p> <p>- Know that an interception is getting possession back of the ball</p> <p><u>Vocabulary</u></p> <p>Dribbling, passing, option, avoiding, decision making, marking, contact, anticipate, interception, possession,</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> ● Develop and extend control accuracy and consistency of throwing ● Keep possession ● Travel with the ball ● Develop spatial awareness and decision making 	<p>PE Strand – Games</p> <p>Unit: Invasion – Football</p> <p><u>National Curriculum and Key Knowledge</u></p> <p>- To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p>- To use running, jumping, throwing and catching in isolation and in combination</p> <p><u>Knowledge</u></p> <p>- Know that dribbling is running with the football</p> <p>- Know that when dribbling you use the outside/laces on foot</p> <p>- Know to keep the ball close, glance at ball and where you are travelling</p> <p>- Know that when shooting, place ball level with standing foot, strike through the ball with laces and keep head over the ball (This keeps the flight of the ball to remain low)</p> <p>- Know that when controlling with the chest, allow the ball to hit chest, do not push into the ball.</p> <p>- Know to lean backwards slightly to keep the ball close to the body.</p> <p><u>Vocabulary</u></p> <p>Dribbling, laces, glance, travelling, shooting, strike, control, speed, goalkeeper</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> ● Move and stop the ball with their feet whilst moving at a moderate pace. ● Move and stop the ball whilst moving at pace changing direction and displaying a change of speed. ● Stop the ball with both feet consistently ● Shoot at a target ● Use shooting technique to score past the goalkeeper 	<p>PE Strand – Gymnastics</p> <p>Unit: Balance</p> <p><u>National Curriculum and Key Knowledge</u></p> <p>- Develop flexibility, strength, technique, control and balance</p> <p>- Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p> <p><u>Knowledge</u></p> <p>- Know that during a squat the athlete lowers their hips from a standing position and then stands back up</p> <p>- Know that a pivot is a turn on the ball of the foot</p> <p>- Know that using apparatus can make balancing and performing harder</p> <p>- Know that a point balance is the number of body parts touching the floor when balancing</p> <p>- Know that expression is actions and movements to convey a feeling</p> <p><u>Vocabulary</u></p> <p>Straddle, forward roll, backward roll, half-turn, full-turn, cat leap, hurdle, squat, vault, pivot, point balance, sequence, expression</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> ● Straddle forward roll ● Tucked backward roll ● Backward roll to straddle ● Straight jump half-turn ● Straight jump full-turn ● Cat leap ● Cat leap half-turn ● Hurdle step onto springboard ● Squat on vault ● Straddle on vault ● Star jump off 	<p>PE Strand – Games</p> <p>Unit: Invasion – Hockey</p> <p><u>National Curriculum and Key Knowledge</u></p> <p>- To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p>- To use running, jumping, throwing and catching in isolation and in combination</p> <p><u>Knowledge</u></p> <p>- Know when dribbling, keep flat side of stick in contact with the ball</p> <p>- Know to keep the ball close to the stick</p> <p>- Know to glance at ball and where you are travelling to avoid obstacles</p> <p><u>Vocabulary</u></p> <p>Dribbling, flat side, stick, contact, glance, travelling, obstacles</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> ● Move and stop the ball whilst moving at moderate pace, changing direction and displaying a change of speed. ● Keep control of the ball whilst moving at moderate pace using both open and reverse stick ● Avoid obstacles whilst moving at running speed using both open and reverse stick. 	<p>PE Strand – Athletics</p> <p>Unit: Athletics I</p> <p><u>National Curriculum and Key Knowledge</u></p> <p>- Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p> <p>- Develop flexibility, strength, technique, control and balance</p> <p>- To use running, jumping, throwing and catching in isolation and in combination</p> <p><u>Knowledge</u></p> <p>- Know that a sprint finish is where you run at a moderate pace and then when close to the finish line you sprint to achieve your best result.</p> <p>- Know that teamwork needs to happen for an effective baton changeover.</p> <p>- Know to communicate with your teammate when exchanging the baton</p> <p>- Know to have your hand out ready to receive the baton for a smooth changeover.</p> <p>- Know that a pull throw is where you pull the object/equipment back before throwing to generate power.</p> <p><u>Vocabulary</u></p> <p>Sprint finish, relay, baton, changeover, hop, step, jump, pull throw</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> ● Confidently demonstrate an improved technique for sprinting. ● Carry out an effective sprint finish. ● Perform a relay, focusing on the baton changeover technique. ● Speed up and slow down smoothly ● Learn how to combine a hop, step and jump to perform the standing triple jump. 	<p>PE Strand – Games</p> <p>Unit: Invasion – Strike/Field – Rounders</p> <p><u>National Curriculum and Key Knowledge</u></p> <p>- To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p>- To use running, jumping, throwing and catching in isolation and in combination</p> <p><u>Knowledge</u></p> <p>- Know that one team bats while the other team fields and bowls.</p> <p>- Know that the bowler bowls the ball to the batter who hits the ball forward on the Rounders Pitch. The batter then runs to as many posts as possible before the fielders return the ball to touch the post the batter is heading for.</p> <p>- Know that if the batter reaches the 2nd or 3rd post in one hit, the batting team scores a Rounder.</p> <p>- Know that if the batter reaches 4th post in one hit, the batting team scores a Rounder</p> <p><u>Vocabulary</u></p> <p>Bat, field, bowl, bowler, pitch, posts, fielder, batter, rounder, strike</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> ● Develop a range of skills in striking and fielding ● Practise the correct batting technique and use it in a game. ● Strike the ball for distance. ● Use a bat to hit a ball with accuracy and control. ● Use hand-eye coordination to strike a moving and a stationary ball.

	<ul style="list-style-type: none"> ●Develop dodging, marking, signalling and interception. 	<ul style="list-style-type: none"> ●Control a ball with your chest 	<ul style="list-style-type: none"> ●Tuck jump off ●Pivot ●1, 2, 3 and 4- point balances ●Balances on apparatus ●Balances with and against a partner ●Perform and create sequences with fluency and expression. ●Perform and apply skills and techniques with control and accuracy. 		<ul style="list-style-type: none"> ●Land safely and with control. ●Begin to measure the distance jumped. ●Perform a pull throw. ●Measure the distance of their throws. ●Continue to develop techniques to throw for increased distance. ●Perform and apply skills and techniques with control and accuracy. ●Take part in a range of competitive games and activities ●Modify their use of skills or techniques to achieve a better result 	
Year 4	<p>PE Strand – Games</p> <p>Unit: Net/Wall - Tennis</p> <p><u>National Curriculum and Key Knowledge</u></p> <p>- To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p>Knowledge</p> <p>–Know that there are four points to a game: Love (0) – 15 – 30 – 40 – Game.</p> <p>–Know that to score a point, a ball must bounce twice in your opponent’s side of the court or if your opponent hits the ball outside the court.</p> <p>–Know that both players begin on love (0) and each time you win a point you move up the different points.</p> <p>–Know that a rally is hitting the ball to your partner repeatedly without stopping</p> <p><u>Vocabulary</u></p> <p>Racket, hit, accuracy, control, grip, serve, underarm, rally,</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> ●Use a racket to hit a ball with accuracy and control. ●Accurately serve underarm. ●Build a rally with a partner. ●Use at least two different shots in a game situation. 	<p>PE Strand – Dance</p> <p>Unit: These shoes are made for walking/Giraffes Can’t Dance</p> <p><u>National Curriculum and Key Knowledge</u></p> <p>- Perform dances using a range of movement patterns</p> <p>Knowledge</p> <p>–Know that dance composition is learning the different moves to the dance</p> <p>–Know that precision is being precise with the correct actions and movements</p> <p>–Know that rehearsal needs to take place to improve</p> <p>–Know that improvising is spontaneously creating movement</p> <p><u>Vocabulary</u></p> <p>Basic Walk, Together, Elegant Eating, Unsteady, Jungle Dance, Sadness</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> ● Identify and repeat the movement patterns and actions of a chosen dance style. ●Compose a dance that reflects the chosen dance style. ●Confidently improvise with a partner or on their own. ●Compose longer dance sequences in a small group. ● Demonstrate precision and some control in response to stimuli. 	<p>PE Strand – Games</p> <p>Unit: Invasion – Tag Rugby</p> <p><u>National Curriculum and Key Knowledge</u></p> <p>- To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p>- To use running, jumping, throwing and catching in isolation and in combination</p> <p>Knowledge</p> <p>–Know that defenders should attempt to stay close together in a flat line.</p> <p>- Know that as the ball moves across the pitch the defence should shuffle to be opposite it</p> <p>–Know that lateral passing is moving arms across the body parallel to the floor.</p> <p>- Know to hold hands out to the side of the body to catch.</p> <p>–Know to point fingers to chest of target on release.</p> <p><u>Vocabulary</u></p> <p>Together, flat line, shuffle, opposite, lateral, passing, parallel, point, chest, target</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> ●follow instructions to aid attacking and defending as a team 	<p>PE Strand – Outdoor and Adventurous</p> <p>Unit: Trails, Problem Solving, Team building, Orienteering</p> <p><u>National Curriculum and Key Knowledge</u></p> <p>- Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>TRIP to Viney Hill</p>	<p>PE Strand – Games</p> <p>Unit: Invasion – Strike/Field - Cricket</p> <p><u>National Curriculum and Key Knowledge</u></p> <p>- To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p>- To use running, jumping, throwing and catching in isolation and in combination</p> <p>Knowledge</p> <p>–Know that when throwing to stand side-on</p> <p>- Know to point to target with non-throwing arm</p> <p>- Know you hold ball above head and throw across the body</p> <p>- Know that when close catching have bent knees and feet apart</p> <p>- Know to face the ball at all times</p> <p>- Know that the palms of the hands should be together and facing up and bring ball into chest when catching</p> <p>- Know that when bowling keep fingers each side of the seam and thumb supports the ball.</p> <p>- Know that when releasing the ball fingers should point to the wickets</p> <p><u>Vocabulary</u></p>	<p>PE Strand – Aquatics</p> <p>Unit: Swimming</p> <p><u>National Curriculum and Key Knowledge</u></p> <p>- Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>- Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>- Perform safe self-rescue in different water-based situations</p> <p>Knowledge</p> <p>–Know that you should sit on the poolside with legs over edge of the pool</p> <p>–Know that you place one hand on side of the pool, lean on it and slowly lower into pool making a quarter turn</p> <p>–Know that you should bend your knees when feet touch pool floor</p> <p>–Know that your hands should remain in contact with pool edge until standing steadily</p> <p>–Know the reason you enter slowly is to cater for unknown depth or objects</p> <p>–Know that breaststroke is a swimming style in which the swimmer is on their chest and the torso does not rotate.</p> <p>–Know that when you swim the backstroke, you lie on your back in the water and move your arms up and back over your head while you kick your feet.</p>

	<ul style="list-style-type: none"> ●Use hand-eye coordination to strike a moving and a stationary ball. 	<ul style="list-style-type: none"> ●Begin to vary dynamics and develop actions and motifs in response to stimuli. ●Demonstrate rhythm and spatial awareness. ●Change parts of a dance as a result of self-evaluation. ●Use simple dance vocabulary when comparing and improving work. ● Perform and create sequences with fluency and expression. ●Perform and apply skills and techniques with control and accuracy 	<ul style="list-style-type: none"> ●react to changes in play without prompt (team loses the ball regains position in defensive line) ●lead other team members to the benefit of the team ●pass the rugby ball laterally 		<p>Non-throwing, throwing, side on, catching, palms, bowling, seams, grip, wickets</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> ●Throw long distance with increasing accuracy ●Hold a bat accurately ●Grip the ball correctly ●Bowl a ball with some accuracy 	<p>-Know that front crawl is a swimming stroke where arms are moved alternately overhead accompanied by a flutter kick</p> <p><u>Vocabulary</u></p> <p>Water safety, poolside, breast stroke, front crawl, back stroke</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> ●Enter and exit the water safely ●Swim breaststroke, front crawl and back stroke effectively ●Swim a distance of at least 25 metres
Year 5	<p>PE Strand – Athletics</p> <p>Unit: Athletics 1</p> <p><u>National Curriculum and Key Knowledge</u></p> <p>- Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p> <p>- Develop flexibility, strength, technique, control and balance</p> <p>- To use running, jumping, throwing and catching in isolation and in combination</p> <p><u>Knowledge</u></p> <p>-Know that you can accelerate from a standing position or a crouched position</p> <p>-Know that a quicker reaction upon starting the race results in a quicker time.</p> <p>-Know their limits and fitness when completing runs at various distances.e.g. if un-fit take it slow and steady when running a marathon.</p> <p>-Know that when competing in a race, stay focussed on their performance only not what is going on in front or behind them</p> <p><u>Vocabulary</u></p> <p>Accelerate, position, reaction, sprint, sprint start, fitness, stamina</p> <p><u>Skills</u></p>	<p>PE Strand – Games</p> <p>Unit: Invasion – Netball</p> <p><u>National Curriculum and Key Knowledge</u></p> <p>- To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p>- To use running, jumping, throwing and catching in isolation and in combination</p> <p><u>Knowledge</u></p> <p>-Know that to increase the speed of your pass your must throw with increased power.</p> <p>-Know that there are 5 different types of passes– the chest pass, bounce pass, lob, overhead pass and shoulder pass.</p> <p>-Know that to regain possession of the ball you must intercept a pass</p> <p>-Know that the netball ball must be moved around the court by passing</p> <p>-Know that the ball must be worked to the Goal Shooter and Goal Attack players, who attempt to shoot from inside the semi-circle</p> <p><u>Vocabulary</u></p> <p>Throw, catch, accuracy, speed, possession, space, attack, defence</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> ●Develop different ways of throwing and catching 	<p>PE Strand – Gymnastics</p> <p>Unit: Bridges</p> <p><u>National Curriculum and Key Knowledge</u></p> <p>- Develop flexibility, strength, technique, control and balance</p> <p><u>Knowledge</u></p> <p>-Know that a split leap is a split position after leaping or jumping from the floor</p> <p>-Know that a squat vault is tucking knees in quickly under body to squat on top or to clear vault for through vault</p> <p>- Know that a part bodyweight partner balance requires a pair of gymnasts to balance one another using the hands, feet and other body parts</p> <p>-Know that a sequence is two or more skills which are performed together creating a different combination skill</p> <p><u>Vocabulary</u></p> <p>Straddle, half-turn, full-turn, cat leap, split leap, squat, vault, pivot, point balance, sequence, expression, accuracy, control</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> ●Backward roll to straddle ●Straight jump half-turn ●Straight jump full-turn ●Cat leap 	<p>PE Strand – Games</p> <p>Unit: Invasion – Tag Rugby</p> <p><u>National Curriculum and Key Knowledge</u></p> <p>- To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p>- To use running, jumping, throwing and catching in isolation and in combination</p> <p><u>Knowledge</u></p> <p>-Know that when attempting to break through a defensive wall, attacks will be more successful if passes are released close to the defender.</p> <p>-Know that drawing the defender in, creates space</p> <p>-Know that you may have to trick a defender to beat them by dropping their shoulder</p> <p><u>Vocabulary</u></p> <p>Defensive wall, attack, defend, release, space, draw, drop the shoulder, unit</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> ●Beat defenders 1 vs 1 ●Defend as a unit ●Passing laterally ●Change direction at speed multiple times successfully whilst carrying the ball 	<p>PE Strand – Athletics</p> <p>Unit: Athletics 2</p> <p><u>National Curriculum and Key Knowledge</u></p> <p>- Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p> <p>- Develop flexibility, strength, technique, control and balance</p> <p>- To use running, jumping, throwing and catching in isolation and in combination</p> <p><u>Knowledge</u></p> <p>-Know that a fling throw is used for accuracy</p> <p>-Know that the standing vertical jump is jumping for height</p> <p>-Know that an effective technique for the standing vertical jump includes take-off and flight</p> <p>-Know that a variety of throwing techniques are the push throw, pull throw and fling throw.</p> <p><u>Vocabulary</u></p> <p>Standing long jump, standing vertical jump, landing, accuracy, measure, fling throw,</p> <p><u>Skills</u></p>	<p>PE Strand – Games</p> <p>Unit: Invasion – Strike/Field – Cricket</p> <p><u>National Curriculum and Key Knowledge</u></p> <p>- To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p>- To use running, jumping, throwing and catching in isolation and in combination</p> <p><u>Knowledge</u></p> <p>-Know that when completing a long barrier you lower left leg parallel and close to floor and the right foot touching left knee so there is no gap.</p> <p>-Know that you put hands out in front to stop ball</p> <p>-Know that a short barrier is to place foot behind aiming to stop the ball, and if missed by the hand, it hits the foot.</p> <p>- Know to be side on when starting to bowl.</p> <p>- Know that bowling arm is straight, brushes ear and finishes pointing at middle stump.</p> <p>- Know that when bowling keep fingers each side of the seam and thumb supports the ball.</p> <p>- Know that when releasing the ball fingers should point to the wickets</p> <p><u>Vocabulary</u></p>

	<ul style="list-style-type: none"> ●Accelerate from a variety of starting positions and select their preferred position. ●Identify their reaction times when performing a sprint start. ●Continue to practise and refine their technique for sprinting, focusing on an effective sprint start. ●Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run. ●Identify and demonstrate stamina, explaining its importance for runners. ●Consistently perform and apply skills and techniques with accuracy and control. ●Take part in competitive games with a strong understanding of tactics and composition. ●Choose and use criteria to evaluate own and others' performance. ●Explain why they have used particular skills or techniques, and the effect they have had on their performance. 	<ul style="list-style-type: none"> ● Use ball skills in various ways and begin to link together. ● Pass the ball with increasing speed, accuracy and success in a game situation. ● Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game ●Make the best use of space to pass and receive the ball. ●Use a range of attacking and defending skills and techniques in a game 	<ul style="list-style-type: none"> ●Cat leap half-turn ●Split leap ●Squat through vault ●Pivot ●1, 2, 3 and 4- point balances ●Balances on apparatus ●Part body weight partner balances ●Perform own longer, more complex sequences in time to music. ●Consistently perform and apply skills and techniques with accuracy and control. 		<ul style="list-style-type: none"> ●Improve techniques for jumping for distance. ●Perform an effective standing long jump. ●Perform the standing triple jump with increased confidence. ●Develop an effective technique for the standing vertical jump. <ul style="list-style-type: none"> ●Land safely and with control. ●Measure the distance and height jumped with accuracy. ●Investigate different jumping techniques. ●Perform a fling throw. ●Throw a variety of implements using a range of throwing techniques. ●Measure and record the distance of their throws. ●Consistently perform and apply skills and techniques with accuracy and control. ●Take part in competitive games with a strong understanding of tactics and composition. ●Choose and use criteria to evaluate own and others' performance. ●Explain why they have used particular skills or techniques, and the effect they have had on their performance. 	<p>Long barrier, short barrier, parallel, bowl, stump, seam, wickets Skills</p> <ul style="list-style-type: none"> ●bowl accurately from stationary using a straight arm action and the correct grip (roughly within 2m of the wickets) ●Use a long barrier to stop a slow-moving ball ●bowl accurately from a walk using a straight arm action and the correct grip (roughly within 1m of the wicket) ●Use short barrier to stop a fast ball ●act as a coach and improve their peer's technique
Year 5	<p>PE Strand – Games</p> <p>Unit: Invasion – Hockey</p> <p><u>National Curriculum and Key Knowledge</u></p> <p>- To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p>Knowledge</p> <p>—Know that when stopping the ball, bend knees to get close to the floor, place stick parallel to floor and use largest part of the stick.</p> <p>-Know to have a soft grip and allow the ball to hit the stick</p>	<p>PE Strand – Dance</p> <p>Unit: Rubbish/What a card</p> <p><u>National Curriculum and Key Knowledge</u></p> <p>- Perform dances using a range of movement patterns</p> <p>Knowledge</p> <p>-Know that slow controlled movement is aesthetically pleasing</p> <p>-Know to maximise the space they have to perform a dance</p> <p>-Know to appear confident when improvising</p> <p>-Know that imagination and creativity makes their performance unique to them</p> <p><u>Vocabulary</u></p>	<p>PE Strand – Games</p> <p>Unit: Invasion – Football</p> <p><u>National Curriculum and Key Knowledge</u></p> <p>- To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p>- To use running, jumping, throwing and catching in isolation and in combination</p> <p>Knowledge</p> <p>-Know that to lose a marker combine a change of pace with a change of direction.</p>	<p>PE Strand – Outdoor and Adventurous</p> <p>Unit: Trails, Problem Solving, Team building, Orienteering</p> <p><u>National Curriculum and Key Knowledge</u></p> <p>- Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>Knowledge</p> <p>-Know that navigation equipment refers to a compass or a map</p> <p>-Know that different people have different roles in a team</p> <p>-A route is the directions of travelling from A to B.</p>	<p>PE Strand – Games</p> <p>Unit: Invasion – Strike/Field – Rounders</p> <p><u>National Curriculum and Key Knowledge</u></p> <p>- To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p>- To use running, jumping, throwing and catching in isolation and in combination</p> <p>Knowledge</p> <p>-Know to step into the bowled ball and then use their bat to strike the ball</p>	<p>PE Strand – Games</p> <p>Unit: Net/Wall – Tennis</p> <p><u>National Curriculum and Key Knowledge</u></p> <p>- To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p>Knowledge</p> <p>- Know that to serve, the player stands behind the baseline.</p> <p>-Know that they throw the ball up into the air and hit it diagonally over the net and into their opponent's service area, where they will be standing to return the serve.</p>

	<p>—Know that when push passing keep flat side of stick in contact with the ball —Know to drag ball from outside of right foot until level with left foot —Know to push ball softly to target</p> <p style="text-align: center;"><u>Vocabulary</u></p> <p>Stop, pass, coach, technique, stick, parallel, soft grip, push pass,</p> <p style="text-align: center;"><u>Skills</u></p> <ul style="list-style-type: none"> ●stop and pass the ball in isolation with consistency at 5m distance ●stop and pass the ball in a conditioned game scenario with moderate consistency ●detect error in peers technique and help them to improve. 	<p>Start Up, Crushing, Rubbish, Transporting, Recycling, Process, Calm Endings, Short, Bouncy African Rhythm, Shuffle, March, Dealing the Cards, Rearrange, Fan and Throw</p> <p style="text-align: center;"><u>Skills</u></p> <ul style="list-style-type: none"> ●Compose individual, partner and group dances that reflect the chosen dance style. ●Show a change of pace and timing in their movements. ●Develop an awareness of their use of space ●Demonstrate imagination and creativity in the movements they devise in response to stimuli. ●Use transitions to link motifs smoothly together. Improvise with confidence, still demonstrating fluency across the sequence. ●Ensure their actions fit the rhythm of the music. ●Modify parts of a sequence because of self and peer evaluation ●Perform own longer, more complex sequences in time to music. Consistently perform and apply skills and techniques with accuracy and control. 	<p>—Know that when marking a payer stand side-on, so the defender can see both the person and the ball. —Know to bend knees to remain balanced.</p> <p style="text-align: center;"><u>Vocabulary</u></p> <p>Marker, pace, direction, side-on, defender, balance, jockey, angle, weaker foot</p> <p style="text-align: center;"><u>Skills</u></p> <ul style="list-style-type: none"> ●jockey' to stay goal side of the ball when defending 1 on 1 ●angle their body to show attackers onto their weaker foot ●organise team-mates to ensure a successful defence ●Lose a marker 	<p>— Know that a key has symbols which represent objects or places on a map.</p> <p style="text-align: center;"><u>Vocabulary</u></p> <p>Orienteate, navigation, course, equipment, communication, key, map, route,</p> <p style="text-align: center;"><u>Skills</u></p> <ul style="list-style-type: none"> ● Start to orientate themselves with increasing confidence and accuracy around an orienteering course. ●Design an orienteering course that can be followed ●Begin to use navigation equipment to orientate around a trail. ●Identify a key on a map and begin to use the information in activities. ●Identify the quickest route to accurately navigate an orienteering course. ●Communicate clearly and effectively with others. ●Work effectively as part of a team. ●Successfully use a map to complete an orienteering course. 	<p>—Know that the batter should stand sideways on, with the bat back ready to swing at the ball. —Know that the players' weight should be on their back foot, ready to transfer onto their front foot when they swing at the ball. —Know that a fielder must be on their toes ready to field the ball when it is hit</p> <p style="text-align: center;"><u>Vocabulary</u></p> <p>Step, swing, distance, direction, strike, sideways, field, fielder</p> <p style="text-align: center;"><u>Skills</u></p> <ul style="list-style-type: none"> ●Explore when different shots are best used. ●Use different techniques to hit a ball. ●Hit a bowled ball over longer distances. ●Direct a ball when striking or hitting. ●Use good hand-eye coordination to be able to direct a ball when striking or hitting. 	<p>—Know that if the tennis ball hits the net on a serve or if the server hits the ball out by accident, they get one more chance to serve. —Know that if they hit the net or hit the ball out again then they automatically lose the point.</p> <p style="text-align: center;"><u>Vocabulary</u></p> <p>Serve, service area, return, fault, double fault, backhand,</p> <p style="text-align: center;"><u>Skills</u></p> <ul style="list-style-type: none"> ●Identify and apply techniques for hitting a tennis ball. ●Explore when different shots are best used. ●Develop a backhand technique and use it in a game. ●Use good hand-eye coordination to be able to direct a ball when striking or hitting. ●Understand how to serve in order to start a game.
<p>Year 6</p>	<p>PE Strand – Athletics</p> <p style="text-align: center;">Unit: Athletics I</p> <p style="text-align: center;"><u>National Curriculum and Key Knowledge</u></p> <ul style="list-style-type: none"> - Compare their performances with previous ones and demonstrate improvement to achieve their personal best - Develop flexibility, strength, technique, control and balance - To use running, jumping, throwing and catching in isolation and in combination <p>Knowledge</p> <ul style="list-style-type: none"> -Know to lead with one foot when jumping over hurdles -Know that to refine a skill takes practising the skill repeatedly -Know that accelerate means to run faster 	<p>PE Strand – Games</p> <p style="text-align: center;">Unit: Invasion – Football</p> <p style="text-align: center;"><u>National Curriculum and Key Knowledge</u></p> <ul style="list-style-type: none"> - To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending - To use running, jumping, throwing and catching in isolation and in combination <p>Knowledge</p> <ul style="list-style-type: none"> -Know that when controlling the ball, use different body parts depending on the height of the ball -Know that to play passes first time you must have an awareness of what is around you - Know when jockeying stay goal side, put your weight on your front foot and stay within an arm's length 	<p>PE Strand – Gymnastics</p> <p style="text-align: center;">Unit: Matching, mirroring and contrasting</p> <p style="text-align: center;"><u>National Curriculum and Key Knowledge</u></p> <ul style="list-style-type: none"> - Develop flexibility, strength, technique, control and balance <p>Knowledge</p> <ul style="list-style-type: none"> -Know that a formation is a group of gymnasts creating a stance such as the human pyramid or a human tower. -Know that performing in time requires matching movement to the music for effect -Know that to evaluate a performance requires identifying what they are doing well and suggesting how to make improvements -Know that a sequence is two or more skills which are performed together creating a different combination skill 	<p>PE Strand – Games</p> <p style="text-align: center;">Unit: Invasion – Tag Rugby</p> <p style="text-align: center;"><u>National Curriculum and Key Knowledge</u></p> <ul style="list-style-type: none"> - To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending - To use running, jumping, throwing and catching in isolation and in combination <p>Knowledge</p> <ul style="list-style-type: none"> -Know that instead of passing down the line one-by-one, the 'miss pass' trick involves passing down the line and missing out one player. -Know the aim of a miss-pass is to find a gap in the defensive line to run through 	<p>PE Strand – Games</p> <p style="text-align: center;">Unit: Invasion – Strike/Field – Rounders</p> <p style="text-align: center;"><u>National Curriculum and Key Knowledge</u></p> <ul style="list-style-type: none"> - To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending - To use running, jumping, throwing and catching in isolation and in combination <p>Knowledge</p> <ul style="list-style-type: none"> -Know to step into the bowled ball and then use their bat to strike the ball to an area of space. -Know that as players step, they should remember to follow through. -Know that the batter should concentrate on contacting the ball consistently 	<p>PE Strand – Games</p> <p style="text-align: center;">Unit: Invasion – Strike/Field – Cricket</p> <p style="text-align: center;"><u>National Curriculum and Key Knowledge</u></p> <ul style="list-style-type: none"> - To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending - To use running, jumping, throwing and catching in isolation and in combination <p>Knowledge</p> <ul style="list-style-type: none"> -Know that a forward defensive shot is used to defend the wicket from the ball hitting it -Know that when performing a forward defensive bend front knee, keep head over the ball, place bat in line with the ball and keep bat close to pad/leg <p style="text-align: right;"><u>Vocabulary</u></p>

<p>Year 6</p>	<p>-Know that endurance is the ability to exert your body and remain active for a long period of time</p> <p><u>Vocabulary</u> Speed, sprint finish, hurdles, stride pattern, accelerate, relay, endurance, stamina</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> ●Recap, practise and refine an effective sprinting technique, including reaction time. ●Build up speed quickly for a sprint finish. ●Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern. ●Accelerate to pass other competitors. ●Work as a team to competitively perform a relay. ●Confidently and independently select the most appropriate pace for different distances and different parts of the run. ●Demonstrate endurance and stamina over longer distances in order to maintain a sustained run ●Perform and apply a variety of skills and techniques confidently, consistently and with precision. ●Take part in competitive games with a strong understanding of tactics and composition. ●Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements 	<p>-Know to adopt a side on stance with shoulders opened out like a barrier</p> <p><u>Vocabulary</u> Control, height, pass, awareness, jockeying, goal side, front foot, barrier, target, chest, thigh, head, foot</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> ●control the ball with the most appropriate part of their body without prompt with success (chest, thigh, head, foot) ●pass the ball over distance with both feet ●shoot to a target with both feet ●play passes and shots first time ●jockey an attacker 	<p><u>Vocabulary</u> Straddle, half-turn, full-turn, cat leap, split leap, squat, vault, pivot, point balance, sequence, expression, accuracy, control, formation</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> ●Backward roll to straddle ●Backward roll to standing pike ●Pike backward roll ●Stag jump ●Straight jump half-turn ●Straight jump full-turn ●Cat leap half-turn ●Cat leap full-turn ●Split leap ●Stag leap ●Squat through vault ●Straddle over vault ●Pivot ●Develop technique, control and complexity of part-weight partner balances ●Group formations ●Link actions to create a complex sequence using a full range of movement that showcases different agilities, performed in time to music. ●Perform and apply a variety of skills and techniques confidently, consistently and with precision. ●Begin to record their peers' performances, and evaluate these 	<p>-Know that the player who is missed out should still sprint forwards as if they were going to catch the ball.</p> <p>-Know that movement draws the defender's eye and create the gap</p> <p>-Know that the 'loop' pass involves a player running behind their team-mates to create an extra option.</p> <p>-Know that the loop pass allows the attacking team to gain more width in attack.</p> <p><u>Vocabulary</u> Miss pass, loop pass, sequence, gap, defensive line, width, attack, options</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> ●identify a 'miss pass' and a 'loop' passing sequence ●perform an effective miss pass and/or loop pass ●initiate miss/loop pass independently in a game leading the team to use it successfully 	<p>-Know that the other players should focus on the quality of their bowls and their catching</p> <p><u>Vocabulary</u> Tactics, distance, direction, strike, hit co-ordination, accuracy, pressure</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> ●Tactically select when different shots are best used. ●Use a range of techniques to hit a ball. ●Hit a bowled ball over longer distances. ●Confidently direct a ball when striking or hitting. ●Use good hand-eye coordination to strike the ball correctly all of the time ●Throw and catch accurately and successfully under pressure in a game. 	<p>Forward defensive, defend, wicket, head over ball, pad, stance, technique</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> ●hold the correct stance without facing a ball ●use the correct forward defensive technique to protect their wicket ●act as a coach and improve their peer's technique
	<p>PE Strand – Games</p> <p>Unit: Invasion – Netball</p> <p><u>National Curriculum and Key Knowledge</u></p> <ul style="list-style-type: none"> - To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending - To use running, jumping, throwing and catching in isolation and in combination 	<p>PE Strand – Dance</p> <p>Unit: World of Sport/Mix and Match</p> <p><u>National Curriculum and Key Knowledge</u></p> <ul style="list-style-type: none"> - Perform dances using a range of movement patterns <p>Knowledge</p> <p>-Know that a fluent sequence is one movement after another without breaks</p>	<p>PE Strand – Games</p> <p>Unit: Invasion – Hockey</p> <p><u>National Curriculum and Key Knowledge</u></p> <ul style="list-style-type: none"> - To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending <p>Knowledge</p> <p>-Know that when stopping the ball, bend knees to get close to the floor, place</p>	<p>PE Strand – Athletics</p> <p>Unit: Athletics 2</p> <p><u>National Curriculum and Key Knowledge</u></p> <ul style="list-style-type: none"> - Compare their performances with previous ones and demonstrate improvement to achieve their personal best - Develop flexibility, strength, technique, control and balance 	<p>PE Strand – Games</p> <p>Unit: Net/Wall – Tennis</p> <p><u>National Curriculum and Key Knowledge</u></p> <ul style="list-style-type: none"> - To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending <p>Knowledge</p> <p>-Know that the person who serves first serves throughout the full first game.</p>	<p>PE Strand – Outdoor and Adventurous</p> <p>Unit: Trails, Problem Solving, Team building, Orienteering</p> <p><u>National Curriculum and Key Knowledge</u></p> <ul style="list-style-type: none"> - Take part in outdoor and adventurous activity challenges both individually and within a team <p>TRIP to Viney Hill</p>

<p>Knowledge -Know that when shooting focus on a point above the ring to give height to your shot. - Know to maintain a balanced position. - Know to power through the ankles by pushing up through slightly flexed knees. - Know to flex elbows not allowing the ball to drop behind your head. - Know that you wrist flicks as the ball is released off the fingers in order to create a backwards spin -Know that thinking ahead refers to making a decision before you receive the ball</p> <p style="text-align: center;"><u>Vocabulary</u> Throw, catch, accuracy, receive, possession, space, attack, defence, shoot, communicate, lead</p> <p style="text-align: center;"><u>Skills</u></p> <ul style="list-style-type: none"> ● Throw and catch accurately and successfully under pressure in a game. ●Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move. ● Keep and win back possession of the ball effectively and in a variety of ways in a team game. ●Shoot with accuracy ● Demonstrate a good awareness of space. ● Think ahead and create a plan of attack or defence. ●Lead others during a game ● Communicate plans to others during a game. 	<p>-Know that moving rhythmically is a strong, regular repeated movement pattern -Know that precision refers to being precise with every movement and action in their performance - Know that imagination and creativity makes their performance unique to them</p> <p style="text-align: center;"><u>Vocabulary</u> Game, Warm-up, Haka, Scoring a Try, Action Replay, Playing, Photo, Rugby, All Blacks, Sounds of Africa, Expand, Contract</p> <p style="text-align: center;"><u>Skills</u></p> <ul style="list-style-type: none"> ●Compose individual, partner and group dances that reflect the chosen dance style. ●Use dramatic expression in dance movements and motifs. ●Perform with confidence, using a range of movement patterns. ●Demonstrate strong and controlled movements throughout a dance sequence. ●Combine flexibility, techniques and movements to create a fluent sequence. ●Move appropriately and with the required style in relation to the stimulus, e.g. using various levels,ways of travelling and motifs. ●Show a change of pace and timing in their movements. ●Move rhythmically and accurately in dance sequences. ●Improvise with confidence, still demonstrating fluency across their sequence. ●Dance with fluency and control, linking all movements and ensuring that transitions flow. ●Demonstrate consistent precision when performing dance sequences. 	<p>stick parallel to floor and use largest part of the stick. -Know to have a soft grip and allow the ball to hit the stick -Know that when push passing keep flat side of stick in contact with the ball -Know to drag ball from outside of right foot until level with left foot -Know to push ball softly to target</p> <p style="text-align: center;"><u>Vocabulary</u> Stop, pass, coach, technique, stick, parallel, soft grip, push pass,</p> <p style="text-align: center;"><u>Skills</u></p> <ul style="list-style-type: none"> ●Stop and pass the ball in isolation with consistency - 5m distance ●Stop and pass the ball in a conditioned game scenario with moderate consistency ●Coach peers to improve their technique ● Think ahead and create a plan of attack or defence. ●Lead others during a game ● Communicate plans to others during a game. 	<p>- To use running, jumping, throwing and catching in isolation and in combination Knowledge -Know that for the standing vertical jump stand with your side to a wall. - Know that with your feet flat on the ground, reach the arm closest to the wall as high as possible. -Know to mark the highest spot you can reach - Know that from the same standing position, jump and hit the wall at the highest point of your jump. -Know to try three to five jumps and use your highest one</p> <p style="text-align: center;"><u>Vocabulary</u> Technique, standing vertical jump, control, triple jump, height, distance, support,</p> <p style="text-align: center;"><u>Skills</u></p> <ul style="list-style-type: none"> ●Develop the technique for the standing vertical jump. ●Maintain control at each of the different stages of the triple jump. ●Land safely and with control. ●Develop and improve their techniques for jumping for height and distance and support others in improving their performance. ●Perform and apply different types of jumps in other contexts. ●Set up and lead jumping activities including measuring the jumps with confidence and accuracy. ●Continue to develop techniques to throw for increased distance and support others in improving their personal best. ●Develop and refine techniques to throw for accuracy ●Perform and apply a variety of skills and techniques confidently, consistently and with precision. ●Take part in competitive games with a strong understanding of tactics and composition. ●Thoroughly evaluate their own and others' work, suggesting thoughtful 	<p>-Know that their opponent would serve for the second game of the set and this continues throughout the whole match. -Know that for the first serve of the game, the server will stand on the right hand side of the court and serve diagonally to the left. -Know that for the next serve, the server would be on the left side of the court and would serve diagonally to the right.</p> <p style="text-align: center;"><u>Vocabulary</u> Diagonal serving, overhead, first serve, second serve, fault, double fault, game, set, match,</p> <p style="text-align: center;"><u>Skills</u></p> <ul style="list-style-type: none"> ●Successfully serve to start a game. ● Confidently direct a ball when striking or hitting. ●Practise techniques for all strokes. ●Play a tennis game using an overhead serve. 	
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