PE Curriculum Knowledge and Skills Progression*

EYFS Framework
Personal, Social and Emotional Development **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 **ELG: Building Relationships** Work and play cooperatively and take turns with others **Physical Development** **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. **Expressive Arts and Design** **ELG: Being Imaginative and Expressive** Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

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 movements and team games	Dance	Athletics	Competitive Games	Gymnastics	Dance	Outdoor and Adventurous Activity	Evaluate
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.	Use running, jumping, throwing and catching in isolation and in combination.	Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	Develop flexibility, strength, technique, control and balance	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.

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

Approach to knowledge and skills progression mapping developed by William Patten Primary School (http://www.williampatten.hackney.sch.uk/).

	Reception	
EYFS End Points related Early Learning Goals **Across Autumn, Spring and Summer Terms, in accordance with EYFS Curriculum Map:** **http://www.williampatten.hackney.sch.uk/wp-content/uploads/2021/09/EYFS-Curriculum-2021-22.pdf**		**Spring 1 & 2**
Personal, Social and Emotional Development **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). **ELG: Building Relationships** • Can work and play cooperatively and take turns with others. **Physical Development** **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. **Expressive Arts and Design** **ELG: Being Imaginative and Expressive** • Can try to move in time with music	**Topic**	**Gymnastics**
	Key Knowledge	• 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.
	Cross Curricular Links	Expressive arts PSE development
	Key Skills	**Floor** • Bunny Hops • Landing Shapes • Gymnastics Shapes • Jumps • Rock to stand **Bench:** • Walking variations • bunny hop on the bench • body slides and pulls • Trestle table runs **Vault**: • Squat and Straddle on box top with dismount jumps. **Balances**: • Individual balances **Rebound**: • Jumps using trampette • Jumps off the trestle table • Jumps off the springboard
	School Context	• Vaulting skills equipment - Box Top, springboard • Rebound Equipment : Trampette and Springboard • Floor Equipment: Mats, Incline Wedge, Box Top • Balance Equipment: Benches, Trestle Table runs with benches During the second half of the term the gymnasts will learn and perform a routine using a combination of skills from previous lessons. This routine will be performed in the form of a show towards the end of the second term.

Year 1				
KS1 PE Curriculum End Points (NC) ● **Has mastered basic movements including running, jumping, throwing and catching.** ● **Has developed balance, agility and co-ordination, and is beginning to apply these in a range of activities.** ● **Can participate in team games and is developing simple tactics for attacking and defending.** ● **Can perform dances using simple movement patterns.**	**Term**	**Autumn**	**Spring**	**Summer**
	Half Term Coverage	**1 and 2**	**1 and 2**	**1 and 2**
	Topic	Games	Dance	Gymnastics
	Key Knowledge	● Knows and can Describe how the body feels before, during and after exercise. ● The importance of stretching and staying hydrated. ● The difference between running, jumping, skipping, hopping and walking and will be able to demonstrate these. ● They know they can throw, kick, roll or bounce to pass and know which movements are necessary to demonstrate this. ● They will know that they can use their hands or feet to pass a ball. ● They will know they will know that to throw/kick accurately they need to look at the target and aim. ● To catch accurately they need to make a cradle with their hands or arms and look at where the beanbag/ball is aimed.	● That 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. ● 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.	● To know how to correct stretch muscles in the warm up. ● 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 that we only jump once on a springboard ● 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)
	Key Skills	**<u>Striking and Hitting a ball:</u>** ● Use hitting skills in a game. ● Practise basic striking, sending and receiving. **<u>Throwing and Catching:</u>** ● Throw underarm and overarm (including throwing to a target) . ● Catch and bounce a ball. ● Use rolling skills in a game. ● Practise accurate throwing and consistent catching. **<u>Travelling with a Ball:</u>** ● Travel with a ball in different ways. ● Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency. **<u>Passing a Ball:</u>** ● Pass the ball to another player in a game. ● Use kicking skills in a game. **<u>Using Space:</u>** ● Use different ways of travelling in different directions or pathways. ● Run at different speeds. Begin to use space in a game. **<u>Attacking and Defending:</u>** ● 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. **<u>Tactics and Rules:</u>** ● 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**.** **<u>Compete/Perform:</u>** ● Perform using a range of actions and body parts with some coordination. ● Begin to perform learnt skills with some control. ● Engage in competitive activities and team games. **<u>Evaluate:</u>** ● Watch and describe performances. ● Begin to say how they could improve.	● To explore the movements of different parts of the body. ● To explore different body shapes ● To create and perform a simple dance and a partnered dance with teacher guidance. ● To convey a short narrative through the medium of dance. ● To move in space safely with others, with an awareness of the body and the space it moves in ● To work with a partner, being aware of each other and keeping time. ● To copy a partner's movements ● To show sensitivity to music when moving ● To develop poise, balance and coordination while moving and stopping.	**<u>Floor</u>**: ● Introducing Forward rolls ● Jump variations ● Bunny Hops **<u>Bench:</u>** ● Walking variations ● bunny hop variations ● body slides and pulls ● forward roll dismounts. **<u>Vault</u>**: ● Squat and Straddle on box top with dismount jumps. ● Bunny Hops on long vault **<u>Balances</u>**: ● Individual balances ● Partner balances **<u>Rebound</u>**: ● Jumps using trampette ● Jumps off the trestle table ● Jumps off the springboard
	School Context			
	● Learn and play 'Games from around the world' as part of children's mental health week (PSHE link and development of internationalism)		● Creating a dance based on familiar narratives (literacy link)	● Vaulting skills equipment - Box Top, springboard ● Rebound Equipment: Trampette and Springboard ● Floor Equipment: Mats, Incline Wedge, Box Top ● Balance Equipment: Benches, Trestle Table runs with benches ● During the second half of the term the gymnasts will learn and perform a routine using a combination of skills from previous lessons. This routine will be performed in the form of a show towards the end of the second term.

Year 2				
KS1 PE Curriculum End Points (NC) ● **Has mastered basic movements including running, jumping, throwing and catching.** ● **Has developed balance, agility and co-ordination, and is beginning to apply these in a range of activities.** ● **Can participate in team games and is developing simple tactics for attacking and defending.** ● **Can perform dances using simple movement patterns.**	**Term**	**Autumn**	**Spring**	**Summer**
	Half Term Coverage	**1 and 2**	**1 and 2**	**1 and 2**
	Topic	Gymnastics	Dance	Games
	Key Knowledge	● To know how to correct stretch muscles in the warm up. ● 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 that we only jump once on a springboard ● to know the rhythm and order of a cartwheel - hand, hand, foot foot. ● 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)	● 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.	● 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. ● 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.
	Key Skills	**<u>Floor</u>**: ● Forward rolls. ● Backward roll using wedge. ● Teddy bear rolls ● Jump variations ● Introducing Cartwheels **<u>Vault</u>**: ● Squat and Straddle on box top with dismount jumps. ● Bunny Hops on long vault **<u>Balances</u>**: ● Individual balances ● Partner balances **<u>Rebound</u>**: ● Jumps using trampette ● Jumps off the trestle table ● Jumps off the springboard	● Change rhythm, speed, level and direction in dance ● Make a sequence by linking sections together **(on own, as well as with a partner)** ● Express a mood or feeling, including changes in mood and feeling, through a short dance routine.	**<u>Striking and Hitting a Ball:</u>** ● Strike or hit a ball with increasing control. ● Learn skills for playing striking and fielding games. ● Position the body to strike a ball. **<u>Throwing and Catching:</u>** ● 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. **<u>Travelling with a Ball:</u>** ● Bounce and kick a ball whilst moving. Use kicking skills in a game. ● Use dribbling skills in a game. **<u>Passing a Ball:</u>** ● Know how to pass the ball in different ways. **<u>Using Space:</u>** ● Use different ways of travelling at different speeds and following different pathways, directions or courses. ● Change speed and direction whilst running. ● Begin to choose and use the best space in a game. **<u>Attacking and Defending:</u>** ● Begin to use and understand the terms attacking and defending. ● Use at least one technique to attack or defend to play a game successfully. **<u>Tactics and Rules:</u>** ● Understand the importance of rules in games. ● Use at least one technique to attack or defend to play a game successfully. **<u>Compete/Perform:</u>** ● Perform learnt skills with increasing control.
	School Context			
	● Vaulting skills equipment - High Vault in both positions, springboard ● Rebound Equipment : Trampette and Springboard ● Floor Equipment: Mats, Incline Wedge, Box Top ● Balance Equipment: Benches, Trestle Table runs with benches ● During the second half of the term the gymnasts will learn and perform a routine using a combination of skills from previous lessons. This routine will be performed in the form of a show towards the end of the second term. ● Learn and play 'Games from around the world' as part of children's mental health week (PSHE link and development of internationalism)	● Can relate learning to extra curricular activities, for example, ballet. ● Use school grounds to perform dance. ● Refer to opportunities within that capital to experience dance.	● Use of outdoor pitch

Year 3							
KS2 PE Curriculum End Points (NC): • **Can use running, jumping, throwing and catching in isolation and in combination.** • **Is able to play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.** • **Has developed flexibility, strength, technique, control and balance.** • **Can perform dances using a range of movement patterns.** • **Is able to take part in outdoor and adventurous activity challenges both individually and within a team** • **Is able to compare their performances with previous ones and demonstrate improvement to achieve their personal best.**	**Term**	**Autumn**		**Spring**		**Summer**	
	Half Term Coverage	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
		Dance: Capoeira*		Outdoor and adventure	Dance	Athletics	Gymnastics
	Topic	Invasion Games - Hockey *To run throughout term should Capoeira not take place					
	Key Knowledge	• Know how to play an invasion game fairly (Hockey Rules applicable to Y3): • **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 - https://www.sasp.co.uk/uploads/primary-hockey-rules-format.pdf)** • 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	• Capoeira is an Afro-Brazilian martial art that combines elements of dance, acrobatics and music* • It was developed by enslaved Africans in Brazil at the beginning of the 16th century* • It emphasises flowing movements rather than fixed stances; the *ginga*, a rocking step, is usually the focal point of the technique* • The most widely accepted origin of the word *capoeira* comes from the Tupi words *ka'a* ("forest") *paũ* ("round ",),referring to the areas of low vegetation in the Brazilian interior where fugitive slaves would hide* • A practitioner of the art is called a **capoeirista***	• Knows how to follow a map in a familiar context • Knows how to use clues to follow a route • Knows how to follow a route safely	• Knows how to improvise freely and translate ideas from a stimulus into movement • Share and create phrases with a partner or small group • Remember and repeat dance perform phrases • Know that they can coordinate different body parts at the same time to create a dance. • Can understand that they can create shapes at different levels to ensure a varied routine. • Can use everyday movements (running, jumping etc) to create dance moves.	• Knows how to run at fast, medium and slow speeds; changing speed and direction • Can take part in a relay, remembering/knowing when to run and what to do • knows how to increase the distance that a thrown object travels through effective technique	• To understand the importance of pulse raising and warm ups. • To be able to identify when their pulse has been raised and their body is ready for stretches. • To know the main parts of the body that need to be stretched prior to a gymnastics session. • To know basic conditioning exercises to increase strength. • To understand the importance of conditioning, stretching and endurance in gymnastics. • To know how to safely move equipment. • To know how to safely land and finish skills. • To know how to safely enter and exit group balances and what to do if the balance becomes unsafe. • To understand the differences between a leap and a jump.
	Cross Curricular Links	• PSHE: Develop resilience and empathy. (PSHE link)	• PSHE: Cross cultural understanding*	• PSHE – teamwork • Geography - Locational Knowledge	• PSHE team work and communication and inclusion. • Music, recognising beats and rhythms	• Sports Day • Personal best	
	Key Skills	**Striking and Hitting:** • Demonstrate successful hitting and striking skills (moving and a stationary ball). • 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. **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. **Passing a ball** • Pass the ball in a game situation with some success. **Using Space** • Find a useful space and get into it to support teammates. **Attacking and Defending** • Use simple attacking and defending skills in a game. • Use fielding skills to stop a ball from travelling past them. **Tactics and Rules** • Apply and follow rules fairly. • Understand and begin to apply the basic principles of invasion games. **Compete/Perform** • Develop the quality of the actions in their performances. • Perform learnt skills and techniques with control and confidence. • Compete against self and others in a controlled manner. **Evaluate** • Watch, describe and evaluate the effectiveness of a performance. • Describe how their performance has improved over time. **Team skills and Sportsmanship;** • Collaboration, managing feelings and acting appropriately and respectfully during and after the games.	• Develop flexibility, strength, technique, control and balance • Perform dances using a range of movement patterns	**Trails** • Orientate themselves with increasing confidence and accuracy around a short trail. **Problem Solving** • Identify and use effective communication to begin to work as a team. • Identify symbols on a key **Preparation and Organisation** • Begin to choose equipment that is appropriate for an activity **Communication** • Communicate with others. **Compete and Perform** • Begin to complete activities in a set period of time. • Begin to offer an evaluation of personal performances and activities.	• Recognise a beat and time movements to it. • Keep count of a beat. • Discuss and analyse ideas for a performance in a group. • Move different body parts at the same time in coordination to a beat. change rhythm, speed, level and direction in a planned dance routine. • Make a sequence of choreographed movements that involve a variety of thought out plans. • Express an atmosphere or mood that can be interpreted by an audience. **Evaluation:** • Watch, describe and evaluate the effectiveness of a performance • Describe how their performance has improved over time. • Listen to the ideas of others	**Running** • 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. **Jumping** • 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. **Throwing** • Perform a pull throw. • Measure the distance of their throws. • Continue to develop techniques to throw for increased distance. **Evaluation:** • Evaluate the effectiveness of own and other's performances,	**Floor**: • Forward roll variations including; forward roll to straddle stand. • Backward roll variations including; to straddle stand. • Teddy bear rolls • Cartwheels including; one handed, side to side, front to back, cartwheels using equipment. • Handstands including; handstand shaping. • Leaps & Spins; leap variations, transitional movements, spin variations. **Vault**: • Squat and Straddle ons with dismount jumps. • Roll along vaults • Bunny Hops on long vault **Balances**: • Individual balances • Partner balances • Group balances **Evaluation:** • Evaluate the effectiveness of own and other's performances,
	School Context						
					• Can relate learning to extra curricular activities, for example, ballet. • International evening • Refer to experience with New Adventures	• Link to Sports Day	• During the second half of the term the gymnasts will learn and perform a routine using a combination of skills from previous lessons. This routine will be performed in the form of a show towards the end of the second term.

Year 4								
KS2 PE Curriculum End Points (NC): • **Can use running, jumping, throwing and catching in isolation and in combination.** • **Is able to play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending** • **Has developed flexibility, strength, technique, control and balance.** • **Can perform dances using a range of movement patterns.** • **Is able to take part in outdoor and adventurous activity challenges both individually and within a team** • **Is able to compare their performances with previous ones and demonstrate improvement to achieve their personal best.**	**Term**	**Autumn**		**Spring**		**Summer**		
	Half Term Coverage	**Swimming Lessons at Clissold Leisure Centre – 4M)**			**Swimming Lessons at Clissold Leisure Centre – 4E)**			
		Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**	
	Topic	Gymnastics (Both Classes)	Athletics (4E)	Dance (4E)	Dance (4M; launched by showcase performance by 4E)	Athletics (4M)	Invasion Games (Both Classes)	Outdoor (Both Classes)
	Key Knowledge	• To understand the importance of pulse raising and warm ups. • To be able to identify when their pulse has been raised and their body is ready for stretches. • To know a variety of stretches that will prepare their bodies for a gymnastics session. • To know basic conditioning exercises to increase stretch and endurance. • To know what conditioning exercises will improve specific parts of the body. • To understand the importance of conditioning, stretch and endurance in gymnastics. • To know how to safely move equipment. • To know how to safely land and finish skills. • To know how to safely enter and exit group balances and what to do if the balance becomes unsafe. • To understand the differences between a leap and a jump.	• 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	• 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.		**Knowledge as stated for 4E Autumn 2.**	• **A player that does not return a live ball in tennis, before it bounces twice, loses the point.** • Know how to hit a ball/shuttlecock accurately with control • Know how to vary tactics and adapt skills depending on what is happening in a game	• Knows how to follow a map in a (more demanding) familiar context • Knows how to follow a route within a time limit
	Key Skills	**Floor**: • Forward roll variations including; forward roll to straddle stand. • Backward roll variations including; to straddle stand. • Cartwheels including; one handed, side to side, front to back, introducing round off, linking cartwheels, cartwheels using equipment. • Handstands including; handstand shaping, partner handstands. • Leaps & Spins; leap variations, transitional movements, spin variations, linking leaps and spins. **Vault**: • Squat and Straddle ons with dismount jumps. • Introducing through vaults • Roll along vaults **Balances**: • Individual balances • Partner balances • Group balances **Evaluation** • Evaluate effectiveness of own and others performances and suggest improvements.	**Running** • 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. **Jumping** • Learn how to combine a hop, step and jump to perform the standing triple jump. • Land safely and with control. • Begin to measure the distance jumped. **Throwing** • Perform a pull throw. • Measure the distance of their throws. • Continue to develop techniques to throw for increased distance. **Evaluation** • Evaluate effectiveness of own and others performances and suggest improvements	• Develop increased poise, balance and coordination while moving and stopping. • Show sensitivity to music by keeping time to the beat when performing. • Evaluate dance and group movement. • Manage coordination of self and with others. • Sequence movement. • Dance shows clarity and accuracy. • Create and perform a group dance showing unison of movement. • Dance shows clarity, fluency, accuracy and consistency. • Move safely, in varied ways, in space with others. **Evaluation:** • Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. • Modify their use of skills or techniques to achieve a better result.			**Striking and Hitting** • Use a racquet to hit a ball or shuttlecock with accuracy and control. • Accurately serve underarm. Build a rally with a partner. • Use at least two different shots in a game situation. • Use hand-eye coordination to strike a moving and a stationary ball. **Passing a Ball:** • Pass the ball/shuttlecock with increasing speed, accuracy and success in a game situation. **Using Space** • Make the best use of space to return the ball/shuttlecock • Tactics and Rules • Vary the tactics used in a game • Compete Perform • Performa and apply skills and techniques with control and accuracy **Evaluate** • Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result. **Team Skills and Sportsmanship** • Develop resilience in the context of sport and demonstrate being a good competitor.	**Trails** • Orientate themselves with accuracy around a short trail. Create a short trail for others with a physical challenge. Start to recognise features of an orienteering course. **Problem Solving** • Communicate clearly with other people in a team, and with other teams. • Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each. • Associate the meaning of a key in the context of the environment. **Preparation and Organisation** • Try a range of equipment for creating and completing an activity. • Make an informed decision on the best equipment to use for an activity. Plan and organise a trail that others can follow. **Communication** • Communicate clearly with others. • Work as part of a team. • Begin to use a map to complete an orienteering course. **Compete and Perform** • Complete an orienteering course more than once and begin to identify ways of improving completion time. Offer an evaluation of both personal performances and activities. Start to improve trails to increase the challenge of the course.
	School Context							
		• Vaulting skills equipment - High Vault in both positions, springboard • Rebound Equipment : Trampette and Springboard • Floor Equipment: Mats, Incline Wedge, Box Top • Balance Equipment: Benches, Trestle Table runs with benches		• Children relate to previous project work with Matthew Bourne's New Adventures				

Year 5							
KS2 PE Curriculum End Points (NC): • **Can use running, jumping, throwing and catching in isolation and in combination.** • **Is able to play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.** • **Has developed flexibility, strength, technique, control and balance.** • **Can perform dances using a range of movement patterns.** • **Is able to take part in outdoor and adventurous activity challenges both individually and within a team** • **Is able to compare their performances with previous ones and demonstrate improvement to achieve their personal best.**	**Term**	**Autumn**		**Spring**		**Summer**	
	Half Term Coverage	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
	Topic	Ball Games	Dance	Gymnastics		Outdoor and Adventurous	Athletics
	Key Knowledge	• To know the basic rules of different ball games, through experiencing them as mini games/invasion games: hockey, netball, team tennis, rugby, basketball. volleyball. • To know that it is against the rules to fist the ball in netball; • To know that moving passes are appropriate with rugby balls (the ball is passed behind) • To know the difference between types of passing used in volleyball and basketball; how to dribble; how to catch a ball when being closely marked (by finding space). • Know how to gain possession by working a team • Know when to choose a specific tactic for defending and attacking • Know a number of techniques to pass, dribble and shoot • Know when to pass and when to dribble in a game.	• Knows how to compose own dances in a creative way, individually, with a partner and within a small group. • Perform dance to an accompaniment devising the sequence to take account of rhythm and style of music and mood of the piece. • Dance shows clarity, fluency, accuracy and consistency of movement • Develop sequences in a specific style of dance. • Choose own music and style • Knows the impact of that increased poise, balance and coordination can make to a dance performance and apply this when moving and stopping within a sequence at different levels within the space. • Knows the importance of warming up specific muscle groups in preparation for dance, as well as cooling down. • Knows that dance can communicate an idea, as well as feelings and narratives. • Knows and can state which aspects of own and others' performance were particularly strong and which they could improve on.	• To understand the importance of pulse raising and warm ups. • To be able to identify when their pulse has been raised and their body is ready for stretches. • To know a variety of stretches that will prepare their bodies for a gymnastics session. • To know a variety of conditioning exercises to increase stretch and endurance. • To understand the importance of conditioning, stretch and endurance in gymnastics. • To know how to safely move equipment. • To know the terms "progressions" and "preps" and why they are important in developing skills safely. • To know a variety of preps for advance skills, such as walkovers and handsprings. • To know how to safely land and finish skills. • To know what constitutes a good gymnastics routine; including different types of timing, transitions, different heights, and balances. • To know how to safely enter and exit group balances and what to do if the balance becomes unsafe. • To understand the differences between a leap and a jump.		• Knows how to design a map for others to follow in a (more demanding) familiar context • Knows the approximate amount of time that their own devised route will take and is able to follow a set route within an allocated time limit	• Knows how to show control when taking off and landing • Knows how to throw with increasing accuracy • Knows how to combine running and jumping in the context of a triple jump.
	Key Skills	**Striking and Hitting** • Use different techniques to hit a ball. • Identify and apply techniques for hitting a tennis ball. • Explore when different shots are best used. • Develop a backhand technique and use it in a game. • Practise techniques for all strokes. • Play a tennis game using an overhead serve. **Throwing and Catching** • Consolidate different ways of throwing and catching, and know when each is appropriate in a game. **Travelling with a Ball** • Use a variety of ways to dribble in a game with success. • Use ball skills in various ways, and begin to link together. • Develop handling skills with different shaped/sized balls **Passing** • Pass a ball with speed and accuracy using appropriate techniques in a game situation. **Possession** • Keep and win back possession of the ball effectively in a team game. **Using Space** • Demonstrate an increasing awareness of space and use space effectively and in accordance of the rules of specific games **Attacking and Defending** • Choose the best tactics for attacking and defending. **Shoot in a game.** • Use fielding skills as a team to prevent the opposition from scoring. **Tactics and Rules** • Dispossession skills, evading/marking skills, moving to receive, starting/stopping skills, understanding of use of space. **Compete/Perform** • Consistently perform and apply skills and techniques with accuracy and control. • Take part in competitive games with a strong understanding of tactics and composition. **Evaluate** • Choose and use criteria to evaluate own and others' performance. • Explain why they have used particular skills or techniques, and the effect they have had on their performance. **Team skills and Sportsmanship** • Can follow a leader and demonstrate cooperation and communication, including good listening and non-verbal communication as part of working within a team.	• Demonstrate imagination and creativity in the movements they devise in response to stimuli. • Use transitions to link motifs smoothly together. • Improvise with confidence, still demonstrating fluency across the sequence. • Ensure their actions fit the rhythm of the music. • Modify parts of a sequence as a result of self and peer evaluation. • Use more complex dance vocabulary to compare and improve work. • Perform own longer, more complex sequences in time to music. • Consistently perform and apply skills and techniques with accuracy and control. **Evaluate:** • Choose and use criteria to evaluate own and others' performances. • Explain why they have used particular skills or techniques, and the effect they have had on their performance.	**Floor**: • Forward roll variations including; forward roll to straddle stand, handstand forward roll. • Backward roll variations including; to straddle stand, to front support shape, to handstand. • Cartwheels including; one handed, side to side, front to back, round off, linking cartwheels, cartwheels using equipment. • Handstands including; handstand shaping, partner handstands, handstand turns, handstands on the bench. • Leaps & Spins; leap variations, transitional movements, spin variations, advance leaps and spins, linking leaps and spins. **Vault**: • Squat and Straddle ons with dismount jumps. • Through vaults • Roll along vaults • Round off dismount • handspring dismount **Balances**: • Individual balances • Partner balances • Group balances **Evaluation:** • Describe and identify particular skills or techniques and the effect they had on their own and others' performances.		**Trails** • Start to orientate themselves with increasing confidence and accuracy around an orienteering course. • Design an orienteering course that can be followed and offers some challenge to others. • Begin to use navigation equipment to orientate around a trail. **Problem Solving** • Use clear communication to effectively complete a particular role in a team. • Complete orienteering activities both as part of a team and independently. • Identify a key on a map and begin to use the information in activities. **Preparation and Organisation** • Choose the best equipment for an outdoor activity. • Create an outdoor activity that challenges others. • Create a simple plan of an activity for others to follow. • Identify the quickest route to accurately navigate an orienteering course. **Communication** • Communicate clearly and effectively with others. • Work effectively as part of a team. • Successfully use a map to complete an orienteering course. Begin to use a compass for navigation. **Compete and Perform** • Complete an orienteering course on multiple occasions, in a quicker time due to improved technique. • Offer a detailed and effective evaluation of both personal performances and activities. • Improve a trail to increase the challenge of the course.	**Running** • Accelerate from a variety of starting positions and select their preferred position. • Identify their reaction times when performing a sprint start. • Continue to practise and refine their technique for sprinting, focusing on an effective sprint start. • Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run. • Identify and demonstrate stamina, explaining its importance for runners. **Jumping** • Improve techniques for jumping for distance. • Perform an effective standing long jump. • Perform the standing triple jump with increased confidence. • Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight. • Land safely and with control. • Measure the distance and height jumped with accuracy. • Investigate different jumping techniques. **Throwing** • Perform a fling throw. • Throw a variety of implements using a range of throwing techniques. • Measure and record the distance of their throws. • Continue to develop techniques to throw for increased distance. **Evaluation:** • Describe and identify particular skills or techniques and the effect they had on their own and others' performances.
	School Context						
				During the second half of the term the gymnasts will learn and perform a routine using a combination of skills from previous lessons. This routine will be performed in the form of a show towards the end of the second term.			

Year 6

High Intensity Interval Training (HIIT)**

- To know the impact of physical exercise has on the body such as cardiovascular health, heart and lung health, as well as improvements to muscle strength and endurance
- Develop flexibility, strength, technique, control and balance

KS2 PE Curriculum End Points (NC):

- **Can use running, jumping, throwing and catching in isolation and in combination.**
- **Is able to play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.**
- **Has developed flexibility, strength, technique, control and balance.**
- **Can perform dances using a range of movement patterns.**
- **Is able to take part in outdoor and adventurous activity challenges both individually and within a team**
- **Is able to compare their performances with previous ones and demonstrate improvement to achieve their personal best.**

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Athletics	Gymnastics	Dance	Games (Cricket)		
Key Knowledge	• Knows how demonstrate stamina and increase strength	• Knows how to create their own complex sequences involving the full range of actions and movements • Knows how to demonstrate precise and controlled placement of body parts in their actions, shapes and balances. • Knows how to confidently use equipment to vault and incorporate this into sequences. • Knows how to apply skills and techniques consistently, showing precision and control. • Knows how to develop strength, technique and flexibility throughout performances.	• Knows how to develop sequences in a specific style	• 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 is it played, how to take a wicket, leg before wicket (lbw) - Rules of the game as stated https://australiansportscamps.com.au/blog/how-to-teach-cricket-to-kids-beginners/		
Cross Curricular Links				• **PSHE-teamwork, communication, managing emotions** • **Maths-counting in multiples of 4 and 6, subtraction/addition of total amounts** • **Science-Circulatory system**		
Key Skills	**Running:** • Recap, practise and refine an effective sprinting technique, including reaction time. • Build up speed quickly for a sprint finish. • Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern. • Accelerate to pass other competitors. • Work as a team to competitively perform a relay. • Confidently and independently select the most appropriate pace for different distances and different parts of the run. • Demonstrate endurance and stamina over longer distances in order to maintain a sustained run. **Jumping:** • Develop the technique for the standing vertical jump. • Maintain control at each of the different stages of the triple jump. • Land safely and with control. • Develop and improve their techniques for jumping for height and distance and support others in improving their performance. • Perform and apply different types of jumps in other contexts. • Set up and lead jumping activities including measuring the jumps with confidence and accuracy. **Throwing:** • Perform a heave throw. • Measure and record the distance of their throws. • Continue to develop techniques to throw for increased distance and support others in improving their personal best. • Develop and refine techniques to throw for accuracy.	**Rolls:** • Forward roll from standing Straddle forward roll • Pike forward roll • Dive forward roll • Tucked backward roll Backward roll to straddle Backward roll to standing pike • Pike backward roll **Jumps:** • Straight jump • Tuck jump • Jumping jack • Star jump • Straddle jump • Pike jump • Stag jump • Straight jump half-turn Straight jump full-turn Cat leap • Cat leap half-turn Cat leap full-turn Split leap • Stag leap **Vaults** • Hurdle step onto springboard Squat on vault • Straddle on vault • Star jump off • Tuck jump off Straddle jump off Pike jump off • Squat through vault Straddle over vault **Handstands, Cartwheels and Roundoffs:** • Lunge into cartwheel Lunge into round-off Hurdle step • Hurdle step into cartwheel Hurdle step into round-off **Travelling and Linking** Movements: • Tiptoe, step, jump and hop Hopscotch • Skipping • Chassis steps • Straight jump half turn Straight jump full turn Cat leap • Cat leap half turn • Cat leap full turn Pivot **Shapes and Balances** • 1, 2, 3 and 4- point balances • Balances on apparatus • Develop technique, control and complexity of part-weight partner balances • Group formations • Pike, tuck, star, straight, straddle shapes • Front and back support **Evaluate:** • Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.	• Identify and repeat the movement patterns and actions of a chosen dance style. • Compose individual, partner and group dances that reflect the chosen dance style. • Use dramatic expression in dance movements and motifs. • Perform with confidence, using a range of movement patterns. • Demonstrate strong and controlled movements throughout a dance sequence. • Combine flexibility, techniques and movements to create a fluent sequence. • Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs. • Show a change of pace and timing in their movements. • Move rhythmically and accurately in dance sequences. • Improvise with confidence, still demonstrating fluency across their sequence. • Dance with fluency and control, linking all movements and ensuring that transitions flow. • Demonstrate consistent precision when performing dance sequences. • Modify some elements of a sequence as a result of self and peer evaluation. • Use complex dance vocabulary to compare and improve work. • Link actions to create a complex sequence using a full range of movement. • Perform the sequence in time to music. • Perform and apply a variety of skills and techniques confidently, consistently and with precision. **Evaluate:** • Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.	**Striking and Hitting a ball:** • Hit a bowled ball over longer distances. • Use good hand-eye coordination to be able to direct a ball when striking or hitting. **Throwing and catching:** • Throw and catch accurately and successfully under pressure in a game. • Bowl an overarm throw **Travelling (with and without a Ball):** • Use running, jumping, throwing and catching in isolation and in combination **Passing a Ball:** • How to catch and throw a cricket ball correctly in the context of fielding, including passing and receiving the ball on the move. **Possession:** • Keep and win back possession of the ball effectively and in a variety of ways in a team game. **Using Space:** • Demonstrate a good awareness of space. **Attacking and Defending:** • Think ahead and create a plan of attack or defence. • Apply knowledge of skills for attacking and defending. • Work as a team to develop fielding strategies to prevent the opposition from scoring. **Tactics and Rules:** • Execute a team strategy within a game. • Adopt the correct stance at a wicket **Compete/Perform:** • Perform and apply a variety of skills and techniques confidently, consistently and with precision. • Take part in competitive games with a strong understanding of tactics and composition. • **Evaluate:** • Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.		

School Context

Y6 Residential to Kench Hill (Term 1) :

Outdoor and Adventurous Activity: Orienteering	Outdoor and Adventurous Activity 2:	Archery:
• Children follow a map into an unknown location • Use clues to navigate a route • Plan a strategy with others and navigate a route competitively	• Children follow a mixed terrain route along and through a stream	• Children develop technique and control of movement