

St. Luke's C of E (Aided) Primary School



Physical Education Information 2023-2024

SEPTEMBER 2023

Overview

At St. Luke's we are passionate about enabling children to remain physically active and learn a range of different skills. Our PE curriculum aims to ensure that all pupils develop the fundamental skills and competence to excel in a wide range of physical activities by providing a broad and balanced curriculum with opportunities for all.

Intent

At St. Luke's we strive to develop children's enjoyment and interest in physical education. We aim to ensure that a full curriculum is planned and taught throughout school, whilst building on children's prior knowledge and capabilities. At St. Luke's we give children the tools and understanding required to make a positive impact in their own physical health and well-being. We want all children to experience a variety of sports and physical skills which will enhance life-long fitness. PE can promote self-esteem through the development of physical confidence and problem solving. It can teach children to cope with both success and failure in competitive, individual and team based physical activities.

Implementation

At St. Luke's we ensure that staff have a good, up to date knowledge of the curriculum and the content taught at each year group. We follow a specific long-term plan that develops and ensures progression and the enhancement of skills. Teachers involve all children in each lesson or activity and differentiate tasks appropriately. Misconceptions are addressed and children are encouraged to develop the skills learnt in previous year groups. Children are given regular verbal feedback throughout the lesson as well as pointers and support to progress skills.

Impact

At St. Luke's teachers regularly assess children and upload data onto our assessment programme 'Depth of Learning'. Clear progress is demonstrated across the year groups using this system. We aim to ensure that children progress through year groups feeling ready to develop and build on their knowledge and skills. All children are given the opportunity to succeed and make good progress in PE. By the time children leave St. Luke's they will have knowledge and skills surrounding a range of physical activities and understanding of the benefits of exercise.

Physical Education Curriculum Coverage by Year Group

Foundation Stage 2

Key Skills and Knowledge Overview:

Physical Development ELG: Gross Motor Skills Children at the expected level of development will:

- 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.

Fine Motor Skills Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing
- using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

Physical Education Knowledge

Vocabulary

Autumn One:

Fine Motor Skills: beads, threading, pegging, play dough

Gross Motor Skills: jumping, running, climbing using the tyres and trim trail, balancing

Autumn Two:

Throwing and catching, safe landings, working as a team, Animal Movements: hopping, running, jumping

Week One:

To know how to throw underarm.

To know how to catch equipment using two hands.

Week Two:

To know how to throw an object at a target.

To talk about what others have done.

Week Three:

To know how to move a ball in different ways, including bouncing and kicking.

To know how to kick an object at a target.

Week Four:

To know how to hit a ball with a bat or a racquet.

To talk about what they have done.

Week Five:

To know how to follow simple rules.

To know how to travel in a different ways, including sideways and backwards.

Week Six:

To know how to follow simple rules

To know how to play a range of chasing games.

To know how to control my body when performing a sequence of movements.

Week Seven:

To know how to participate in simple games.

Spring One:

Athletics: running, jumping, hopping, skipping changing direction, marching

Week One:

To describe how the body feels when still and when exercising.

To know how to run in different ways for a variety of purposes.

Week Two:

To recap on how to run in different ways for a variety of purposes.

To know how to throw underarm (recap from last half term).

To know how to throw an object at a target (recap from last half term).

Week Three:

To know how to jump in a range of ways, landing safely.

Week Four:

To control their body when performing a sequence of movements.

To talk about what they have done.

Week Five:

To know how to participate in simple games.

Spring Two:

Dance – moving to music, expressive movements, fluency

Bat and Ball skills – tennis, cricket

Week One:

To describe how the body feels when still and when exercising.

To know how to join a range of different movements together.

Week Two:

To know how to change the speed of their actions.

Week Three:

To know how to change the style of their movements.

Week Four:

To create a short movement phrase which demonstrates their own ideas.

Week Five:

To know how to control my body when performing a sequence of movements.

To talk about what they have done.

To talk about what others have done.

Summer One:

Gymnastics – balance, control, using apparatus, posture, coordination

PSED – providing feedback to others, self-confidence

Week One:

To know how to stretch in different ways.

To know how to travel in different ways.

To know how to move around, under, over, and through different objects and equipment.

Week Two:

To know how to do the teddy bear roll and curled side roll.

To know how to roll in different ways with control.

To know how to describe how the body feels when still and when still and when exercising.

Week Three:

To know how to do a straight jump, tuck jump, jumping jack, half turn jump, bunny hop, tiptoe, step, jump and hop.

To know how to jump in a range of ways from one space to another with control.

Week Four:

To know how to create a short sequence of movements.

To recap on how to create a short sequence of movements.

To begin to balance with control.

Week Five:

To know how to control my body when performing a sequence of movements.

Week Six:

To know how to participate in simple games.

To talk about what others have done.

Summer Two:

Leadership: Children becoming game leaders.

Football: Energetic movements.

Week One:

To know how to move safely around equipment.

To know how to travel in different ways, including sideways and backwards.

Week Two:

To recap on how to kick a ball to a target.

To recap how to move the ball in different ways, including bouncing and kicking.

Week Three:

To recap on how to kick a ball to a target.

To recap how to move the ball in different ways, including bouncing and kicking

Week Four:

To know how to control my body when performing a sequence of movements.

To know how to participate in simple games.

Week Five:

To know how to participate in simple games.

To know how to talk about what they have done.

To know how to talk about what others have done.

Week Six:

Practise for Sports Day

Practise for Sports Day

Week Seven:

Practise for Sports Day

Practise for Sports Day

Year 1

Key Skills and Knowledge Overview:

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:

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

Physical Education Knowledge

Vocabulary

Autumn One –

Ball Skills – aiming, movement, hitting, kicking

Throwing and Catching

Week One –

To know how to describe how the body feels before and after exercise.

To know how to carry and place equipment safely.

To know how to throw underarm and overarm.

To know how to catch and bounce a ball.

To know how to travel with the ball in different ways.

To know how to run at different speeds.

Week Two –

To know how to practise accurate throwing and consistent catching.

To know how to travel with the ball in different directions (side to side, forwards and backwards) with control and fluency.

To know how to follow simple rules to play games, including team games.

Week Three –

To know how to use hitting skills in a game.

To know how to use kicking skills in a game.

To know how to practise basic striking, sending and receiving.

To know how to use different ways of travelling in different directions or pathways.

Week Four –

To know how to begin to use the terms for attacking and defending.

To know how to use simple defensive skills such as marking a player or defending a space.

Week Five –

To know how to pass the ball to another player in a game.

To know how to begin to use space in a game.

Week Six –

To know how to use simple attacking skills such as dodging to get past a defender.

To know how to begin to perform learnt skills with increase control.

To know how to engage in competitive activities and team games.

Week 7 –

To know how to perform using a range of actions and body parts with some coordination.

To know how to watch and describe performances.

To know how they could begin to say how they could improve.

Athletics –

Balance, hopping, jog, mobility, obstacle, overarm throw, relay, speed, sprint, take-off and landing, underarm

Games –

Accuracy, agility, aim, balance, base, co-ordination, control, fluency, guide, movement, push, rotate, target, technique, timing, transitions, travel, bat, racket, catch, fielding, rounders, scoring, strike, target, throw, warm-up

Dance –

Beat, gesture, perform, rap

Gymnastics –

Along, direction, level, link, onto and off, over, pike, posture, rolling: egg, log, forward, teddy bear rolls, sequence, straddle, and straight. Tension, travel, tuck

Autumn 2 -

Dance – copying and remembering sequences of movements. Expressing a mood or feeling

Week 1 –

To know how to copy and repeat actions.

To know how to vary the speeds of their actions.

Week 2 –

To know how to put a sequence of actions together to create a motif.

To know how to use simple choreographic devices such as a unison, cannon and mirroring.

Week 3 –

To recap on how to use simple choreographic devices such as a unison, cannon and mirroring.

To begin to improvise independently to create a simple dance.

Week 4 –

To know how to perform using a range of actions and body parts with some coordination.

Week 5 –

To know how to begin to perform learnt skills with some control.

Week 6 –

To know how to watch and describe performances.

To know how to say how they could improve.

Spring One -

Gymnastics – moving in different directions with control, holding positions, using apparatus safely, safe landings, stretch and curl

Week 1 –

To know how to carry and place equipment safely.

To know how to travel in different ways, changing direction and speed.

To know how to carry out simple stretches.

To know how to begin to move with control and care.

Week 2 –

To know how to hold still shapes and simple balances.

To know how to link two actions to make a sequence.

To know how to recognise and copy contrasting actions (small/tall, narrow/wide)

To know how to move in a variety of ways including skipping, galloping and front support wheelbarrow with partner.

Week 3 –

To know how to carry out a range of simple jumps, landing safely.

To know how to do a straight jump, tuck jump, jumping jack, straight jump off springboard, bunny hop, half turn, tiptoe, step, cat spring, and jump and hop hopscotch.

To know how to do a log roll (controlled), curled side roll (egg roll) (controlled) and teddy bear roll (controlled).

Week 4 –

To know how to copy actions and movement sequences with a beginning, middle and end.

To know how to create and perform a movement sequence.

Week 5 –

To recap on how to create and perform a movement sequence.

To know how to begin to perform learnt skills with some control and coordination.

To know how to watch and describe performances.

To know how to begin to say how they could improve.

Spring Two –

Ball Games – large ball, developing tactics of games such as dodgeball – link objectives to game focus

Week One –

To know how to describe how the body feels before and after exercise.

To know how to carry and place equipment safely.

To know how to throw underarm and overarm.

To know how to catch and bounce a ball.

To know how to travel with the ball in different ways.

To know how to run at different speeds.

Week Two –

To know how to practise accurate throwing and consistent catching.

To know how to travel with the ball in different directions (side to side, forwards and backwards) with control and fluency.

To know how to follow simple rules to play games, including team games.

Week Three –

To know how to use hitting skills in a game.

To know how to use kicking skills in a game.

To know how to practise basic striking, sending and receiving.

To know how to use different ways of travelling in different directions or pathways.

Week Four –

To know how to begin to use the terms for attacking and defending.

To know how to use simple defensive skills such as marking a player or defending a space.

Week Five –

To know how to pass the ball to another player in a game.

To know how to begin to use space in a game.

Week Six –

To know how to use simple attacking skills such as dodging to get past a defender.

To know how to begin to perform learnt skills with increase control.

To know how to engage in competitive activities and team games.

Week 7 –

To know how to perform using a range of actions and body parts with some coordination.

To know how to watch and describe performances.

To know how they could begin to say how they could improve.

Summer One

Bat and Ball skills – tennis, cricket, rounders

Week One –

To know how to describe how the body feels before and after exercise.

To know how to carry and place equipment safely.

To know how to throw underarm and overarm.

To know how to catch and bounce a ball.

To know how to travel with the ball in different ways.

To know how to run at different speeds.

Week Two –

To know how to practise accurate throwing and consistent catching.

To know how to travel with the ball in different directions (side to side, forwards and backwards) with control and fluency.

To know how to follow simple rules to play games, including team games.

Week Three –

To know how to use hitting skills in a game.

To know how to use kicking skills in a game.

To know how to practise basic striking, sending and receiving.

To know how to use different ways of travelling in different directions or pathways.

Week Four –

To know how to begin to use the terms for attacking and defending.

To know how to use simple defensive skills such as marking a player or defending a space.

Week Five –

To know how to pass the ball to another player in a game.

To know how to begin to use space in a game.

Week Six –

To know how to use simple attacking skills such as dodging to get past a defender.

To know how to begin to perform learnt skills with increase control.

To know how to engage in competitive activities and team games.

Week 7 –

To know how to perform using a range of actions and body parts with some coordination.

To know how to watch and describe performances.

To know how they could begin to say how they could improve.

Summer Two –

Leadership – children becoming game leaders and providing constructive feedback to others

Athletics

Combine skills learnt this year to practise for Sports Day

Week 1 –

To know how to carry and place equipment safely.

To know how to vary their pace and speed when running.

To know how to run with a basic technique over different distances.

To know how to show a good posture and balance.

Week 2 –

To know how to jog in a straight line.
 To know how to change direction when jogging and sprinting.
 To know how to jog and sprint in a straight line.
 To know how to maintain control as they change direction when jogging and sprinting.

Week 3 –

To know how to perform different types of jumps.
 To know how to perform a short jumping sequence.
 To know how to jump as high and as far as possible.
 To know how to land safely with control.

Week 4 –

To know how to throw underarm and overarm.
 To know how to throw a ball towards a target with increasing accuracy.
 To know how to improve the distance they can throw by using more power.
 To know how to begin perform skills with more control.

Week 5 –

To know how to engage in competitive activities and team games.
 To know how to watch and describe performances.
 To know how to begin to say how they could improve.

Week 6 –

Sports Day Practise
 Consolidation

Week 7 –

Sports Day Practise
 Consolidation

Year 2

Key Skills and Knowledge Overview:

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:

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

Physical Education Knowledge

Vocabulary

Autumn One

Throwing and Catching – inventing own games

Week 1 –

To know how to recognise and describe how the body feels during and after different physical activities.

To know how to explain what they need to stay healthy.

To know how to strike a ball with increasing control.

To know how to position the body to strike the ball.

To know how to learn the skills for playing striking and fielding games.

To understand the importance of rules in games.

To know how to begin to use and understand the terms attacking and defending.

Week 2 –

To know how to strike a ball with increasing control.

To know how to position the body to strike the ball.

To know how to throw different types of equipment in different ways, for accuracy and distance.

To know how to throw, catch and bounce a ball with a partner.

Week 3 –

To know how to throw a ball for distance.

To know how to use hand-eye coordination to control a ball.

To know how to vary the types of throw.

Week 4 –

To know how to bounce and kick a ball whilst moving.

To know how to use dribbling skills in a game.

To know how to pass the ball in different ways.

Week 5 –

To know how to use different ways of travelling at different speeds and following different pathways, directions and courses.

To know how to change speed and direction whilst running.

To know how to perform learnt skills with increasing control.

To know how to use at least one technique to attack and defend someone successful.

Week 6 –

To know how to perform sequences of their own composition with coordination.

To know how to compete with myself and others.

To begin to choose and use the best space in a game.

Week 7 –

To know how to watch and describe performances, and use what they see to improve their own performance.

To know how to talk about differences between their work and their work of others.

Autumn Two

Dance – movements to different types of music, create a routine to perform

Week One –

To know how to recognise and describe how the body feels during and after different physical activities.

To know how to explain what they need to stay healthy.

Athletics –

Balance

Direction Distance

Hurdle

Obstacle

Power

Relaxed

Relay

Speed

Swing

Games –

Accuracy

Agility

Aim

Balance

Base

Co-ordination Crab

Guide

Movement Pattern

Rock and roll Rotate

Skittles

Target

Timing

Tuck

Twist and turn

Bounce

Circuit

Cushion

Kwik

Cricket

Overarm throw Sideways

Underarm

Dance –

Beat

Flow Independent Medieval

Methods Movements

Performance Travel

Gymnastics –

To know how to copy, remember and repeat actions.

Week Two –

To know how to create a short motif inspired by a stimulus.

Week Three –

To know how to change the speed and the level of their actions.

To know how to use simple choreographic devices, such as unison, canon and mirroring.

Week Four -

To recap on how to create a short motif inspired by a stimulus.

To know how to use different transitions within a dance motif.

Week Five –

To know how to move in time with the music.

To know how to improve the timing of their actions.

Week Six –

To know how to perform sequences of their own composition with coordination.

To know how to perform learnt skills with increasing control.

Week Seven –

To know how to compete against self and others.

To know how to watch and describe performances, and use what they see to improve their own performance.

To know how to talk about the differences between their work and that of others.

Spring One

Gymnastics – using apparatus with control, high/low work, spinning, rolling and turning. Linking movements together to music

Week One –

To know how to travel in a variety of ways, including rolling.

To know how to climb onto and jump off the equipment safely.

To know how to move with increasing control and care.

To know how to move in a range of ways including: tiptoe, step, jump and hop, hopscotch, skipping, galloping, front support wheelbarrow with partner and bunny hop.

Week Two –

To know how to jump in a variety of ways and land with increasing control and balance.

To know how to complete a variety of jumps including: straight jump, tuck jump, jumping jack, straight jump off springboard, tuck jump off spring board, straight jump half-turn.

Week Three –

To know how to hold still a shape whilst balancing on different parts of the body.

To know how to balance in a variety of ways including: standing balances, kneeling balances, large body part balances, t-lever, balances on apparatus and balances with a partner.

To know how to do balances on apparatus.

To know how to do balances with partner.

Week Four –

To know how to copy, explore and remember actions and movements to create their own sequence.

Apparatus Balance

Patches

Points

Shapes

Travelling Shoulder stand

Tension

Forward roll from standing

Straddle forward roll

Tucked backward roll

Backward roll to straddle

Straight jump

Tuck jump

Jumping jack

Star jump

Straddle jump

Pike jump

Straight half turn

Straight full turn

Cat leap

Cat leap half turn

Hurdle step onto springboard

Squat on vault

Straddle on vault

Star jump off

Tuck jump off

Straddle jump off

Pike jump off

Lunge into handstand

Lunge into cartwheel

Lunge into round-off

Tiptoe, step, jump and hop

Hopscotch

Skipping

Chassis steps

Straight jump half turn

Straight jump full turn

Cat leap

Cat leap half turn Pivot

1, 2, 3 and 4- point balances

To know how to link actions to make a sequence.

To know how to perform learnt skills with increasing control.

Week Five –

To know how perform learnt skills with increasing control.

To know how to watch and describe performances and use that they see to improve their own performance.

To know how to talk about the differences between their work and that of others.

Spring Two -

Bat and Ball skills – tennis – linking objectives to tennis

Week 1 –

To know how to strike a ball with increasing control.

To know how to position the body to strike the ball.

To know how to learn the skills for playing striking and fielding games.

To understand the importance of rules in games.

To know how to begin to use and understand the terms attacking and defending.

Week 2 –

To know how to strike a ball with increasing control.

To know how to position the body to strike the ball.

To know how to throw different types of equipment in different ways, for accuracy and distance.

To know how to throw, catch and bounce a ball with a partner.

Week 3 –

To know how to throw a ball for distance.

To know how to use hand-eye coordination to control a ball.

To know how to vary the types of throw.

Week 4 –

To know how to bounce and kick a ball whilst moving.

To know how to use dribbling skills in a game.

To know how to pass the ball in different ways.

Week 5 –

To know how to use different ways of travelling at different speeds and following different pathways, directions and courses.

To know how to change speed and direction whilst running.

To know how to perform learnt skills with increasing control.

To know how to use at least one technique to attack and defend someone successful.

To know how to compete with myself and others.

Summer One -

Team Games – organising, leading others, working as part of a team, resilience

Team Games – passing, dribbling, tackling in football

Week 1 –

To know how to recognise and describe how the body feels during and after different physical activities.

To know how to explain what they need to stay healthy.

To know how to strike a ball with increasing control.

Balances on apparatus Balances with and against a partner

Pike, tuck, star, straight, straddle shapes

Front and back support

Games –

Bounce

Circuit

Cushion

Kwik

Cricket

Overarm throw Sideways

Underarm

To know how to position the body to strike the ball.
To know how to learn the skills for playing striking and fielding games.
To understand the importance of rules in games.
To know how to begin to use and understand the terms attacking and defending.

Week 2 –

To know how to strike a ball with increasing control.
To know how to position the body to strike the ball.
To know how to throw different types of equipment in different ways, for accuracy and distance.
To know how to throw, catch and bounce a ball with a partner.

Week 3 –

To know how to throw a ball for distance.
To know how to use hand-eye coordination to control a ball.
To know how to vary the types of throw.

Week 4 –

To know how to bounce and kick a ball whilst moving.
To know how to use dribbling skills in a game.
To know how to pass the ball in different ways.

Week 5 –

To know how to use different ways of travelling at different speeds and following different pathways, directions and courses.
To know how to change speed and direction whilst running.
To know how to perform learnt skills with increasing control.
To know how to use at least one technique to attack and defend someone successful.

Week 6 –

To know how to perform sequences of their own composition with coordination.
To know how to compete with myself and others.
To begin to choose and use the best space in a game.

Week 7 –

To know how to watch and describe performances, and use what they see to improve their own performance.
To know how to talk about differences between their work and their work of others.

Summer Two

Athletics – running, jumping, throwing

Combine skills learnt this year to practise for Sports Day

Week One –

To know how to run at different paces, describing the different paces.
To know how to use a variety of stride lengths.
To know how to travel at different speeds.
To know how to run with basic techniques following a curved line.

Week Two –

To know how to begin to select the most suitable pace and speed for distance.
To know how to be able to maintain and control a run over different distances.

To know how to vary the speed and direction in which they are travelling.

Week Three –

To know how to perform and compare different types of jumps.

To know how to combine different jumps together with some fluency and control.

To know how to jump for distance from a standing position with accuracy and control.

To know how to choose the most appropriate jumps to cover distances.

Week Four –

To know how to throw different types of equipment in different ways for accuracy and distance.

To know how to throw with accuracy at targets of different heights.

To know how to investigate ways to alter their throwing techniques to achieve a greater distance.

Week Five –

To know how to perform learnt skills with increasing control.

To know how to compete against self and others.

To know how to watch and describe performances and use they see to improve their own performance.

Week Six –

Sports Day Practise

Consolidation

Week Seven –

Sports Day Practise

Consolidation

Year 3

Key Skills and Knowledge Overview:

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:

- ♣ 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]
- ♣ 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

Physical Education Knowledge

Vocabulary

Autumn One -

Invasion Games – understanding rules, fair play, possession, tactics, team building, attacking, defending

Week One

- To know how to recognise the effects of exercise on the exercise.
- To know the importance of strength and flexibility for physical activity.
- To explain why it is important to warm up and cool-down.
- To know how to apply and follow rules fairly.

Week Two -

- To know how to demonstrate successful hitting and striking skills.
- To know how to develop a range of skills in striking and fielding where appropriate.
- To know how to perform a range of catching and gathering skills with control.

Week Three –

- To understand how to apply the basic principles of invasion games.
- To know how to practise the correct batting technique and use it in a game.
- To know how to strike the ball for distance.

Week Four –

- To know how to throw and catch with greater control and accuracy.
- To know how to practise the correct technique for catching a ball and use it in a game.
- To know how to catch with increasing control and accuracy.
- To know how to use simple attacking and defending skills in a game.

Week Five –

- To know how to play a striking and fielding game fairly.
- To know how to develop the quality of the actions in their performances.
- To know how to throw the ball in different ways.
- To know how to develop a safe and effective overarm throw.

Week Six –

- To know how to compete against self and others in a controlled manner.
- To know how to watch, describe and evaluate the effectiveness of a performance.
- To know how to use two different ways of moving with a ball in a game situation with some success.

Week Seven -

- To know how to compete against self and others in a controlled manner.
- To know how to describe their performance has improved over time.
- To know how to keep and win back possession of the ball in a team game.

Autumn Two -

Invasion Games – understanding rules, fair play, possession, tactics, team building, attacking, defending

Week One

- To know how to recognise the effects of exercise on the exercise.
- To know the importance of strength and flexibility for physical activity.
- To explain why it is important to warm up and cool-down.
- To know how to apply and follow rules fairly.

Athletics - Changeover

- Competition Direction
- Improve
- Landing
- Overarm
- Relay
- Take-off Technique Underarm

Games –

- Agility
- Balance
- Bounce
- Control
- Dribble Observation Safety
- Send
- Speed
- Travel

Dance –

- Canon
- Clock
- Confidence Direction Formation
- Performance Pivot
- Tempo
- Timing
- Unison

Gymnastics –

- Analyse
- Balance
- Co-operation Empathy
- Jumps
- Landing
- Shapes
- Roll
- Teamwork
- Travel

Throwing and catching –

- Accuracy
- Bowling Defenders Fielding

Week Two -

To know how to demonstrate successful hitting and striking skills.
To know how to develop a range of skills in striking and fielding where appropriate.
To know how to perform a range of catching and gathering skills with control.

Week Three -

To understand how to apply the basic principles of invasion games.
To know how to practise the correct batting technique and use it in a game.
To know how to strike the ball for distance.

Week Four -

To know how to throw and catch with greater control and accuracy.
To know how to practise the correct technique for catching a ball and use it in a game.
To know how to catch with increasing control and accuracy.
To know how to use simple attacking and defending skills in a game.

Week Five -

To know how to play a striking and fielding game fairly.
To know how to develop the quality of the actions in their performances.
To know how to throw the ball in different ways.
To know how to develop a safe and effective overarm throw.

Week Six -

To know how to compete against self and others in a controlled manner.
To know how to watch, describe and evaluate the effectiveness of a performance.
To know how to use two different ways of moving with a ball in a game situation with some success.

Week Seven -

To know how to compete against self and others in a controlled manner.
To know how to describe their performance has improved over time.
To know how to keep and win back possession of the ball in a team game

Spring One -

Dance – exploring characters, spatial awareness, fluency of movements, sequencing, preparing and performing group routines

Orienteering

Week One -

Dance (first session of week one)

To know how to recognise and describe the effects of exercise on the body.
To know the importance of strength and flexibility for physical activity.
To know why it is important to warm up and cool down.
To begin to improvise with a partner to create a simple dance.

Orienteering (second session of week one)

To know how to identify and use effective communication to begin to work as a team.
To know how to identify symbols used on a key.

Week Two -

Long barrier Overarm throw
Retrieve
Run
Safe zone
Soft hands Striking
Stumped
Surface area Target hands
Underarm

Dance (first session of week two)

To know how to create motifs from different stimuli.

To begin to compare and adapt movements and motifs to create a longer sequence.

Orienteering (second session of week two)

To know how to begin to choose equipment that is appropriate for an activity.

To know how to communicate with others.

Week Three –

Dance (first session of week three)

To know how to develop the quality of the actions in their performances.

To know how to perform with some awareness of rhythm and expression.

Orienteering (second session of week three)

To know how to begin to complete activities in a set period of time.

Week Four –

Dance (first session of week four)

To know how to perform learnt skills and techniques with control and confidence.

To know how to use simple dance vocabulary to compare and improve work.

Orienteering (second session of week four)

To know how to orientate themselves with increasing confidence and accuracy around a short trail.

Week Five –

Dance (first session of week five)

To know how to compete against self and others in a controlled manner.

To know how to watch, describe and evaluate the effectiveness of a performance.

To know how to describe how their performance has improved over time.

Orienteering (second session of week five)

To know how to begin to offer an explanation of personal performances and activities.

To know how to watch, describe and evaluate the effectiveness of a performance.

Spring Two -

Gymnastics – shapes, balances, control, rolling, mirror and match, travel. Prepare and perform own routine

Week One –

To know how to move with coordination, control and care.

To know how to use turns whilst travelling in a variety of ways.

To know how to begin use equipment to vault.

Week Two –

To know how to balance on apparatus.

To know how to do matching and contrasting partner balances.

To know how to choose ideas to compose a movement sequence independently and with others.

Week Three –

To know how to link combinations of actions with increasing confidence, including changes of direction, speed or level.

To know how to develop the quality of their actions, shapes and balances.

Week Four –

To know how to develop the quality of the actions in their performances.

To know how to perform learnt skills and techniques with control and confidence.

Week Five –

To know how to watch, describe and evaluate the effectiveness of a performance.

To know how to describe how their performance has improved over time.

Summer One -

Athletics – throwing with control and accuracy, linking actions, jumping and landing, speed

Week One –

To know how to use one and two feet to take off and to land with.

To know how to develop an effective take-off for the standing long jump.

To know how to identify and demonstrate how different techniques can affect their performance.

Week Two –

To know how to begin to combine running with jumping over hurdles.

To know how to focus on their leg and arm action.

Week Three –

To know how to develop an effective flight phase for the standing long jump.

To know how to land safely with control.

Week Four –

To know how to throw with greater control and accuracy.

To know how to show increasing control in their underarm throw.

To know how to perform a push throw.

Week Five –

To know how to continue to develop techniques to throw for increased distance.

To know how to perform learnt skills with increased control and confident.

Week Six –

To know how to watch, describe and evaluate the effectiveness of a performance.

To know how to describe how their performance has improved over time.

Summer Two -

Cricket – striking, fielding, team building, tactics, bowling

Combine skills learnt this year to practise for Sports Day

Week One

To know how to recognise the effects of exercise on the exercise.

To know the importance of strength and flexibility for physical activity.

To explain why it is important to warm up and cool-down.

To know how to apply and follow rules fairly.

Week Two -

To know how to demonstrate successful hitting and striking skills.

To know how to develop a range of skills in striking and fielding where appropriate.

To know how to perform a range of catching and gathering skills with control.

Week Three –

To understand how to apply the basic principles of invasion games.

To know how to practise the correct batting technique and use it in a game.

To know how to strike the ball for distance.

Week Four –

To know how to throw and catch with greater control and accuracy.

To know how to practise the correct technique for catching a ball and use it in a game.

To know how to catch with increasing control and accuracy.

To know how to use simple attacking and defending skills in a game.

Week Five –

To know how to play a striking and fielding game fairly.

To know how to develop the quality of the actions in their performances.

To know how to throw the ball in different ways.

To know how to develop a safe and effective overarm throw.

Week Six –

To know how to compete against self and others in a controlled manner.

To know how to watch, describe and evaluate the effectiveness of a performance.

To know how to use two different ways of moving with a ball in a game situation with some success.

Week Seven -

To know how to compete against self and others in a controlled manner.

To know how to describe their performance has improved over time.

To know how to keep and win back possession of the ball in a team game

Consolidation and practise for Sports Day

Year 4

Key Skills and Knowledge Overview:

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:

- ♣ 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]
- ♣ 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

Physical Education Knowledge

Vocabulary

Autumn One –

Team Games – football, netball. Focus on attacking and defending, passing to others, ball possession

Week One -

To know how to describe how the body reacts at different times and how this affects performance.

To know how to explain why exercise is good for your health.

To know some reasons for warming up and cooling down.

To know how to accurately serve underarm.

To know how to use at least two different shots in a game.

To know how to develop different ways of throwing and catching.

To know how to adapt rules to alter the game.

Week Two –

To know how to build a rally with a partner.

To know how to use hand-eye coordination to strike a moving ball and stationary ball.

To know how to move with the ball in a range of different techniques to show accuracy and fluency.

Week Three –

To know how to make the best use of space to pass and receive the ball.

To know how to use a range of attacking and defending skills and techniques in a game.

Week Four –

To know how to vary the tactics they use in a game.

To know how to use fielding skills as an individual to prevent a player from scoring.

Week Five –

To know how to pass the ball with increasing speed, accuracy and success in a game situation.

To know how to occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.

Week Six –

To know how to perform and apply skills and techniques with control and accuracy.

To know how to take part in a range of competitive games and activities.

Week Seven –

To know how to watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.

To know how modify their use of skills or techniques to achieve a better result.

Autumn Two –

Tennis, Yoga, Jingle Jog

Week One -

To know how to describe how the body reacts at different times and how this affects performance.

To know how to explain why exercise is good for your health.

To know some reasons for warming up and cooling down.

To know how to accurately serve underarm.

To know how to use at least two different shots in a game.

To know how to develop different ways of throwing and catching.

Athletics –

Arm action

Bend

Carousel

Control

Direction Distance

Effort

Extend

Handover

Javelin

Knee lift

Landing

Long jump

Pace

Position

Pull

Relax

Relay

Stride length

Take off

Target

Technique

Games –

Attack

Defend

Dribble

Passing

Play

Receiving

Support

Dance –

Agility

Balance Charleston step Chassé

Co-ordination Dynamics Emotion

Endurance Expression Improvise

Line dancing Muscular strength

Phrasing

To know how to adapt rules to alter the game.

Week Two –

To know how to build a rally with a partner.

To know how to use hand-eye coordination to strike a moving ball and stationary ball.

To know how to move with the ball in a range of different techniques to show accuracy and fluency.

To know how to use a bat or stick to hit a ball or shuttlecock with accuracy and control.

Week Three –

To know how to make the best use of space to pass and receive the ball.

To know how to use a range of attacking and defending skills and techniques in a game.

Week Four –

To know how to vary the tactics they use in a game.

To know how to use fielding skills as an individual to prevent a player from scoring.

Week Five –

To know how to pass the ball with increasing speed, accuracy and success in a game situation.

To know how to occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.

Week Six –

To know how to perform and apply skills and techniques with control and accuracy.

To know how to take part in a range of competitive games and activities.

Week Seven –

To know how to watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.

To know how modify their use of skills or techniques to achieve a better result.

Spring One –

Athletics – longer distance running, throwing, competing with others,

Week One –

To know some reasons for warming up and cooling down.

To know how to confidently demonstrate an improved technique for sprinting.

To know how to perform a relay, focusing on baton changing technique.

To know how to develop a fluent changeover.

To know how to speed up and slow down smoothly.

Week Two –

To know how to combine a hop, step and jump to perform the triple jump.

To know how to land safely with control.

To know how to begin to measure the distance jumped.

Week Three –

To know how to perform a pull throw.

To know how to measure the distance of their throws.

To know how to continue to develop techniques to throw for increased distance.

Week Four –

To know how to perform and apply skills and techniques with control and accuracy.

To know how to take part in a range of competitive games and activities.

Week Five –

Rhythm

Sequence Flexibility

Space

Stamina

Strut

Timing

Gymnastics –

Asymmetry Balance

Body

Canon Counterbalance Moves

Pike

Posture

Sequence Straddle Symmetry

Techniques Tension

Tuck

Unison

Nimble nets-

Short

Tennis

Backhand

Drop serve Forehand

Rally

Rally building Receive

Send

Trap

To know how to watch, describe and evaluate the effectiveness of performances, giving ideas for improvement.

To know how to modify their use of skills or techniques to achieve a better result.

Spring Two –

Gymnastics – balance, control, flexibility. Using apparatus. Creating and performing own routine

Week One –

To know how to move with clarity, fluency and expression.

To know how to travel in different ways including using flight.

To know how to begin to develop good technique when travelling, balancing and using equipment.

Week Two –

To know how to create a sequence of actions that fit a theme.

To know how to improve the placement and alignment of body parts in balances.

To know how to carry out balances, recognising the position of their centre of gravity and how this affects balance.

To know how to balance on apparatus.

To know to do balances with and against a partner.

Week Three –

To know how to use equipment to vault in a variety of ways.

Week Four –

To know how to use an increasing range of actions, directions and levels in their sequences during a performance.

To know how to show changes of direction, speed, and level during a performance.

To know how to develop strength, technique and flexibility throughout performances.

Week Five-

To know how to perform and create sequences with fluency and expression.

To know how to perform and apply skills and techniques with control and accuracy.

To know how to watch, describe and evaluate the effectiveness of performances, giving ideas for improvement.

Summer One –

Team Games – tag rugby, cricket. Focusing on tactics, working together, communication, sportsmanship, fair play

Week One -

To know how to accurately serve underarm.

To know how to use at least two different shots in a game.

To know how to develop different ways of throwing and catching.

To know how to adapt rules to alter the game.

Week Two –

To know how to build a rally with a partner.

To know how to use hand-eye coordination to strike a moving ball and stationary ball.

To know how to move with the ball in a range of different techniques to show accuracy and fluency.

Week Three –

To know how to make the best use of space to pass and receive the ball.

To know how to use a range of attacking and defending skills and techniques in a game.

Week Four –

To know how to vary the tactics they use in a game.

To know how to use fielding skills as an individual to prevent a player from scoring.

Week Five –

To know how to pass the ball with increasing speed, accuracy and success in a game situation.

To know how to occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.

Week Six –

To know how to perform and apply skills and techniques with control and accuracy.

To know how to take part in a range of competitive games and activities.

Week Seven –

To know how to watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.

To know how to modify their use of skills or techniques to achieve a better result.

Summer Two –

Dancing – street dance, cultural dance. Routines created and performed to others

Combine skills learnt this year to practise for Sports Day

Orienteering

Week One –

Dancing (first lesson during week one) –

To know how to identify and repeat the movement patterns and actions of a chosen dance style.

To know how to compose a dance that reflects the chosen style.

To know how to confidently improvise with a partner or on their own.

To know how to demonstrate rhythm and spatial awareness.

Orienteering (second lesson during week one) –

To know how to orientate themselves with accuracy around a short trail.

To know how to recognise features of an orienteering course.

To know the meaning of a key in the context of the environment.

Week Two –

Dancing (first lesson during week two)

To know how to compose longer dance sequences in a small group.

To know how to demonstrate precision and some control in response to a stimuli.

To begin to vary dynamics and develop actions and motifs in response to stimuli.

Orienteering (second lesson during week two) –

To know how to communicate clearly with other people in a team, and with other teams.

To know the range of roles within a team and begin to identify the key skills required to succeed at each.

Week Three –

Dancing (first lesson during week three)

To know how to change parts of a dance as a result of self-evaluation.

To know how to perform and create sequences with fluency and expression.

To know how to perform and apply skills and techniques with control or accuracy.

Orienteering (second lesson during week three) –

To know how to try a range of equipment for creating and completing an activity.

To know how to plan and organise a trail that others can follow.

Week Four –

Dancing (first lesson during week four)

To know how to watch, describe and evaluate the effectiveness of performances, giving ideas for improvement.

To know how to modify their use of skills or techniques to achieve a better result.

To know how to use simple dance vocabulary when comparing and improving work.

Orienteering (second lesson during week four) –

To know how to make an informed decision on the best equipment to use for an activity.

To know how to create a short trail for others with a physical challenge.

Week Five –

Dance consolidation – recapping (first lesson during week five)

Orienteering (second lesson during week five)

To know how to complete an orienteering course more than once and begin to identify ways of improving completion time.

To know how to communicate clearly with others and work as part of a team.

Week Six –

Dance consolidation – recapping (first lesson during week six)

Orienteering (second lesson during week six)

To know how to offer an evaluation of both personal performances and activities.

To know how to start to improve trails to increase the challenge of the course.

Week Seven –

Sports Day Practise

Consolidation

Year 5

Key Skills and Knowledge Overview:

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:

- ♣ 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]
- ♣ 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.

Swimming and Water Safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- ♣ 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.

Physical Education Knowledge

Vocabulary

Autumn One -

Gymnastics – using the apparatus, flexibility, control of movements, balance, expressing self with movement, hanging, swinging

Week One –

To know and understand the reasons for warming up and cooling down.

To explain some safety principles when preparing to exercise.

To know how to perform jumps, shapes and balances fluently and with control.

To know how to confidently develop the placement of their body in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance.

Week Two –

To know how to select ideas to compose specific sequences of movements, shapes and balances.

To know how to confidently use equipment to vault in a variety of ways.

Week Three –

To know how to combine equipment with movement to create sequences.

Week Four –

To know how to apply skills and techniques consistently.

To adapt their sequences to fit new criteria or suggestions.

Week Five –

To know how to develop strength, technique and flexibility throughout performances.

Week Six –

To know how to perform own longer, more complex sequences in time to music.

Week Seven –

To know how to consistently perform and apply skills and techniques with accuracy and control.

To know how to choose and use criteria to evaluate own and others' performances.

To know how to explain why they have used particular skills or techniques, and the effect they've had on their performance.

Autumn Two -

Team Games – football, netball, tag rugby. Possession, working together, ball control, understanding rules, attacking and defending with accuracy, keeping to own space

Week One –

To know how to use different techniques to hit a ball.

To identify and apply techniques for hitting a tennis ball.

To know how to explore when different shots are best used.

To know how to practise techniques for all strokes.

Week Two –

To know how to develop a backhand technique and use it in a game.

To know how to consolidate different ways of throwing and catching, and know when each is appropriate in a game.

Athletics –

Baton

Bend

Carousel Continuous Control

Distance

Extend

Landing

Long jump

Pull

Push

Push technique Relay

Take off

Throw

Games –

Dodging Footwork

Goal

High 5

Netball Intercepting

Land

Marking

Motif

Names of positions

Non-contact Overhead pass

Pivot

Point

Positions

Push

Receive

Sections

Shoulder pass Signal

Step

Unison Variation

Beats

Bounce pass Break-it-down

Canon

<p>To know how to use a variety of ways to dribble in a game with success (depending on sport). To know how to use ball skills in various ways and begin to link together.</p> <p>Week Three – To know how to pass a ball with speed and accuracy using appropriate techniques in a game situation. To keep and win back possession of the ball effectively in a game. To demonstrate an increasing awareness of space.</p> <p>Week Four – To know how to choose the best fielding skills as a team to prevent the opposition from scoring.</p> <p>Week Five – To know when to shoot in a game. To know when to pass and when to dribble in a game.</p> <p>Week Six – To know how to devise and adapt rules to create their own game. To know how to consistently perform and apply skills and techniques with accuracy and control.</p> <p>Week Seven – To know how to take part in competitive games with a strong understanding of tactics and composition. To know how to choose and use criteria to evaluate own and others' performance. To explain why they have used particular skills or techniques, and the effect they have had on the performance.</p> <p>Spring One - Orienteering – reading and understanding maps, working with others, competition and fair play Team Games – rounders, hockey (use previous learning objectives from Autumn Two and apply to team game of choice for second lesson of PE).</p> <p>Week One – Orienteering (first session during week one) To know how to start to orientate themselves with increasing confidence and accuracy around on an orienteering course. To know how to use clear communication to effectively complete a particular role in a team. To know how to identify a key on a map and begin to use the information in activities.</p> <p>Week Two – Orienteering (first session during week two) To know how to create a simple plan of an activity for others to follow. To know how to complete orienteering activities both as part of a team and independently.</p> <p>Week Three – Orienteering (first session during week three) To know how to design an orienteering course that can be followed and offers some challenge to others. To begin to use navigation equipment to orientate around a trail. To know how to choose the best equipment for an outdoor activity.</p> <p>Week Four – Orienteering (first session during week four) To know how to create an outdoor activity that challenges others. To know how to identify the quickest route to accurately navigate an orienteering course.</p> <p>Week Five –</p>	<p>Chest pass Collaboration Defend Dance – Agility Back point step Posture Balance Beats Bollywood dancing Break-it-down Canon Co-ordination Collaboration Control Dynamics Emotion Endurance Expression Flexibility Fluency Improvise Lotus Motif Muscular strength Phrasing Prayer Rhythm Sections Sequence Space Stamina Timing Unison Variation</p> <p>Gymnastics – Arch Asymmetrical Balance Bridging Canon Counterbalance Direction Dish Dynamic Evaluate Extend Level Points of balance Pull Push Rolling Rotation Sequence Shape Star Symmetrical Techniques Tension</p>
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Orienteering (first session during week five)

To know how to complete and orienteering course on multiple occasions, in a quicker time due to improved technique.

To know how to improve a trail to increase the challenge of a course.

To know how to offer a detailed evaluation of both personal performances and activities.

Spring Two -

Swimming

Dance – composing and adapting movements, improvisation, communicating ideas, preparing and performing own routine

Week One –

To know how to compose individual partner and group dances that reflect the chosen dance style.

To know how to develop an awareness of space.

To know how to demonstrate imagination and creativity of movements they devise in response to a stimuli.

Week Two –

To know how to show a change of pace and timing in their movements.

To know how to use transitions to link motifs smoothly.

To know how to ensure their actions fit the rhythm of the music.

Week Three –

To know how to improvise with confidence, still demonstrating fluency across a sequence.

To know how to modify parts of a sequence as a result of self and peer evaluation.

To know how to use more dance vocabulary to compare and improve work.

Week Four –

To know how to perform own longer, more complex sequences in time to the music.

Week Five –

To consistently perform and apply skills and techniques with accuracy and control.

To know how to choose and use criteria to evaluate own and others' performances.

Summer One -

Swimming

Athletics – landing safely when jumping, improving on own performances, throwing with increasing accuracy, variety of distance running

Week One –

To identify their reaction times when performing a sprint start.

To know how to accelerate from a variety of different starting positions.

To know how to confidently and independently select the most appropriate pace for different distances and different parts of a run.

Week Two –

To know how to improve techniques for jumping for distance.

To know how to perform and effective standing long jump.

To know how to land safely and with control.

To know how to investigate different jumping techniques.

Week Three –

To know how to perform a fling throw.

To know how to throw a variety of implements using a range of throwing techniques.

Unison

Nimble nets –

Tennis

Backhand

Drop serve Forehand Overhead

serve Rally

Rally building Scoring

Volley

To know how to measure and record the distance of their throws.

Week Four –

To know how to continue to develop techniques to throw for increased distance.

To know how to consistently perform and apply skills with accuracy and control.

Week Five –

To know how to take part in competitive games with strong understanding of tactics and composition.

Summer Two -

Swimming

Cricket – striking, fielding, team building, tactics, bowling. All with increased control and accuracy

Combine skills learnt this year to practise for Sports Day

Week One –

To know how to use different techniques to hit a ball.

To know how to explore when different shots are best used.

To know how to practise techniques for all strokes.

Week Two –

To know how to develop a backhand technique and use it in a game.

To know how to consolidate different ways of throwing and catching, and know when each is appropriate in a game.

To know how to use ball skills in various ways and begin to link together.

Week Three –

To know how to pass a ball with speed and accuracy using appropriate techniques in a game situation.

To demonstrate an increasing awareness of space.

To know how to choose the best fielding skills as a team to prevent the opposition from scoring.

Week Four –

To know how to devise and adapt rules to create their own game.

To know how to consistently perform and apply skills and techniques with accuracy and control.

Week Five –

To know how to take part in competitive games with a strong understanding of tactics and composition.

To know how to choose and use criteria to evaluate own and others' performance.

To explain why they have used particular skills or techniques, and the effect they have had on the performance.

Week Six -

Sports Day Practise

Consolidation

Week Seven –

Sports Day Practise

Consolidation

Year 6

Key Skills and Knowledge Overview:

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:

- ♣ 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]
- ♣ 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.

Swimming and Water Safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- ♣ 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.

Physical Education Knowledge

Vocabulary

Autumn One –

Invasion Games – possession, taking the lead within games and acting as referee, upholding spirit and rules of the game

Team Games – football, netball, hockey

Week One –

To understand the importance of warming up and cooling down.

To know how to carry out warm ups and cool downs safely and effectively.

To know how to hit a bowled ball over longer distances.

To know how to use good hand-eye coordination to be able to direct a ball when striking or hitting.

Week Two –

To understand why exercise is good for health, fitness and wellbeing.

To know ways they can become healthier.

To understand how to serve in order to start a game.

To know how to throw and catch accurately and successfully under pressure in a game.

Week Three –

To know how to show confidence in using ball skills in various ways in a game situation, and link these together effectively.

To know how to choose and use 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.

Week Four –

To know how to keep and win back possession of the ball effectively and in a variety of ways in a team game.

To know how to demonstrate a good awareness of space.

Athletics –

Bend

Carousel

Control

Direction Distance

Extend

Handover

Javelin

Landing

Long jump

Pace

Position

Pull

Relay

Sprint start Standing start Take off

Target

Technique

Invasion games

Week Five –

To know how to think ahead and create a plan of attack or defence.

To know how to work as part of a team to develop fielding strategies to prevent the opposition from scoring.

To know how to communicate plans to others during a game.

Week Six –

To know how to apply knowledge of skills for attacking and defending.

To know how to follow and create complicated rules to play a game successfully.

To know how to lead others during a game.

Week Seven –

To know how to perform and apply a variety of skills and techniques confidently, consistently and with precision.

To know how to take part in competitive games with a strong understanding of tactics and composition.

To know how to thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.

Autumn Two –

Gymnastics – using the apparatus to perform balances and sequencing, rotations, holding shapes, performing own routines

Week One –

To understand the importance of warming up and cooling down.

To know how to carry out warm ups and cool downs safely and effectively.

To know how to demonstrate precise and controlled placement of body parts in their actions, shapes and balances.

Week Two –

To know how to create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.

Week Three –

To know how to confidently use equipment to vault and incorporate this into sequences.

Week Four –

To know how to apply skills and techniques consistently, showing precision and control.

Week Six –

To know how to develop strength, technique and flexibility throughout performances.

To know how to link actions to create a complex sequence using full range of movement that showcases different agilities, performed in time to the music.

Week Seven –

To know how to perform and apply a variety of skills and techniques confidently, consistently and with precision.

To begin to record their peers' performances and evaluate these.

To know how to thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.

Spring One –

Dance – expression of movement, areas for improvement, levels, posture, speed, fluency of movements, preparing and performing own routine

Week One –

To know how to carry out warm-ups and cool-downs safely and effectively.

To know how to identify and repeat the movement patterns and actions of a chosen dance style.

To know how to compose individual and group dances that reflect the chosen dance style.

Competition Forfeit

Handover

Hop

Rules

Skip

Tag

Tournament

Try

Dodging

Dance –

Beat

Canon Choreograph Fluency

Match

Mirror

Pose

Routine

Street dance Timing

Unison

Gymnastics –

Asymmetrical Balance

Canon

Direction Dynamic

Front and back support

Level

Movement Rolling and bridging

Rotation Sequence

Shape Symmetrical Unison

**Nimble nets-
tennis/badminton**

Aim

Attack

Back line

Contact

Court

Disguise

Doubles

High

Long

<p>Week Two – To know how to use dramatic expression in dance movements and motifs. To know how to show a change of pace and timing in their movements. To know how to perform the sequence in time to the music.</p> <p>Week Three- To know how to demonstrate strong and controlled movements throughout a dance sequence. To know how to move appropriately and with the required style in relation to the stimulus e.g. using various levels, ways of travelling and motifs. To know how to move rhythmically and accurately during dance sequences.</p> <p>Week Four – To know how to combine flexibility, techniques and movements to create a fluent sequence. To know how to improvise with confidence, still demonstrating fluency across their sequence. To know how to dance with fluency, control linking all movements and ensuring that transitions flow.</p> <p>Week Five – To know how to use complex dance vocabulary to compare and improve work. To know how to thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements. To know how to modify some elements of a sequence as a result of self and peer evaluation.</p> <p>Week Six – To know how to demonstrate consistent precision when performing dance sequences. To know how to link actions to create a complex sequence using a full range of movement.</p> <p>Spring Two – Swimming Tennis – using forehand and backhand, working independently, tactics, ball control</p> <p>Week One – To understand the importance of warming up and cooling down. To know how to carry out warm ups and cool downs safely and effectively. To know how to hit a bowled ball over longer distances. To know how to use good hand-eye coordination to be able to direct a ball when striking or hitting.</p> <p>Week Two – To understand why exercise is good for health, fitness and wellbeing. To know ways they can become healthier. To understand how to serve in order to start a game. To know how to throw and catch accurately and successfully under pressure in a game.</p> <p>Week Three – To know how to show confidence in using ball skills in various ways in a game situation, and link these together effectively. To know how to choose and use 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.</p> <p>Week Four – To know how to keep and win back possession of the ball effectively and in a variety of ways in a team game. To know how to demonstrate a good awareness of space.</p> <p>Week Five –</p>	<p>Low Net Opponent Outwit Overhead clear Pressure Racket Rally Ready position Serve Shot Shuttle Target</p>
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To know how to think ahead and create a plan of attack or defence.

To know how to work as part of a team to develop fielding strategies to prevent the opposition from scoring.

To know how to communicate plans to others during a game.

Week Six –

To know how to apply knowledge of skills for attacking and defending.

To know how to follow and create complicated rules to play a game successfully.

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Week Seven –

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To know how to take part in competitive games with a strong understanding of tactics and composition.

To know how to thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements

Summer One –

Swimming

Adventurous activity – planning, risk management, leadership, challenge, teamwork

Week One –

To know how to orientate themselves with confidence and accuracy around an orienteering course when under pressure.

To know how to use navigation equipment (maps, compasses) to improve the trail.

To know how to use clear communication to effectively complete a particular role in a team.

Week Two-

To know how to design an orienteering course that is clear to follow and offers a challenge to others.

To know how to use a range of map styles to make an informed decision on the most effective one.

To know how to choose the best equipment for an outdoor activity.

To know how to communicate clearly and effectively with others when under pressure.

Week Three –

To know how to compete in orienteering activities as both part of a team and independently.

To know how to prepare an orienteering course for others to follow.

To know how to identify the quickest route to accurately navigate an orienteering course.

Week Four –

To know how to manage an orienteering event for others to compete in.

To know how to work effectively as a team demonstrating leadership skills.

Week Five –

To know how to complete an orienteering course on multiple occasions, in a quicker time due to improved technique.

To know how to listen to feedback and improve an orienteering course from it.

Week Six –

To know how to offer a detailed effective evaluation of both personal performances and activities with an aim of increasing challenge and improving performance.

To know how to thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements

Summer Two –

Swimming

Swimming

Athletics – low hurdles, sprinting, discussing technique, controlled landings

Combine skills learnt this year to practise for Sports Day

Week One –

To know how to carry out warm-ups and cool-downs effectively.

To know ways they can become healthier.

To know how to build up speed quickly for a sprint finish.

To know how to use their preferred leg when running over hurdles.

Week Two –

To know how to accelerate to pass other competitors.

To know how to work as a team to competitively perform a relay.

Week Three –

To know how to develop the technique for a standing vertical jump.

To know how to maintain control at each of the different stages of a triple jump.

To know how to land safely and with control.

Week Four –

To know how to develop and improve their techniques for jumping for height and distance and support others in improving their performance.

To know how to perform and apply different types of jumps in other contexts.

Week Five –

To know how to develop the technique for the push, pull and fling throw and support others in improving their performances.

To know how to accurately measure and record the distance of their throws.

To know how to perform and apply a variety of skills and techniques confidently, consistently and with precision.

Week Six –

To know how to take part in competitive games with a strong understanding of tactics and composition.

To know how to thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements

Week Seven –

Consolidation

Preparation for Sports Day