



Barnfields Primary School

PE Curriculum Knowledge and Skills Progression Map

EYFS Framework
<p><u>Personal, Social and Emotional Development</u></p> <p>ELG: Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge Explain the reasons for rules, know right from wrong and try to behave accordingly</p> <p>ELG: Building Relationships Work and play cooperatively and take turns with others</p> <p><u>Physical Development</u></p> <p>ELG: Gross Motor Skills 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.</p> <p><u>Expressive Arts and Design</u></p> <p>ELG: Being Imaginative and Expressive Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>

National Curriculum								
KS1				KS2				
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 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.				
Gymnastic movements	Basic movement and team games	Dance	Athletics	Competitive games	Gymnastics	Dance	Outdoor and Adventurous Activity	Evaluate
Master basic movements including running, jumping, throwing and catching,	Participate in team games, developing simple tactics for	Perform dances using simple movement patterns.	Use running, jumping, throwing and catching in	Play competitive games, modified	Develop flexibility, strength, technique,	Perform dances using a range of	Take part in outdoor and adventurous activity	Compare their performances with previous ones and



as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.	attacking and defending.		isolation and in combination.	where appropriate and apply basic principles suitable for attacking and defending.	control and balance	movement patterns	challenges both individually and within a team	demonstrate improvement to achieve their personal best.
--	--------------------------	--	-------------------------------	--	---------------------	-------------------	--	---

Barnfields Primary School provides swimming instruction for pupils in KS2

Swim competently, confidently and proficiently over a distance of at least 25 metres.	Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].	Perform safe self-rescue in different water-based situations.
---	---	---

Reception

EYFS End Points related Early Learning Goals	Topic	Gymnastics
<p><u>Personal, Social and Emotional Development</u> ELG: Managing Self Is confident to try new activities and shows independence, resilience and perseverance in the face of challenge. Explains the reason for rules (and makes and effort to follow these in the context of a game).</p>	<p>Key Knowledge</p>	<ul style="list-style-type: none"> • To know how to correct stretch muscles in the warm up. • To know how to safely land and finish skills. • To know all basic gymnastics shapes. • To understand that it is important for us to warm up before we start gymnastics. • To know that we only jump once on a springboard • To know how long balances are held for (3 seconds) • To know how to hold their body shape correctly - long neck, straight back. • To understand why we have landing shapes. • To know the names of all the gymnastics equipment used in the sessions.



<p>ELG: Building Relationships Can work and play cooperatively and take turns with others.</p> <p>Physical Development</p> <p>ELG: Gross Motor Skills Can negotiate space and obstacles safely, with consideration for themselves and others. Demonstrates strength, balance and coordination when playing. Can move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Expressive Arts and Design</p> <p>ELG: Being Imaginative and Expressive Can try to move in time with music</p>	<p>Key Skills</p>	<p>Floor</p> <ul style="list-style-type: none">• Bunny Hops• Landing Shapes• Gymnastics Shapes• Jumps• Rock to stand <p>Bench:</p> <ul style="list-style-type: none">• Walking variations• Bunny hop on the bench• Body slides and pulls• Trestle table runs <p>Vault:</p> <ul style="list-style-type: none">• Squat and Straddle on box top with dismount jumps. <p>Balances:</p> <ul style="list-style-type: none">• Individual balances <p>Rebound:</p> <ul style="list-style-type: none">• Jumps using trampette• Jumps off the trestle table• Jumps off the springboard
---	--------------------------	---



Year 1				
KS1 Knowledge End Points (NC)		Autumn	Spring	Summer
<ul style="list-style-type: none"> 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. 	Key Knowledge	<p><u>Dance</u></p> <ul style="list-style-type: none"> To know where their heart is and understand why it beats faster when exercising. To recognise how their body feels when still and when exercising. To know that dance ideas can be generated from different stimuli. To move confidently and safely in their own and general space, using changes of speed, level and direction. To know that a dance sequence links simple movement phrases. To know that dance sequences have a clear beginning, middle and end. To know simple dance vocabulary. To know and explore basic body actions, e.g. travel, jump, turn, gesture, stillness. Exercise causes the heart rate to rise; cheeks might flush, the body may sweat and body temperature rises. The importance of stretching and staying hydrated. Focus and concentration is necessary when dancing. Dance can be thought of as a narrative. 	<p><u>Gymnastics Floor & Apparatus</u></p> <ul style="list-style-type: none"> To know how to stretch muscles in the warm up. To know where their heart is and understand why it beats faster when exercising. To recognise how their body feels when still and when exercising. To know how to manage the space safely, showing good awareness of each other, mats and apparatus. To have a basic understanding that conditioning builds muscle strength & endurance. To know how to safely land and finish skills. To know all basic gymnastics shapes. To know how to safely forward roll. To understand that it is important for us to warm up before we start gymnastics. To know how to safely enter and exit partner balances and what to do if the balance becomes unsafe. To know how long balances are held for (3 seconds). <p><u>Games – Ball Skills & Multi Skills</u></p>	<p><u>Athletics</u></p> <ul style="list-style-type: none"> To know how to stretch muscles in the warm up. To know where their heart is and understand why it beats faster when exercising. To recognise how their body feels when still and when exercising. To know and use hops, skips and jumps. To begin to know the techniques for how to throw accurately across a distance. To know the different techniques, speeds and effort to meet challenges set for running, jumping and throwing. To know what a starting stance is and how to maintain balance at speed. To know the difference between race stance and throwing stance. <p><u>Net & Wall Games (Vehicle = Tennis)</u></p> <ul style="list-style-type: none"> To know and use a small range of throwing skills. To know how to use a bat and ball in the context of a game scenario.



		<ul style="list-style-type: none"> • Movements can be sequenced to create a dance. • There is 'strong' and 'light' music and there are strong and light movements. • There are different levels and directions within a space. • When dancing with a partner it is important to be aware of each other and keep time. <p><u>Games – Ball Skills & Multi Skills</u></p> <ul style="list-style-type: none"> • Knows and can describe how the body feels before, during and after exercise. • Know the importance of stretching and staying hydrated. • Know the difference between running, jumping, skipping, hopping and walking and will be able to demonstrate these. • They will know that they can use their hands or feet to pass a ball. • They will know that to throw/kick they need to look at the target and aim. 	<ul style="list-style-type: none"> • They will know how to use hands or feet to pass a ball. • To catch accurately they need to make a cradle with their hands or arms and look at where the beanbag/ball is aimed. • Know and apply different fundamental movements e.g. running, jumping, skipping, hopping and walking. • Knows what skills to choose and use effectively for particular games • Knows how to safely run and jump with control (e.g. hurdles) • Applies known tactics to try to win by changing the way they use skills in response to their opponent's actions. 	<ul style="list-style-type: none"> • To know how to hold different bats safely and correctly. • To know how to strike a ball safely with a bat. • To know and understand the safety aspects of using equipment. • To know how to send a ball into a space or chosen direction. <p><u>Games – Ball Skills & Multi Skills</u></p> <ul style="list-style-type: none"> • They will know that to throw/kick with accuracy they need to look at the target and aim and have controlled movements to achieve this. • They know they can throw, kick, roll or bounce to pass and know which movements are necessary to demonstrate this. • Can move fluently by changing direction and speed easily and avoiding collisions • Knows what skills to choose and use effectively for particular games • Knows how to safely run and jump with control (e.g. hurdles) • Applies known tactics to try to win by changing the way they use skills in response to their opponent's actions. 			
		<p><u>Dance</u></p> <ul style="list-style-type: none"> • To talk about dance ideas inspired by different stimuli. 	<p><u>Games – Ball Skills & Multi Skills</u></p> <p><u>Passing a Ball:</u></p>	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • To perform basic gymnastic actions, including 	<p><u>Games – Ball Skills & Multi Skills</u></p>	<p><u>Athletics</u></p> <ul style="list-style-type: none"> • To demonstrate basic jumps on their own. 	<p><u>Games – Ball Skills & Multi Skills</u></p> <p><u>Attacking and Defending:</u></p>



	<p style="text-align: center;">Key Skills</p>	<ul style="list-style-type: none"> To use simple dance vocabulary to describe movement. To practise, link and repeat movements and movement phrases, emphasising the rhythmic and dynamic qualities, e.g. swirling, spinning turns, softly melting, slowly sinking. To copy, watch, and describe dance movement. To copy simple movement patterns from each other and explore movement. To explore movement ideas and respond imaginatively to a range of stimuli. To compose and link movement phrases to make simple dances with clear beginnings, middles and ends. 	<ul style="list-style-type: none"> Pass the ball to other players with increasing accuracy. To continue to develop kicking skills. <p><u>Travelling:</u></p> <ul style="list-style-type: none"> Travel in different directions (side to side, forwards and backwards) with control and fluency. <p><u>Using Space:</u></p> <ul style="list-style-type: none"> Use different ways of travelling in different directions or pathways. Run at different speeds. Begin to use space in a game. 	<p>travelling, rolling, jumping and climbing, and stay still when required.</p> <ul style="list-style-type: none"> To make up and perform simple movement phrases in response to simple tasks. Watch and describe accurately a short sequence of basic gymnastic actions, using appropriate language. 	<p><u>Hand-eye coordination:</u></p> <ul style="list-style-type: none"> To throw, roll and catch with increasing accuracy. To understand controlled movements when looking at a target will increase accuracy. To develop the skills of sending and receiving. <p><u>Passing a Ball:</u></p> <ul style="list-style-type: none"> Pass the ball to other players with increasing accuracy. To continue to develop kicking skills. <p><u>Using Space:</u></p> <ul style="list-style-type: none"> Use different ways of travelling in different directions or pathways. Run at different speeds. Begin to use space in a game. <p><u>Compete/Perform:</u></p> <ul style="list-style-type: none"> Perform using a range of actions 	<ul style="list-style-type: none"> To run continuously for about one minute and, when required, show the difference between running at speed and jogging. To change directions whilst travelling. To apply reactions and speed to a race scenario. <p><u>Net & Wall</u></p> <ul style="list-style-type: none"> Play games using modified courts and a small range of throwing skills. 	<ul style="list-style-type: none"> Begin to use the terms attacking and defending. Use simple defensive skills such as marking a player or defending a space. Use simple attacking skills such as dodging to get past a defender. <p><u>Tactics and Rules:</u></p> <ul style="list-style-type: none"> Follow simple rules to play games, including team games. Use simple attacking skills such as dodging to get past a defender. Use simple defensive skills such as marking a player or defending a space.
--	--	--	--	---	--	---	---



		<ul style="list-style-type: none">• To practice, repeat and perform movement phrases using a range of body actions and body parts.• To perform with control.• To talk about dance linking movements to moods, ideas and feelings.			<p>and body parts with some coordination.</p> <ul style="list-style-type: none">• Begin to perform learnt skills with some control.• Engage in competitive activities and team games.		
--	--	---	--	--	--	--	--



Year 2				
KS1 Knowledge End Points (NC)		Autumn	Spring	Summer
<ul style="list-style-type: none"> 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. 	Key Knowledge	<p><u>Dance</u></p> <ul style="list-style-type: none"> To know you can use different parts of your body within a dance sequence. To know that changing rhythm and speed can enhance a dance performance and change how the choreography looks. To use the correct terminology for body parts involved in dance routines. To know that you can change levels and direction throughout a sequenced dance routine. To know you can use repetition and patterns within dance sequences. Know that there are various link actions which make short dances. To know that phrases that express an idea, mood or feeling, and reflect rhythmic qualities. <p><u>Games – Ball Skills & Multi Skills</u></p> <ul style="list-style-type: none"> Knows and can describe how the body feels during and after different physical activities. Knows that physical activity is important to stay healthy. Knows how to use hitting, kicking and/or rolling in a game. 	<p><u>Gymnastics Floor & Apparatus</u></p> <ul style="list-style-type: none"> To know how to perform a range of actions with control and coordination To know that sequences consist of repeated gymnastic actions. To know how to create a sequence with a beginning, middle and end based on criteria and stimulus. To know when and how to adapt the sequence to include apparatus or a partner for effect. To know how to safely and effectively use different combinations of floor, mats and apparatus. To know whether their heart is beating fast or slow, whether their breathing is normal or puffed, and whether they feel hot, warm or cool. To know how to recognise and avoid risks when handling and placing apparatus. The know the technical vocabulary to evaluate performances. E.g. smoothly and with control. <p><u>Games – Ball Skills & Multi Skills</u></p> <ul style="list-style-type: none"> Knows and can describe how the body feels during and after different physical activities. 	<p><u>Athletics</u></p> <ul style="list-style-type: none"> To know how to stretch muscles in the warm up. To know where their heart is and understand why it beats faster when exercising. To recognise how their body feels when still and when exercising. To know and use hops, skips and jumps. To begin to know the techniques for how to throw accurately across a distance. To know the different techniques, speeds and effort to meet challenges set for running, jumping and throwing. To know what a starting stance is and how to maintain balance at speed. To know the difference between race stance and throwing stance. <p><u>Invasion Games – Vehicle = Handball</u></p> <ul style="list-style-type: none"> The aim of the game is to score points by throwing the ball in a target hoop.



		<ul style="list-style-type: none"> • Knows and can decide the best space to be in during a game. • Knows how to use a tactic in a game. • Know and can follow rules. 	<ul style="list-style-type: none"> • Knows that physical activity is important to stay healthy. • Knows the rules of Roller Ball e.g. 2 steps and roll the ball. • To know the purpose of attacking and defending a goal. 	<ul style="list-style-type: none"> • Know how to use space in games. • Know the tactical options within handball and often make good decisions about what to do. • Know and describe how some games use short bursts of speed. <p><u>Games – Ball Skills & Multi Skills</u></p> <ul style="list-style-type: none"> • They know they can throw, kick, roll or bounce to pass and know which movements are necessary to demonstrate this. • To know the role of a goal keeper. • To know how points are scored. • Knows and can decide the best space to be in during a game. • Knows how to use a tactic in a game. • Know and can follow rules. • Know that landing safely by bending ankles, knees and hips helps to absorb impact on landing. • Know that body weight should be evenly distributed between both feet, with both feet landing at the same time. 			
		<p><u>Dance</u></p> <ul style="list-style-type: none"> • To remember and repeat a short dance phrase, showing greater control, co- 	<p><u>Games – Ball Skills & Multi Skills</u></p> <p><u>Striking and Hitting a Ball:</u></p>	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • Move smoothly from a position of stillness to a 	<p><u>Games – Ball Skills & Multi Skills</u></p> <p><u>Passing a Ball:</u></p>	<p><u>Athletics</u></p> <ul style="list-style-type: none"> • To demonstrate basic jumps on their own. 	<p><u>Invasion Games</u></p> <ul style="list-style-type: none"> • Pass, receive and dribble the ball, keeping control and possession



	<p>Key Skills</p>	<p>ordination and spatial awareness.</p> <ul style="list-style-type: none"> • Perform dance phrases and short dances using rhythmic and dynamic qualities to express moods, ideas and feelings show some sensitivity to the accompaniment. • Talk about different stimuli as the starting point for creating dance phrases and short dances • Explore actions in response to stimuli • Explore ideas, moods and feelings by improvising, and by experimenting with actions, dynamics, directions, levels and a growing range of possible movements. 	<ul style="list-style-type: none"> • Strike or hit a ball with increasing control. • Learn skills for playing striking and fielding games. • Position the body to strike a ball. <p><u>Throwing and Catching:</u></p> <ul style="list-style-type: none"> • Throw different types of equipment in different ways, for accuracy and distance. • Throw a ball for distance. • Use hand-eye coordination to control a ball. • Vary types of throw used. <p><u>Travelling with a Ball:</u></p> <ul style="list-style-type: none"> • Bounce and kick a ball whilst moving. • Use kicking skills in a game. • Use dribbling skills in a game. <p><u>Using Space:</u></p> <ul style="list-style-type: none"> • Use different ways of travelling at different speeds and following different pathways, 	<p>travelling movement.</p> <ul style="list-style-type: none"> • Devise, repeat and perform a short sequence in which there is a clear beginning, middle and end. • Perform a range of actions with control and coordination. • Repeat accurately sequences of gymnastic actions. • Move smoothly from a position of stillness to a travelling movement. • Adapt the sequence to include apparatus or a partner. 	<ul style="list-style-type: none"> • To pass the ball in different ways. • To accurately roll a ball to a target. • To adjust speed and power when passing. <p><u>Using Space:</u></p> <ul style="list-style-type: none"> • Begin to choose and use the best space in a game. • To recognise positions and space in game scenarios. • To move into space within a game. • To change speed and direction when running. • To be aware of other players around them. 	<ul style="list-style-type: none"> • To run continuously for about one minute and, when required, show the difference between running at speed and jogging. • To change directions whilst travelling. • To apply reactions and speed to a race scenario. 	<p>consistently.</p> <ul style="list-style-type: none"> • Recognise players who play well in games and give some reasons why. • Explain how to keep possession and describe how they and others have achieved it. <p><u>Games – Ball Skills & Multi Skills – Key Focus (Jumps)</u></p> <ul style="list-style-type: none"> • Practise landing safely by bending ankles, knees and hips. • Body weight should be evenly distributed between both feet, with both feet landing at the same time.
--	--------------------------	---	--	---	---	---	--



			<p>directions or courses.</p> <ul style="list-style-type: none">• Change speed and direction whilst running.• Begin to choose and use the best space in a game.				
--	--	--	--	--	--	--	--



Year 3				
KS2 Knowledge End Points (NC)		Autumn	Spring	Summer
<p>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.</p> <p>They should enjoy communicating, collaborating and competing with each other.</p> <p>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] 	<p>Key Knowledge</p>	<p><u>Invasion Games (Vehicle = Handball Continued & Skittleball)</u></p> <ul style="list-style-type: none"> • The aim of the game is to score points by throwing the ball in a target hoop. • In Skittleball: 4 skittles in each circle, attackers aim to knock the other team's skittle over by tapping the ball, not throwing. • Continue to develop their knowledge of how to use space in games. • Continue to explore and use tactical options within handball and often make good decisions about what to do. • Continue to apply their knowledge of how some games use short bursts of speed. <p><u>Throwing and Catching Under Pressure</u></p> <ul style="list-style-type: none"> • Know the different types of throw. • When throwing underarm, know to face your target, arm looks like a lower case "l", Swing, step, throw (always stepping with opposite foot). • Know when throwing overarm: side to target, step, twist and throw. • Know the catching cues: reach hands out towards the call, grab the ball, bring it into your body. 	<p><u>Dance</u></p> <ul style="list-style-type: none"> • Know how to create and link dance phrases using a simple dance structure or motif. • Know to have an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups. • Know the range of expressive language to describe dance. • Recognise unison and canon and suggest improvements. <p><u>Movement off the Ball</u></p> <ul style="list-style-type: none"> • Know how to find space. • Know the tactics to get away from players – moving away from moving side to side • Know how to get into spaces. • Know how to effectively communicate when in space and free to be receive. • Know how to apply speed and agility tactics for getting into a space. <p><u>Team Games</u></p> <ul style="list-style-type: none"> • Know how to communicate respectfully when applying learnt knowledge and skills to a team environment. <p>NB: Team game is dependent on cohort.</p>	<p><u>Gymnastics – Floor and Apparatus</u></p> <ul style="list-style-type: none"> • Use a greater number of their own ideas for movements in response to a task. • Know how to plan sequences of contrasting actions; adapt sequences to suit different types of apparatus and their partner's ability. • Know how strength and suppleness affect performance. • Know some muscle groups used in gymnastic activities and suggest warm-up activities. <p><u>Striking and Fielding (Vehicle = Cricket)</u></p> <ul style="list-style-type: none"> • Know how to hold a cricket bat correctly. • Know how to lead and motivate others in a game situation when the need arises. • To know, agree on, demonstrate and be able to explain the rules of cricket e.g. how it is played, how to take a wicket, leg before wicket.



<ul style="list-style-type: none"> 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. 		<p><u>Passing in Different Sports</u></p> <ul style="list-style-type: none"> Know that different sports require different passing techniques. Know that passing can help to retain possession in a competitive sport. Know the different strengths of a pass and how this is often tactical. 					
	<p>Key Skills</p>	<p><u>Invasion Games</u></p> <ul style="list-style-type: none"> Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner. Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time. Collaboration, managing feelings and acting appropriately and respectfully during and after the games. 	<p><u>Passing in different sports</u></p> <ul style="list-style-type: none"> Start to explore different ways of passing the ball (e.g. chest push, bounce pass etc) Understand and follow rules of games, including fair play. Can travel whilst bouncing a ball showing control (e.g. basketball) Can use a range of skills to help them keep possession and control of the ball. Maintain possession of a ball. 	<p><u>Dance</u></p> <ul style="list-style-type: none"> Show an imaginative response to different stimuli through their use of language and choice of movement. Incorporate different qualities and dynamics into their movement. Explore and develop new actions while working with a partner or a small group. Link actions to make dance phrases, working with a partner and in a small group. Perform short dances with 	<p><u>Team Games</u></p> <ul style="list-style-type: none"> Collaboration, managing feelings and acting appropriately and respectfully during and after the games. Work with others well others – listen and offer ideas Throw and catch with increasing accuracy. Adapt ideas and movements to different variables: space, number of players, and equipment used 	<p><u>Gymnastics – Floor & Apparatus</u></p> <ul style="list-style-type: none"> Explore combinations of floor, mats and apparatus, and find different ways of using a shape, balance or travel. Practise an action or short sequence of movements, and improve the quality of the actions and transitions. Show control, accuracy and fluency of movement when performing actions on their own and with a 	<p><u>Striking and Fielding</u></p> <ul style="list-style-type: none"> Demonstrate successful hitting and striking skills. Develop a range of skills in striking (and fielding where appropriate). Practise the correct striking technique and use it in a game. Strike the ball for distance. Find a useful space and get into it to support teammates. Use simple attacking and defending skills in



		<p><u>Throwing and Catching Under Pressure</u></p> <ul style="list-style-type: none"> • Throw different types of equipment in different ways, for accuracy and distance. • Throw, catch and bounce a ball with a partner. • Use throwing and catching skills in a game. • Throw a ball for distance. • Use hand-eye coordination to control a ball. • Vary types of throw used. 	<ul style="list-style-type: none"> • Pass ball to team mates when appropriate. • Can, in pairs, make up a game and play a simple rallying game. • Can choose good places to stand when receiving, and give reasons for their choice. 	<p>expression, showing an awareness of others when moving.</p> <ul style="list-style-type: none"> • Describe what makes a good dance phrase. <p><u>Movement off the Ball</u></p> <ul style="list-style-type: none"> • Identify and demonstrate how different techniques can affect their performance. • Focus on their arm and leg action to improve their sprinting technique. • Begin to combine running with jumping over hurdles. • Focus on trail leg and lead leg action when running over hurdles. • Understand the importance of adjusting running pace to suit the distance being run. 		<p>partner</p> <ul style="list-style-type: none"> • Devise and perform a gymnastic sequence, showing a clear beginning, middle and end. • Adapt a sequence to include different levels, speeds or directions. • Work well on their own and contribute to pair sequences. 	<p>a game.</p> <ul style="list-style-type: none"> • Use fielding skills to stop a ball from travelling past them. • Apply and follow rules fairly. • Compete against self and others in a controlled manner. • Collaboration, managing feelings and acting appropriately and respectfully during and after the games.
--	--	--	---	--	--	---	---



				<ul style="list-style-type: none">• Use one and two feet to take off and to land with.• Develop an effective take-off for the standing long jump.• Develop an effective flight phase for the standing long jump.• Land safely and with control.			
--	--	--	--	--	--	--	--



Year 4				
KS2 Knowledge End Points (NC)		Autumn	Spring	Summer
<p>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.</p> <p>They should enjoy communicating, collaborating and competing with each other.</p> <p>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] 	<p>Key Knowledge</p>	<p><u>Gymnastics – Floor and Apparatus</u></p> <ul style="list-style-type: none"> • Understand the importance of pulse raising and warm ups. • Be able to identify when their pulse has been raised and their body is ready for stretches. • Know a variety of stretches that will prepare their bodies for a gymnastics session. • Know basic conditioning exercises to increase stretch and endurance. • Know what conditioning exercises will improve specific parts of the body. • Understand the importance of conditioning, stretch and endurance in gymnastics. • Know how to safely move equipment. • Know how to safely land and finish skills. • Know how to safely enter and exit group balances and what to do if the balance becomes unsafe. • Understand the differences between a leap and a jump. <p><u>Throwing and Catching Under Pressure</u> NB – Knowledge and Skills developed and built upon from Year 3 learning.</p> <ul style="list-style-type: none"> • Know the different types of throw. 	<p><u>Dance</u></p> <ul style="list-style-type: none"> • Knows how to compose own dances in a creative way. • Perform dance to an accompaniment devising the sequence to take account of rhythm and style of music. • Dance shows clarity, fluency, accuracy and consistency • Shows increasing knowledge of a varying number of styles of dance • Chooses appropriate style of dance/movements/sequencing as appropriate to the music • Knows the impact of that increase poise, balance and coordination can make to a dance performance and apply this when moving and stopping within a sequence. • Knows the importance of warming up specific muscle groups in preparation for dance, as well as cooling down. • Knows that dance can communicate feelings and narratives. • Knows and can state which aspects of own performance were particularly strong and which they could improve on. <p><u>Teambuilding (Outdoor Activities)</u></p>	<p><u>Net & Wall – Vehicle=Tennis</u></p> <ul style="list-style-type: none"> • Know that drop-feed is feeding the ball to a partner to allow them to practice a shot • Know what a rally is: Hitting the ball back and forth to a partner. • Know that you need accuracy and control for a successful rally • ‘Consecutive’ in tennis refers to following each other continuously e.g. Hitting the ball to each other continuously. • Know the impact of hitting the ball with differing power. • Understand positioning within a court. • Know the difference between forehand and backhand. • Know the different ways to serve. <p><u>Striking and Fielding – Vehicle = Cricket</u> NB – Knowledge and Skills developed and built upon from Year 3 learning.</p> <ul style="list-style-type: none"> • Know how to hold a cricket bat correctly. • Know how to lead and motivate others in a game situation when the need arises. • Know, agree on, demonstrate and be able to explain the rules of cricket e.g. how is it



<ul style="list-style-type: none"> • 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. 		<ul style="list-style-type: none"> • When throwing underarm, know to face your target, arm looks like a lower case “l”, Swing, step, throw (always stepping with opposite foot). • Know when throwing overarm: side to target, step, twist and throw. • Know the catching cues: reach hands out towards the call, grab the ball, bring it into your body. <p><u>Passing in Different Sports</u> NB – Knowledge and Skills developed and built upon from Year 3 learning.</p> <ul style="list-style-type: none"> • Know that different sports require different passing techniques. • Know that passing can help to retain possession in a competitive sport. • Know the different strengths of a pass and how this is often tactical. 	<ul style="list-style-type: none"> • Know how to recognise the drawing as a symbol or plan, and to see different shapes, e.g. squares, circles, in different areas, e.g. PE apparatus. • Know how to observe, recognise and move around large shapes, and to link them to a diagram or map. Teach them how to find objects on a drawing or diagram by recognising symbols. • Know how to hold or orientate their diagram or map. • Recognise what they can and cannot do in problem-solving tasks. • Interpret rules that they are set. <p><u>Invasion Games – Vehicle = Hockey</u></p> <ul style="list-style-type: none"> • Know how to play an invasion game fairly. • Children not to raise the sticks above waist height. • After each goal children need to understand that there will be a restart (the ball must go backwards to begin the restart) • Children to play under the time restraint of 15 minutes per half • To know when centre passes are used and free passes are awarded, • To understand scoring and actions that will result in a penalty. 	<p>played, how to take a wicket, leg before wicket.</p> <p><u>Athletics</u></p> <ul style="list-style-type: none"> • Knows how to sprint over a short distance and understands that a sprint style can’t be sustained over a long distance • Knows how to jump in different ways • Knows how to throw in different ways and hit a target (at appropriate distance), when needed
--	--	--	---	---



			<ul style="list-style-type: none"> • Know how to keep and win back possession of the ball in a team game. • Know how to dribble and pass with a hockey stick • Know how to defend and shoot using a hockey stick 				
	Key Skills	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • Forward roll variations including; forward roll to straddle stand. • Backward roll variations including; to straddle stand. • Leaps & Spins; leap variations, transitional movements, spin variations, linking leaps and spins. • Balances: Individual balances, Partner balances, Group balances • Evaluate effectiveness of own and others performances and suggest improvements. <p><u>Throwing & Catching Under Pressure</u></p>	<p><u>Passing in different sports</u></p> <ul style="list-style-type: none"> • Start to explore different ways of passing the ball (e.g. chest push, bounce pass etc) • Understand and follow rules of games, including fair play. • Can travel whilst bouncing a ball showing control (e.g. basketball) • Can use a range of skills to help them keep possession and control of the ball. • Maintain possession of a ball. • Pass ball to team mates when appropriate. 	<p><u>Dance</u></p> <ul style="list-style-type: none"> • Begin to think about character and narrative ideas created by the stimulus, and respond through movement. • Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity when working on their own, with a partner and in a group • Use different compositional ideas to create motifs incorporating unison, canon, action and • reaction, question and answer. • Remember, practise and combine longer, 	<p><u>Invasion Games – Vehicle = Hockey</u></p> <ul style="list-style-type: none"> • Travelling with a ball • Move with the ball in a variety of ways with some control. • Use two different ways of moving with a ball in a game. • Pass the ball in a game situation with some success. • Find a useful space and get into it to support teammates. • Use simple attacking and defending skills in a game. • Use fielding skills to stop a ball from 	<p><u>Net & Wall – Tennis</u></p> <ul style="list-style-type: none"> • Move with balance and control to catch a ball • Hit/bounce ball on racket when moving • Hit ball in forehand position with drop feed • Hit a ball in backhand position with a drop-feed • Hit a ball into a target from a variety of distances. <p><u>Striking and Fielding</u></p>	<p><u>Athletics</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. • Land safely and with control.



		<p><u>Throwing and Catching Under Pressure</u></p> <ul style="list-style-type: none"> • Throw different types of equipment in different ways, for accuracy and distance. • Throw, catch and bounce a ball with a partner. • Use throwing and catching skills in a game. • Throw a ball for distance. • Use hand-eye coordination to control a ball. • Vary types of throw used. 	<ul style="list-style-type: none"> • Can, in pairs, make up a game and play a simple rallying game. • Can choose good places to stand when receiving, and give reasons for their choice. 	<p>more complex dance phrases.</p> <ul style="list-style-type: none"> • Communicate what they want through their dances and perform with fluency and control, showing sensitivity to the accompaniment and to others. <p><u>Teambuilding – Outdoor Activities</u></p> <ul style="list-style-type: none"> • Recognise where they are on a plan or diagram. • Travel successfully to and from objects and locations on the ground • Recognise symbols and pictures and relate them to a diagram • Use a range of skills to lift and carry equipment • Understand the purpose of an activity and plan • their actions so that they are successful 	<p>travelling past them.</p> <ul style="list-style-type: none"> • Act appropriately and respectfully during and after the games. 	<ul style="list-style-type: none"> • Demonstrate successful hitting and striking skills. • Develop a range of skills in striking (and fielding where appropriate). • Practise the correct striking technique and use it in a game. • Strike the ball for distance. • Find a useful space and get into it to support teammates. • Use simple attacking and defending skills in a game. • Use fielding skills to stop a ball from travelling past them. • Apply and follow rules fairly. • Compete against self and others in a controlled 	<ul style="list-style-type: none"> • Begin to measure the distance jumped.
--	--	--	--	--	---	---	---



				<ul style="list-style-type: none">• Choose simple approaches to solve the problems they are set• Work cooperatively with others on tasks		<p>manner.</p> <ul style="list-style-type: none">• Collaboration, managing feelings and acting appropriately and respectfully during and after the games.	
--	--	--	--	---	--	---	--



Year 5				
KS2 Knowledge End Points (NC)		Autumn	Spring	Summer
<p>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.</p> <p>They should enjoy communicating, collaborating and competing with each other.</p> <p>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] 	<p>Key Knowledge</p>	<p><u>Gymnastics – Floor & Apparatus</u></p> <ul style="list-style-type: none"> • To understand the principles of warming up and why it is important before performing starts. • To understand how warming up can help toward high quality performance. • To be able to identify when their heart rate has been raised significantly to be able to start performing stretches that will support Gymnastics. • To be able to understand how muscles work and how effect stretching is towards the body. • To know how gymnastics can develop overall strength and suppleness towards others sports. • To know how to safely move equipment around the acquired area. • To know to safely land and finish skills and performances. • To be able to identify a performance that meets the needs of the success criteria. • To be able to evaluate their own performance against a criteria. <p><u>Playground/leadership skills</u></p>	<p><u>Invasion Games (Tag Rugby)</u></p> <ul style="list-style-type: none"> • To understand how to play an invasion game with different rules • To understand when children can run with the team (in a diagonal line) • To understand when they can pass the ball (when the pass will be backwards, not forwards) • To be able to know when to allow a tag to happen (to allow the rest of the team to catch up) and when a pass should be made to avoid the tag. • To know how to tag successfully. • To understand the defending process, staying in a line so its easier to stop attack and tag. • Children to play under a time restraint per half of the game. <p><u>Invasion Games (Hockey)</u></p> <ul style="list-style-type: none"> • To understand the safety rules and basic tactical rules of the game • To know how to hold a hockey stick correctly and safely. 	<p><u>Dance</u></p> <ul style="list-style-type: none"> • To understand how warming up can help toward high quality performance. • To be able to understand how muscles work and how effect stretching is towards the body. • To know how to organise their own warm up to suit the dance that will be performed • To understand how to compose a dance in time with the beat of the music • To know how to evaluate their own dances and others • To know how to compose dances though using, adapting and developing steps, formations and patterns from different dance styles. • To know how to perform dances expressively using performance skills • To know how to create a dance on their own, with a partner or in small groups. • To know and understand the different dance terminology. <p><u>Athletics</u></p>



<ul style="list-style-type: none"> 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. 		<ul style="list-style-type: none"> To understand what makes an effective leader. To be able to effectively explain what is needed from a team or group of players. To be able to identify when something is too hard for a group of players/team. To be able to show good knowledge of the area in question. <p><u>Swimming</u></p> <ul style="list-style-type: none"> To understand the safety skills needed in water To be able to swim confidently over a distance of 25m To understand safe self-rescue for when required <p><u>Invasion Games (High Five Netball)</u></p> <ul style="list-style-type: none"> To be able to demonstrate they understand the principles of warming up, by the activities they choose. To understand the basic principles of attacking and defending. To know the key positions and their roles within the game. To be able to apply tactics and know when to adapt them for different situations. To understand when the right time is to pass to benefit the game. 	<ul style="list-style-type: none"> To know the correct stance and how to use the hockey stick correctly. To be able to identify when to use certain passes (push pass, hit, slap pass) To know the role of the different positions (attacking defending, goalkeeper) To understand how to score a goal (inside the semi-cycle) To be able to pick from different formations depending on how the other team have set up (at the start) and they are playing. Understand when is a good time to change the formation. To know how to adapt to a situation – defensive, attacking. <p><u>Swimming (Other Class to Autumn Term)</u></p> <ul style="list-style-type: none"> To understand the safety skills needed in water To be able to swim confidently over a distance of 25m To understand safe self-rescue for when required <p><u>Team Games OAA</u></p> <ul style="list-style-type: none"> To know how to orientate a map To understand certain points and symbols on a map To understand the importance – life skill (need) for orienteering 	<ul style="list-style-type: none"> Know the different throwing actions (push, pull and sling) Know how to throw different objects (ball and Javelin) Understand who to throw in a technical way, increasing the speed when throwing to increase the distance and know where to place their feet To technically understand how to sprint and how to pace for a long-distance race. To understand breathing techniques when running long distance To know how to stride out run ups for jumping and throwing events. <p><u>Striking and Fielding (Cricket)</u></p> <ul style="list-style-type: none"> To understand why exercise is good for health, fitness and wellbeing Understand the rules of play and how to field effectively To know how to hold a cricket bat correctly To understand how to tactically score runs To know how to adapt rules, strategies and tactics for different opponents To understand the basic principles of batting and fielding
--	--	--	--	--



		<ul style="list-style-type: none"> To understand where the appropriate place is on the pitch for the current situation and the position that is being played. To understand the importance of passing the ball quickly and how it can impact or change the game. 	<ul style="list-style-type: none"> To know how to work independently, as a pair and as part of a larger group effectively and safely. To understand how to follow instructions given To be able to work safety in a variety of scenarios To know how to solve simple challenges and problems successfully To be able to understand where they are on a map in relation to where their object is situated. 	<ul style="list-style-type: none"> To know how to effectively work as a pair when bowling/wicket-keeping and fielding To understand how to effectively field for a batter's favourite strike To know how to bowl with the correct overarm bowling technique 			
	Key Skills	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> Create, practise and refine longer, more complex sequences for a performance, including changes in level, direction and speed Choose actions, body shapes and balances from a wider range of themes and ideas Adapt their performance to the demands of a task, using their knowledge of composition 	<p><u>Swimming</u></p> <ul style="list-style-type: none"> To perform the three main strokes (front crawl, backstroke and breaststroke) accurately and effectively. To tread water towards water safety and self-rescue Perform all three strokes to complete 25 metres To swim on their back and their 	<p><u>Invasion game (Tag Rugby)</u></p> <ul style="list-style-type: none"> Apply the correct technique for passes into a game situation, making sure the passes are going backwards Apply the defending and attacking principles from small sided games into a full-size tag rugby game. Follow the rules to make the 	<p><u>Team Games OAA</u></p> <ul style="list-style-type: none"> To use and orientate a map effectively To identify points and symbols on a map and respond accordingly. To respond to instructions given To work safety and effectively together To solve simple challenges and 	<p><u>Dance</u></p> <ul style="list-style-type: none"> To understand how warming up can help toward high quality performance. To compose a dance in time with the beat of the music To know how to evaluate their own dances and others To know how to compose dances though using, adapting and 	<p><u>Athletics</u></p> <ul style="list-style-type: none"> To be able to select appropriate warm up and stretches for the forthcoming activity – justifying choices. To perform the different throwing actions within increasing accuracy and efficiency (push, pull and sling) To throw different objects



		<ul style="list-style-type: none"> • Understand the need for warming up and working on body • strength, tone and flexibility • Lead small groups in warm-up activities • Use basic set criteria to make simple judgements • About performances and suggest ways they could be improved. <p><u>Playground and leadership Skills</u></p> <ul style="list-style-type: none"> • Create warm ups to be delivered • Follow simple plans to set up and take part in an activity • To work as a pair, and part of a team-offering ideas and listening to others' ideas too. • Create a solution to a problem given – 	<p>front, aided and unaided</p> <ul style="list-style-type: none"> • To choose from different stroke to reach certain times • To choose how to control their breathing (breath every stroke, breath every 4 strokes) <p><u>Invasion Games (High Five Netball)</u></p> <ul style="list-style-type: none"> • Choose from a range of passes; chest pass, shoulder pass, bounce pass and overhead pass. • Perform in small groups to help develop passes, creating space and team work • To develop the skill of passing then moving – exploring the introduction of pivot. 	<p>games played fair.</p> <ul style="list-style-type: none"> • Adapt their own performance to the demands of the game, using their knowledge of tag rugby and tactics from other games. <p><u>Invasion Game (Hockey)</u></p> <ul style="list-style-type: none"> • To hold a hockey stick correctly and safely. • To use the correct stance and how to use the hockey stick correctly. • To be able to move with the ball - dribble the ball. • To pass with increasing accuracy – adjusting speed. • To receive a ball with greater accuracy – using the correct technique. 	<p>problems successfully</p> <p><u>Swimming</u></p> <ul style="list-style-type: none"> • To perform the three main strokes (front crawl, backstroke and breaststroke) accurately and effectively. • To tread water towards water safety and self-rescue • Perform all three strokes to complete 25 metres • To swim on their back and their front, aided and unaided • To choose from different stroke to reach certain times • To choose how to control their breathing (breath every stroke, breath every 4 strokes) 	<p>developing steps, formations and patterns from different dance styles.</p> <p><u>Athletics</u></p> <ul style="list-style-type: none"> • Understand who to throw in a technical way, increasing the speed when throwing to increase the distance and know where to place their feet • To technically understand how to sprint and how to pace for a long-distance race. • To understand breathing techniques when running long distance • To stride out run ups for jumping and throwing events. 	<p>(ball and Javelin) effectively and safely.</p> <ul style="list-style-type: none"> • To adjust speed when throwing to increase the distance • To adopt the correct (and safe) stance when starting and finishing: any throw, jump or run. • To stride out run ups for jumping and throwing events. • To sprint with increasing technical accuracy. • To pace for a long-distance race. • To use breathing techniques when running long distance. <p><u>Striking and Fielding (Cricket)</u></p>
--	--	--	---	--	---	---	---



		<p>explaining/justifying choices.</p> <ul style="list-style-type: none"> To use accurate and technical language within explanations. To recall and use knowledge of key skills and prior sports (vehicles) to apply to problem scenarios. To be able to identify that something isn't right and notice it needs changing, making it harder or easier Create their own session to be delivered to the group 	<ul style="list-style-type: none"> To find space to receive a pass. To pass with accuracy To attack – move towards a goal area through effective passing. To defend - watch, move and block a pass with increasing accuracy. Use a success criteria to analyse performance and suggest ways it could be improved. Understand and use the skills that are needed to successfully achieve a warm up that is suitable for the up and coming activity. Perform different types of passes with the correct technique, that is going to provide power and accuracy 	<ul style="list-style-type: none"> To be able to strike the ball at a target area. To block a pass or a shot. To choose when to use certain passes (push pass, hit, slap pass) To score a goal (inside the semi-cycle) To take on different positions (roles in a game – attacking, defending, goalkeeper). 		<p><u>Striking and Fielding (Cricket)</u></p> <ul style="list-style-type: none"> To understand why exercise is good for health, fitness and wellbeing Understand the rules of play and how to field effectively To understand how to tactically score runs To adapt rules, strategies and tactics for different opponents To understand the basic principles of batting and fielding To understand how to effectively field for a batter's favourite strike To bowl with the correct overarm 	<ul style="list-style-type: none"> To choose appropriate and effective warm ups - keeping in mind the activity to follow (muscle groups). Use subject and sport specific vocabulary – technical terminology. To play to the set rules of the game shared. To hold a cricket bat correctly and safely. To tactically score runs – aware of associated rules: partnerships, scoring zones (crease), wickets, run out, catch, bowled, hitting on wickets, stumped, wide, no ball. To adapt rules, strategies and tactics for
--	--	--	---	--	--	--	---



			throughout a netball game.			bowling technique	<p>different opponents</p> <ul style="list-style-type: none">• To apply the basic principles of batting and fielding in game scenarios.• To effectively work as a pair when bowling/wicket-keeping and fielding• To understand how to effectively field for a batter's favourite strike• To bowl with the correct overarm bowling technique• To bowl with accuracy at a target – wickets.• To develop catching techniques – take catches.• To throw with increasing accuracy – fielding, wicket
--	--	--	----------------------------	--	--	-------------------	---



Year 6				
KS2 Knowledge End Points (NC)		Autumn	Spring	Summer
<p>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.</p> <p>They should enjoy communicating, collaborating and competing with each other.</p> <p>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through 	Key Knowledge	<p><u>Gymnastics – Floor & Apparatus</u></p> <ul style="list-style-type: none"> • To understand the principles of warming up and why it is important before performing starts. • To understand how warming up can help toward high quality performance. • To be able to identify when their heart rate has been raised significantly to be able to start performing stretches that will support Gymnastics. • To be able to understand how muscles work and how effect stretching is towards the body. • To know how gymnastics can develop overall strength and suppleness towards others sports. • To understand why exercise is good for health, fitness and wellbeing, and how to become healthier themselves • To know how to safely move equipment around the set area. • To know how to use the apparatus safely and effectively within a gymnastics sequence, recognising the benefit of using that piece of apparatus. • To know how to perform fluently and with control, even when performing difficult combinations 	<p><u>Net and Wall (Tennis)</u></p> <ul style="list-style-type: none"> • To understand why warming up and cooling down is important • To understand how physical activity affects their health • To know appropriate stretches and warm ups to prepare for the forthcoming activity – muscle group knowledge, heart rate. • To secure knowledge of how to hold the tennis racket correctly, and how the technique might change for forehand and backhand. • To understand the importance of stance and positioning in tennis – where to stand and move to on the court. • To understand when it is appropriate to come to the net and when to move to the back of the court • Understand how the swing can affect the power through the ball • To understand the affect of pace on a ball and how to use it – drop shot, lob, smash shot • To know how to perform a simple underarm and overarm serve. • To know how to receive a simple underarm and overarm serve. • To know how to tactically play to get the best out of each game 	<p><u>Dance</u></p> <ul style="list-style-type: none"> • To understand the principles of warming up and why it is important before performing starts. • To understand how warming up can help toward high quality performance. • To be able to understand how muscles work and how effect stretching is towards the body. • To know how dance can have a positive impact/affect on other areas of physical development and sport. • To identify what types of exercise they need to do to help their dancing – specific stretches and why. • To know and understand the different dance terminology. • To know correct and technical language and terminology to describe, interpret and evaluate their own and others’ work. • To recognise and understand how costume, music and set can help to improve a dance performance • To understand the importance of stimuli in creative approaches. • To know how to respond to a stimuli – process to work through



<p>athletics and gymnastics]</p> <ul style="list-style-type: none"> 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. 		<ul style="list-style-type: none"> To understand how to change direction, levels and pathways, to improve the look of a sequence To understand how and why contrast is effective within gymnastic routines To understand how a sequence is formed, with knowledge (awareness) of appropriate terminology to describe technique and composition To know how and when a performance is effective and meets the needs of the success criteria. To know how to evaluate performances and why this is important. <p><u>Invasion Game (Netball)</u></p> <ul style="list-style-type: none"> To understand why exercise is good for their fitness, health and wellbeing To understand the need to prepare properly for games To be able to suggest appropriate stretches and warm ups to target certain areas of the body (muscle groups) and identify why this would be beneficial. To know the importance of being fit, and what types of fitness are most important for games To understand how playing games can contribute to a healthy lifestyle 	<p><u>Invasion Game (Hockey)</u></p> <ul style="list-style-type: none"> To understand the need to prepare properly for games – warm ups, tactics, roles. To know how to use equipment and space safely. To understand how to evaluate their own and others performance, and how it can be improved. To be confident in how to hold and position the hockey stick – correct stance and need for special awareness and safety. To understand the tactics of play, positioning, space, attacking and defending scenarios, movement. To know different passes and when these would be effective to use: push pass, slap pass, hit. To understand the rules of stick tackles, feet and dangerous play and what impact this might have on the game and for their own team. To know each player’s role in a centre pass. To understand how to attack and defend from a centre pass. To know how to send and receive a side line – attacking and defending scenarios. To know how to attack and defend safely and effectively To understand the timings of a pass, skill or tackle and how it might impact the game 	<ul style="list-style-type: none"> To know the importance to include and adapt: dynamics, space, shape, movement, speed and pattern. To know how to incorporate individual, paired and group work for effect. <p><u>Athletics</u></p> <ul style="list-style-type: none"> To know the importance of warm up in athletics and the effect on the muscle groups being used. To know how to use equipment and space safely. To know and select appropriate techniques for specific events (disciplines). To know the importance of pace and speed within running events and how this can be adapted for effect. To know the different throwing techniques and how to throw with greater control, accuracy and efficiency – push, pull and sling. Know how to throw different objects (ball and Javelin) To know a range of jumps showing power, control and consistency at both take-off and landing. Know and understand the basic principles of relay take-overs. To technically understand how to sprint and how to pace for a long-distance race.
---	--	---	---	--



		<ul style="list-style-type: none"> • To understand the positions in netball and their associated rules, partnerships, movement, roles (N.B building upon knowledge of high fives) • To understand how to pass and receive the ball effectively. • To know when certain passes are effective and why. • To know why passes, movement, creating space, pivots (footwork) and team work are important. • To understand attacking positions and movements (scenarios). • To understand defensive positions and movements (scenarios). • To understand centre passes – how to attack and defend them (differing scenarios/options) • To understand the term dummy – run, play, pass, and know how this is achieved. 	<ul style="list-style-type: none"> • To be able to understand why a game might break down and why teams might fail to score. <p><u>Invasion Game (Netball – (refined)</u></p> <ul style="list-style-type: none"> • To understand why exercise is good for their fitness, health and wellbeing • To understand the need to prepare properly for games and consequences of not. • To be able to suggest appropriate stretches and warm ups to target certain areas of the body (muscle groups) and identify why this would be beneficial. • To know the importance of being fit, and what types of fitness are most important for games • To understand how playing games can contribute to a healthy lifestyle • To gain greater understanding of the various positions in netball and their associated rules, partnerships, movement, roles. • Secure knowledge of passes, movement, creating space, pivots (footwork) positions, and team work, and how to use them effectively. • To secure understanding the term dummy – run, play, pass, and know how this is achieved and used effectively. • To explore and understand further rules (and terminology) associated with netball – fouls, contact, footwork 	<ul style="list-style-type: none"> • To understand breathing techniques when running long distance • To know how to stride out run ups for jumping and throwing events. <p><u>Striking and Fielding (Rounders)</u></p> <ul style="list-style-type: none"> • To understand why exercise is good for health, fitness and wellbeing • Understand the rules of play and how to field effectively • To know the set up of a rounders pitch – positions. • To know how to hold a rounders bat correctly • To understand the basic principles of batting and fielding • To know how to bowl accurately. • To know how backstop can work effectively with the bowler and first base. • To understand how to tactically score runs/half runs • To know how to adapt rules, strategies and tactics for different opponents (left, right handers, big hitters). • To know how to effectively work as a pair when bowling/back stop/ fielding
--	--	--	---	--



			<ul style="list-style-type: none">• To know why a side line or back line pass can occur, and how to perform one effectively.• To understand how to mark effectively without committing a foul.• To know which positions (roles) work together in attacking and defending for effect, and how they do this.• To know how to receive a side line or backline pass effectively – considering positioning, space, tactical awareness.• Understand the development of how tactical play changes with more players on the pitch• To know when and why to select certain passes – scenarios .• To explore and develop understanding of centre passes – attacking and defending models of play.• <u>Invasion Game (Tag Rugby)</u>• To understand why exercise is good for fitness, health and wellbeing• To understand the need to prepare properly for games and consequences of not.• To be able to suggest appropriate stretches and warm ups to target certain areas of the body (muscle groups) and identify why this would be beneficial.• To know the importance of being fit, and what types of fitness are most important for games	<ul style="list-style-type: none">• To know how to build striking partnerships – avoid run outs
--	--	--	--	---



			<ul style="list-style-type: none">• To understand how playing games can contribute to a healthy lifestyle• To understand why exercise is good for their fitness, health and wellbeing• To understand the need to prepare properly for games• To be able to suggest appropriate stretches and warm ups to target certain areas of the body (muscle groups) and identify why this would be beneficial.• To know the importance of being fit, and what types of fitness are most important for games• To understand how playing games can contribute to a healthy lifestyle• To understand the positions in tag rugby and their associated rules, partnerships, movement, roles (N.B building upon knowledge of Year 5)• To understand how to pass and receive the ball effectively – two handed offload and two handed receive.• To know when certain passes are effective and why.• To understand attacking positions and movements (scenarios).• To understand defensive positions and movements (scenarios).• To understand the term dummy – run, play, pass, and know how this is achieved.	
--	--	--	--	--



	Key Skills	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> To use the skills needed to successfully warm up, suitable for the forthcoming activity. To safely and effectively stretch muscles in preparation for gymnastics. To safely move equipment around the set area. To use the apparatus safely and effectively within a gymnastics sequence. To make up longer sequences and perform them with fluency and clarity of movement To perform fluently and with control, even when performing difficult combinations 	<p><u>Invasion Games (Netball)</u></p> <ul style="list-style-type: none"> Use the skills that are needed to successfully achieve a warm up that is suitable for the up and coming activity. To find space to receive a pass. To pass with accuracy. Select from a range of passes for effect and purpose; chest pass, shoulder pass, bounce pass and overhead pass. Perform different types of passes with the correct technique, that is going to provide power and accuracy throughout a netball game. Develop and apply knowledge of passes, movement, 	<p><u>Net and Wall (Tennis)</u></p> <ul style="list-style-type: none"> To use skills needed to successfully warm up for the forthcoming activity. To hold the tennis racket correctly, changing for forehand and backhand. To position and move accurately and effectively on the court - considering stance (ready position). To develop the skill of movement on the court – coming to the net/ moving to the back/finding space/ closing out space. To practise swing to affect the power through the ball (vary and control). To change the pace of a ball– drop shot, lob, smash shot To perform a simple underarm and overarm serve. 	<p><u>Invasion Games (Netball – refined).</u></p> <ul style="list-style-type: none"> Use the skills that are needed to successfully achieve a warm up that is suitable for the up and coming activity. To find space to receive a pass – including dummy runs where appropriate. To use change of pace and direction for effect. To pass with accuracy and appropriate power – adjusting to the scenario and distance of pass. To select appropriately from a range of passes for effect and purpose; chest pass, shoulder pass, bounce pass and overhead pass. 	<p><u>Dance</u></p> <ul style="list-style-type: none"> To be able to describe how dance contributes to fitness and wellbeing To choose (and explain why) certain stretches are specifically beneficial for dance warm ups. To use correct and technical language and terminology to describe, interpret and evaluate their own and others' work To comment on what works well and explain why To organise their own warm up to suit the dance that will be performed To respond to a range of stimuli, 	<p><u>Striking and Fielding (Rounders)</u></p> <ul style="list-style-type: none"> Use the skills and knowledge needed to successfully warm up in preparation for the forthcoming activity. To set up and use equipment safely and correctly. To hold and use a rounders bat correctly – changing the direction of where to strike. To play to the key rules of the game of rounders. To bowl accurately. To strike the ball accurately (hand eye coordination) To use ready position stance, hand eye coordination and quick
--	-------------------	--	--	--	---	---	--



		<ul style="list-style-type: none"> To vary direction, levels and pathways, to improve the look of a sequence To use planned variations and contrasts in actions and speed in their sequences To work well with a partner or a small group to practise and refine their work To explain how a sequence is formed, using appropriate terminology to describe technique and composition when evaluating both their own and others' performances To be able to identify a performance that meets the needs of the success criteria. 	<p>creating space, pivots (footwork) and team work</p> <ul style="list-style-type: none"> To explore attacking scenarios - positioning, movement and pass choice. To explore and attempt dummy play – run, pass. To explore different centre pass scenarios – looking at effective attacking and defending models. To develop the skill of pivot. To attack – move towards a goal area through effective passing. To defend - watch, move and block a pass with increasing accuracy. Use a success criteria to analyse 	<ul style="list-style-type: none"> To receive a simple underarm and overarm serve. <p><u>Invasion Game (Hockey)</u></p> <ul style="list-style-type: none"> To choose appropriate warm ups to effectively prepare for the activity ahead. To contribute to discussions regarding tactics, positions and intentions (prior to a game scenario). To evaluate their own and others performance, and how it can be improved. To hold and position the hockey stick accurately and safely – correct stance. To develop the skills of: positioning, finding and closing space, attacking and defending scenarios, movement. Develop passes: push pass, slap pass, hit. 	<p>To be able to explain choices.</p> <ul style="list-style-type: none"> To mark with greater effectiveness. To receive the ball whilst being marked with greater effectiveness. To deliver and receive back line and side line passes – considering space, timing and position. Secure and use effectively knowledge of passes, movement, creating space, pivots (footwork) positions, and team work. To explore attacking scenarios - positioning, movement and pass choice. To develop dummy play – run, pass. 	<p>improvising freely</p> <ul style="list-style-type: none"> To use a range of controlled movements and patterns To explore dance and movement ideas imaginatively, including actions, dynamics, space and relationship To select and use a range of compositional ideas to create motifs that demonstrate their dance idea To perform with clarity and sensitivity to an accompaniment, communicating a dance idea on their own, with a partner and in a group 	<p>reflexes/reactions to backstop effectively.</p> <ul style="list-style-type: none"> To work effectively as a defensive group (fielders – backstop, bowler and bases) To work effectively as an attacking group – (batters working together – communicating). To apply scoring tactics, positional tactics and skills to a game scenario. <p><u>Athletics</u></p> <ul style="list-style-type: none"> To choose appropriate warm ups for the activity ahead. To develop the consistency of their actions in a number of events: running, jumping throwing, relay exchange.
--	--	--	---	---	---	---	--



		<ul style="list-style-type: none"> • To be able to evaluate their own performance and others' performances against a criteria. • To suggest ways to improve their own and other's performances. 	<p>performance and suggest ways it could be improved.</p>	<ul style="list-style-type: none"> • To play to given rules of stick tackles, feet and dangerous play. • To perform centre passes - both defending and attacking scenarios. • To send/receive a side line ball– attacking. • To defend a side line ball. • To attack and defend safely and with increasing effectiveness/accuracy. 	<ul style="list-style-type: none"> • To refine and select effective centre passes – attacking and defensive • To attack – move towards a goal area through effective, well chosen, timed passing. • To defend - watch, move and block a pass with greater accuracy. • Use a success criteria to analyse performance and suggest ways it could be improved. • <u>Invasion Game (Tag Rugby)</u> • Use the skills that are needed to successfully achieve a warm up that is suitable for the up and coming activity. 		<ul style="list-style-type: none"> • To increase the number of techniques they use • to choose appropriate techniques for specific events. • To perform the different throwing actions (push, pull and sling) – increasing accuracy and efficiency. • To apply this ' throw' to different objects (ball and Javelin) noting the effect. • To, in throwing, increase the speed and adjust the trajectory when releasing to increase the distance and know where to place their feet (stance). • To be able to apply knowledge of breathing a running
--	--	---	---	---	--	--	---



					<ul style="list-style-type: none">• To find space to receive a pass.• To pass with accuracy.• To pass with technical accuracy – two handed offload and receive.• To pass accurately with varying pace and power.• Develop and apply knowledge of passing, movement, creating space, stance, footwork and team work.• To explore attacking scenarios - positioning, movement and pass – timing and pace choice.• To explore and attempt dummy play – run, pass.• To explore different centre pass scenarios –		<p>technique to long distance runs.</p> <ul style="list-style-type: none">• To apply technique to sprints – developing use of arm, power, reaction time, focus and posture.• To adjust and sustain their pace over longer distances, e.g. sprint for seven seconds, run for one or two minutes• To perform a range of jumps showing power, control and consistency at both take-off and landing• To organise themselves in small groups safely, and take turns and different roles• To take part well in a relay event
--	--	--	--	--	---	--	--



					<p>looking at effective attacking and defending models.</p> <ul style="list-style-type: none">• To develop the skill of pivot.• To attack – move towards a goal area through effective passing.• To defend - watch, move and tag with increasing accuracy.• Use a success criteria to analyse performance and suggest ways it could be improved.		<ul style="list-style-type: none">• To use change overs within relays• To use stride out run ups for jumping and throwing events.
--	--	--	--	--	---	--	--