

PE	Term		Term		Term	
EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	3-4 years		Reception		Early Learning Goal (ELG)	
Knowledge	<p><u>Physical Development</u></p> <ul style="list-style-type: none"> Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Make healthy choices about food, drink, activity and toothbrushing. 		<p><u>Physical Development</u></p> <ul style="list-style-type: none"> Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian. <p><u>Expressive Art and Design</u></p> <ul style="list-style-type: none"> Explore and engage in music making and dance, performing solo or in groups. 		<p><u>Managing Self</u></p> <ul style="list-style-type: none"> Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 	
Skill Progression	<p><u>Physical Development</u></p> <ul style="list-style-type: none"> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. 		<p><u>Physical Development</u></p> <ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. 		<p><u>Gross Motor Skills</u></p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p><u>Fine Motor Skills</u></p> <ul style="list-style-type: none"> 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, paintbrushes and cutlery. Begin to show accuracy and care when drawing. 	

	<ul style="list-style-type: none"> Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Start to eat independently and learning how to use a knife and fork. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. 	<ul style="list-style-type: none"> Combine different movements with ease and fluency Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop the foundations of a handwriting style which is fast, accurate and efficient. Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene. 				
Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concept	Rebellion and Invasion	Natural elements	Civilisation	Environmental	Discoveries	Culture
Knowledge	<u>Multi skills – Games 1</u> <ul style="list-style-type: none"> Explore static balancing and understand the concept of bases. Combine a number of co-ordination drills, using upper and lower body movements. Aim a variety of balls and equipment accurately. 	<u>Gymnastics – Basic Skills</u> <ul style="list-style-type: none"> Copy actions and movement sequences with a beginning, middle and end. Recognise and copy contrasting actions (small/tall, narrow/wide). Travel in different ways, changing 	<u>Gymnastics – Stretching and Curling</u> <ul style="list-style-type: none"> Create and perform a movement sequence. Copy actions and movement sequences with a beginning, middle and end. Link two actions to make a sequence. 	<u>Multi skills – Games 2</u> <ul style="list-style-type: none"> Explore static balancing and understand the concept of bases. Combine a number of co-ordination drills, using upper and lower body movements. Aim a variety of balls and equipment accurately. 	<u>Cricket</u> <ul style="list-style-type: none"> Learn skills for striking and fielding games. Understand the correct technique for catching. Consolidate and practise throwing a ball underarm. Practise basic striking, sending and receiving. Able to use throwing and 	<u>Athletics</u> <ul style="list-style-type: none"> Explore footwork patterns. To explore arm mobility. To explore different methods of throwing. Know how to throw safely. Decide which throwing

	<ul style="list-style-type: none"> ▪ Time running to stop or intercept the path of a ball. ▪ Able to travel in different ways, showing clear transitions between movements. ▪ Able to travel in different directions. ▪ Change direction whilst running, with control and fluency. <p>Dance</p> <ul style="list-style-type: none"> ▪ Copy and repeat actions. ▪ Put a sequence of actions together to create a motif. ▪ Vary the speed of their actions. ▪ Use simple choreographic devices such as unison, canon and mirroring. 	<p>direction and speed.</p> <ul style="list-style-type: none"> ▪ Carry out a range of simple jumps, landing safely. ▪ Move around, under, over, and through different objects and equipment. ▪ Begin to move with control and care. <p>KS1 - Fundamentals</p> <ul style="list-style-type: none"> ▪ Understand how to prepare the body for exercise. ▪ Understand what fitness means. ▪ Complete a range of circuit-based activities and understand the reason for doing them. ▪ Understand what happens to the heart rate during exercise. ▪ Able to complete a circuit that includes different activities. 	<ul style="list-style-type: none"> ▪ Recognise and copy contrasting actions (small/tall, narrow/wide). ▪ Hold still shapes and simple balances. ▪ Carry out simple stretches. ▪ Carry out a range of simple jumps, landing safely. ▪ Move around, under, over, and through different objects and equipment. ▪ Begin to move with control and care. <p>Football</p> <ul style="list-style-type: none"> ▪ Understand basic sending and receiving techniques. ▪ Develop anticipation and reaction when working with beanbags or balls. ▪ Develop balance, agility and co-ordination. ▪ Develop the ability to keep a 	<ul style="list-style-type: none"> ▪ Time running to stop or intercept the path of a ball. ▪ Able to travel in different ways, showing clear transitions between movements. ▪ Able to travel in different directions. ▪ Change direction whilst running, with control and fluency. <p>Outdoor and Adventurous</p> <ul style="list-style-type: none"> • Practise using a map to navigate. • Correctly spot areas of interest in their locality. • Practise labelling a map of the school. 	<p>catching skills in a game.</p> <ul style="list-style-type: none"> ▪ Practise accuracy of throwing and consistent catching. <p>Net and Wall</p> <ul style="list-style-type: none"> ▪ Practise basic striking, sending and receiving. ▪ Practise accuracy of hitting a ball in a certain position. 	<p>method is best for distance.</p> <p>Striking and Fielding - Rounders</p> <ul style="list-style-type: none"> ▪ Learn skills for striking and fielding games. ▪ Understand the correct technique for catching. ▪ Consolidate and practise throwing a ball underarm. ▪ Practise basic striking, sending and receiving. ▪ Able to use throwing and catching skills in a game. ▪ Practise accuracy of throwing and consistent catching.
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Skill Progression	<p>Multi skills – Games 1</p> <ul style="list-style-type: none"> ▪ Perform increasingly difficult balances using a number of different parts of the body. ▪ Run on the balls of the feet, concentrating on coordination, not speed. ▪ Use timing to improve ability to aim, stop and guide an object. ▪ Improve accuracy to throw a variety of balls and equipment at a target. ▪ Use controlled movement to travel in different ways. <p>Dance</p> <ul style="list-style-type: none"> ▪ Able to use taught 	<p>Gymnastics – Basic Skills</p> <ul style="list-style-type: none"> ▪ Complete a log roll (controlled). ▪ Complete straight jump. ▪ Complete a tuck jump. ▪ Complete a jack Half turn. <p>KS1 - Fundamentals</p> <ul style="list-style-type: none"> ▪ Perform simple patterns of movement. ▪ Able to use coordination and balance to finish progressively harder circuit activities. 	<p>Gymnastics – Stretching and Curling</p> <ul style="list-style-type: none"> ▪ Complete a log roll (controlled). ▪ Complete a curled side roll (egg roll) (controlled). ▪ Complete a teddy bear roll (controlled). <p>Football</p> <ul style="list-style-type: none"> ▪ Keep control of a ball when moving slowly. ▪ Able to pass a ball towards a target. ▪ Develop anticipation and reaction when working with balls. 	<p>Multi skills – Games 2</p> <ul style="list-style-type: none"> ▪ Perform increasingly difficult balances using a number of different parts of the body. ▪ Run on the balls of the feet, concentrating on coordination, not speed. ▪ Use timing to improve ability to aim, stop and guide an object. ▪ Improve accuracy to throw a variety of balls and equipment at a target. ▪ Use controlled movement to travel in different ways. 	<p>Cricket</p> <ul style="list-style-type: none"> ▪ Control a ball using hands. ▪ Able to throw and catch a ball to self and a partner. ▪ Know how to stop and retrieve a ball. ▪ Improve accuracy when throwing a ball to a partner. ▪ Able to throw accurately to hit a target. ▪ Able to catch the ball with good technique ▪ Able to make contact with a ball using different bats or rackets. <p>Net and Wall</p> <ul style="list-style-type: none"> • Can be in the ready position to catch the ball. 	<p>Athletics</p> <ul style="list-style-type: none"> ▪ Able to vary speeds when running. ▪ Know how to travel in different ways. ▪ Be able to change from fast to slow. ▪ Know how to hop, and how to hop, travel and land safely on two feet. ▪ Throw in a variety of ways. ▪ Able to run with good balance and co-ordination. <p>Striking and Fielding - Rounders</p> <ul style="list-style-type: none"> ▪ Control a ball using hands. ▪ Able to throw and catch a ball

	<p>knowledge to create a dance sequence.</p> <ul style="list-style-type: none"> ▪ Able to complete simple movements and moves with control. ▪ Begin to move in time to music. ▪ Start to think about different ways to transition between moves. ▪ Begin to improvise independently to create a simple dance. 			<p>Outdoor and Adventurous</p> <ul style="list-style-type: none"> • Know that you need a map for orienteering and can remember 3 map symbols. • Can follow a simple train remembering a few objects seen and can now remember 5 map symbols. • Can recognise a few pictures and relate them to areas on the ground and can sometimes work collaboratively with my partner. • Can navigate using a simple map, with a little help 	<ul style="list-style-type: none"> • Can send and receive the ball. • Can hit a ball back to the collector. • Beginning to use the skills learnt to return a ball to a partner. • Beginning to use the skills I have learned to play a competitive game. 	<p>to self and a partner.</p> <ul style="list-style-type: none"> ▪ Know how to stop and retrieve a ball. ▪ Improve accuracy when throwing a ball to a partner. ▪ Able to throw accurately to hit a target. ▪ Able to catch the ball with good technique ▪ Able to make contact with a ball using different bats or rackets.
Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concept	Rebellion and Invasion	Natural elements	Civilisation	Environmental	Discoveries	Culture
Knowledge	<p>Multi skills – Games 3</p> <ul style="list-style-type: none"> ▪ Able to explore static balancing. 	<p>Dance</p> <ul style="list-style-type: none"> ▪ Copy, remember and repeat actions. 	<p>Games 4</p> <ul style="list-style-type: none"> ▪ Able to explore static balancing. 	<p>Swimming</p> <ul style="list-style-type: none"> ▪ Begin kick legs from the hip. 	<p>Athletics</p> <ul style="list-style-type: none"> • Understand the best jumping 	<p>Cricket</p> <ul style="list-style-type: none"> ▪ Learn skills for playing striking

<ul style="list-style-type: none"> Understand the concept of bases. Learn about a stable base and losing balance. Know how to throw a ball at the right speed and strength. Understand the need to chance the speed and power of throws depending on distance. Explore different ways of twisting and turning. <p><u>Gymnastics – Travelling, jumping and landing</u></p> <ul style="list-style-type: none"> Recognise and describe how the body feels during and after different physical activities. Copy, explore and remember actions and movements to create their own sequence. Link actions to make a sequence. 	<ul style="list-style-type: none"> Create a short motif inspired by a stimulus. Change the speed and level of their actions. Perform sequences of their own composition with coordination. <p><u>Football</u></p> <ul style="list-style-type: none"> Understand sending and receiving techniques. Gain anticipation and reaction when working with beanbags or balls. Develop balance, agility and co-ordination. Develop the ability to keep a ball under control. 	<ul style="list-style-type: none"> Understand the concept of bases. Learn about a stable base and losing balance. Know how to throw a ball at the right speed and strength. Understand the need to chance the speed and power of throws depending on distance. Explore different ways of twisting and turning. <p><u>Gymnastics – Directions and Pathways</u></p> <ul style="list-style-type: none"> Recognise and describe how the body feels during and after different physical activities. Copy, explore and remember actions and movements to create their own sequence. Link actions to make a sequence. Jump in a variety of ways and land with increasing 	<ul style="list-style-type: none"> Begin to identify when and what about their strokes need improvements. Identify dangers around water. <p><u>Basketball</u></p> <ul style="list-style-type: none"> Use hand-eye co-ordination to control a ball. Understand that there are different ways of catching a ball. Know how to catch different objects. Understand techniques for dribbling and passing a ball. Beginning to understand the importance of passing with accuracy. Beginning to understand the importance of dribbling with control. 	<p>techniques for distance.</p> <ul style="list-style-type: none"> Understand how using arms when jumping can improve technique. Learn how to throw different objects in a variety of ways. Understand how to throw safely. Understand how to throw for distance. <p><u>Net and Wall</u></p> <ul style="list-style-type: none"> Use hand-eye co-ordination to hit a ball. Know how to hit the ball in different ways. Beginning to understand the importance of placing the ball with accuracy. 	<p>and fielding games.</p> <ul style="list-style-type: none"> Know how to throw a ball underarm with accuracy. Practise catching skills. Know the correct technique for striking a ball from a tee. Develop catching skills. Explore catching different balls. <p><u>Outdoor and Adventurous</u></p> <ul style="list-style-type: none"> Practise using a map to navigate. Correctly spot areas of interest in their locality. Able to label a map in their local area. Use accurate representations of places and things in their locality.
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	<ul style="list-style-type: none"> ▪ <i>Travel in a variety of ways, including rolling.</i> ▪ <i>Hold a still shape whilst balancing on different points of the body.</i> ▪ <i>Jump in a variety of ways and land with increasing control and balance.</i> ▪ <i>Climb onto and jump off the equipment safely.</i> ▪ <i>Move with increasing control and care</i> 		<p><i>control and balance.</i></p> <ul style="list-style-type: none"> ▪ <i>Move with increasing control and care</i> 			
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<p>Skill Progression</p>	<p>Multi skills – Games 3</p> <ul style="list-style-type: none"> ▪ Can combine a number of co-ordination drills, using upper and lower body movements. ▪ Can move the body in a variety of ways. ▪ Able to aim a variety of balls and equipment accurately. ▪ Can travel in different ways, showing clear transitions between movements. ▪ Able to maintain balance when changing direction. ▪ Able to use the learnt skills in a game. <p>Gymnastics – Travelling, jumping and landing</p> <ul style="list-style-type: none"> ▪ Complete a straight jump, tuck jump, 	<p>Dance</p> <ul style="list-style-type: none"> ▪ Use simple choreographic devices such as unison, canon and mirroring. ▪ Use different transitions within a dance motif. ▪ Move in time to music. Improve the timing of their actions. ▪ Perform learnt skills with increasing control. <p>Football</p> <ul style="list-style-type: none"> • Can use both feet to control the ball whilst moving. • Can pass the ball and receive the ball keeping it under control using different parts of my feet. • Can pass the ball to team mates using my feet and I can receive the ball with control keeping it close 	<p>Games 4</p> <ul style="list-style-type: none"> ▪ Can combine a number of co-ordination drills, using upper and lower body movements. ▪ Can move the body in a variety of ways. ▪ Able to aim a variety of balls and equipment accurately. ▪ Can travel in different ways, showing clear transitions between movements. ▪ Able to maintain balance when changing direction. ▪ Able to use the learnt skills in a game. <p>Gymnastics – Directions and Pathways</p> <ul style="list-style-type: none"> • Move in different directions in straight lines with control and tension. 	<p>Basketball</p> <ul style="list-style-type: none"> ▪ Can move a ball using hands. ▪ Can catch a variety of objects. ▪ Target the receiver's hands when throwing. ▪ Watch the ball or object when trying to catch it. ▪ Can vary types of throw. ▪ Knows how to throw overarm, underarm and bounce pass. ▪ Can pass with accuracy. ▪ Can dribble with control. <p>Swimming</p> <ul style="list-style-type: none"> ▪ Start to become more comfortable in the water. ▪ Able to swim 10m, aided in shallow water using one basic method. ▪ Put face in water and blow bubbles. ▪ Enter and exit water safely and remain safe 	<p>Athletics</p> <ul style="list-style-type: none"> ▪ Able to run with agility and confidence. ▪ Can run with a change of speed. ▪ Can change direction when running, while maintaining balance. ▪ Can use arms when jumping. ▪ Can jump with balance and fluency. ▪ Can hurdle an obstacle and maintain effective running style. <p>Net and Wall</p> <ul style="list-style-type: none"> ▪ Practise striking, sending and receiving. ▪ Practise accuracy of hitting a ball in a certain position. ▪ Can be in the ready position, moving from left to right to intercept the ball and return to the centre prepared 	<p>Cricket</p> <ul style="list-style-type: none"> ▪ Able to position the body to strike a ball. ▪ Able to practise striking a small ball. ▪ Receive and return a ball. ▪ Know the best technique for catching. ▪ Can use the overarm throw technique and understands when to use it. ▪ Can aim for accurate throwing and consistent catching and striking. <p>Outdoor and Adventurous</p> <ul style="list-style-type: none"> • Can explain accurately what is meant by orienteering and can remember 5 map symbols. • Can follow a simple trail remembering
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	<p><i>jumping jack and half turn jump.</i></p> <ul style="list-style-type: none"> ▪ <i>Complete a cat spring to straddle.</i> ▪ <i>Confidently jump and land safely from apparatus.</i> 	<p><i>to my body</i></p> <ul style="list-style-type: none"> • <i>Can kick and shoot a ball to score a goal.</i> 	<ul style="list-style-type: none"> • <i>Move in curved pathways on the floor and apparatus with neatness and control.</i> • <i>Can jump along different pathways on the floor and apparatus showing good body tension.</i> • <i>Can recognise good jumps and suggest improvements for others.</i> • <i>Can join with a partner and do one sequence after another.</i> 	<p><i>around water. With help and .</i></p> <ul style="list-style-type: none"> ▪ <i>reminders.</i> 	<p><i>for the next ball</i></p> <ul style="list-style-type: none"> ▪ <i>Can send the ball in a variety of ways and anticipate where it will land and be ready to receive it when it is returned.</i> 	<p><i>most objects seen, and can now remember 9 map symbols.</i></p> <ul style="list-style-type: none"> • <i>Can recognise most pictures and relate them to areas on the ground and can always work collaboratively with my partner</i> • <i>Can navigate accurately using a simple map.</i>
Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concept	Rebellion and Invasion	Natural elements	Civilisation	Environmental	Discoveries	Culture
Knowledge	<p><u>Dance</u></p> <ul style="list-style-type: none"> ▪ <i>Begin to improvise with a partner to create a simple dance.</i> ▪ <i>Create motifs from different stimuli.</i> 	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> ▪ <i>Choose ideas to compose a movement sequence independently and with others.</i> 	<p><u>Football</u></p> <ul style="list-style-type: none"> • <i>Able to be aware of others when playing games.</i> ▪ <i>Think about choosing the correct skills to meet a challenge.</i> 	<p><u>Outdoor and adventurous</u></p> <ul style="list-style-type: none"> • <i>Practise using a map to navigate.</i> • <i>Correctly spot areas of interest in their locality.</i> 	<p><u>Swimming</u></p> <ul style="list-style-type: none"> ▪ <i>Understand how to kick legs from the hip and identify when this needs improvements.</i> 	<p><u>Athletics</u></p> <ul style="list-style-type: none"> ▪ <i>Understand the reason why you need to look up when running.</i> ▪ <i>Understand the need to run at different speeds.</i>

<ul style="list-style-type: none"> ▪ Use simple dance vocabulary to compare and improve work. ▪ Perform learnt skills and techniques with control and confidence. <p><u>Hockey</u></p> <ul style="list-style-type: none"> ▪ Understand the importance of keeping possession of the ball. ▪ Able to understand what the ABC (agility, balance, co-ordination) techniques are. ▪ Understand the importance of passing accurately to a team member. ▪ Learn how to work well as a team. ▪ Know how to communicate with team members. ▪ Identify and apply ways to move the 	<ul style="list-style-type: none"> ▪ Link combinations of actions with increasing confidence, including changes of direction, speed or level. ▪ Develop the quality of their actions, shapes and balances. ▪ Move with coordination, control and care. ▪ Use turns whilst travelling in a variety of ways. ▪ Use a range of jumps in their sequences. ▪ Begin to use equipment to vault. ▪ Create interesting body shapes while holding balances with control and confidence. ▪ Begin to show flexibility in movements. <p><u>Netball</u></p>	<ul style="list-style-type: none"> ▪ Learn the different ways of passing to meet a certain situation. ▪ Understand the power needed in certain shooting positions. <p><u>Handball</u></p> <ul style="list-style-type: none"> • Able to be aware of others when playing games. ▪ Think about choosing the correct skills to meet a challenge. ▪ Learn the different ways of catching and throwing a range of balls. ▪ Understand the power needed to throw a ball for different reasons. ▪ Understand how to use previously learnt skills in a new sport. 	<ul style="list-style-type: none"> • Able to label a map in their local area. • Use accurate representations of places and things in their locality. <p><u>Fitness and Circuits</u></p> <ul style="list-style-type: none"> ▪ Identify techniques to improve balance. ▪ Practise a range of gymnastic skills through a series of circuits. ▪ Understand the importance of self and peer assessment to improve technique. 	<ul style="list-style-type: none"> ▪ Explain what dangers to identify around water. <p><u>Cricket</u></p> <ul style="list-style-type: none"> • Understand the rules of the game. • Understand how to score a run. • Understand the difference between a bowl and a throw. • Know that catching someone who is batting means that they are out. 	<ul style="list-style-type: none"> ▪ Understand the need to change direction. ▪ Understand the importance of using legs as well as arms when throwing. <p><u>Tennis</u></p> <ul style="list-style-type: none"> ▪ Understand the rules of the game. ▪ Understand the points scoring system. ▪ Know which lines are for singles and doubles.
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	<p><i>ball towards an opponent's goal.</i></p> <ul style="list-style-type: none"> ▪ <i>Learn what skills might be used to stop someone scoring.</i> ▪ <i>Learn how to attack and defend as team.</i> 	<ul style="list-style-type: none"> ▪ <i>Understand the concept of centre of balance.</i> ▪ <i>Develop co-ordination whilst moving an object.</i> ▪ <i>Understand why hand-eye co-ordination is important when keeping control of an object.</i> ▪ <i>Practise co-ordination and moving with others.</i> ▪ <i>Understand the how the rules of movement in basketball (Y2) and netball differ.</i> 				
Skill Progression	<p><u>Dance</u></p> <ul style="list-style-type: none"> ▪ <i>Begin to compare and adapt movements and motifs to create a larger sequence.</i> ▪ <i>Perform with some awareness of rhythm and expression.</i> ▪ <i>Develop the quality of the</i> 	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> ▪ <i>Complete a crouched forward roll, forward roll from standing and a tucked backward roll.</i> ▪ <i>Complete a straight jump, tuck jump, jumping jack, star jump, a straddle jump, a</i> 	<p><u>Football</u></p> <ul style="list-style-type: none"> • <i>Keep the ball near my feet when moving.</i> • <i>Can pass and receive the ball with the inside of my foot.</i> • <i>Can pass the ball with the inside of my</i> 	<p><u>Outdoor and adventurous</u></p> <ul style="list-style-type: none"> ▪ <i>Can orientate themselves with increasing confidence.</i> ▪ <i>Can use communication skills to begin to work as a team.</i> ▪ <i>Can find symbols and clues by looking at maps.</i> 	<p><u>Swimming</u></p> <ul style="list-style-type: none"> ▪ <i>Able to swim 10m unaided in shallow water using one basic method.</i> ▪ <i>Put face in water and blow bubbles.</i> ▪ <i>Enter and exit water safely and</i> 	<p><u>Athletics</u></p> <ul style="list-style-type: none"> ▪ <i>Able to run in different directions and at different speeds, using a good technique.</i> ▪ <i>Able to improve throwing technique.</i>

	<p><i>actions in their performances.</i></p> <p><u>Hockey</u></p> <ul style="list-style-type: none"> ▪ Able keep possession of a ball. ▪ Know how to dribble a ball, change direction and maintain control. ▪ Able to use ABC (agility, balance, co-ordination) techniques to keep control of a ball in a competitive situation. ▪ Able to use accurate passing and dribbling in a game. 	<p><i>pike jump, a straight jump and a half-turn Cat leap.</i></p> <p><u>Netball</u></p> <ul style="list-style-type: none"> ▪ Able to change and maintain centre of balance. ▪ Able to change the centre of balance to different parts of the body. ▪ Can use hand-eye co-ordination to keep control of an object. ▪ Able to demonstrate agility by being able to twist and turn and change direction. ▪ Able to use the pivot movement correctly. Can observe and be aware of others' speed and try to match it with an accurate pass. 	<p><i>foot to a player over short distances?</i></p> <ul style="list-style-type: none"> • Can control the ball when it is passed to me. • Can tackle the opposition and win the ball. <p><u>Handball</u></p> <ul style="list-style-type: none"> • Can perform a dribble correctly and shoot successfully consistently with accuracy and pace. • Can link these moves together smoothly without taking too many steps and going over the shooting line. • Can perform a pass correctly, consistently and with accuracy. 	<p><u>Fitness and Circuits</u></p> <ul style="list-style-type: none"> ▪ Mastered basic movements ▪ Developing balance, agility and co-ordination. ▪ Can perform using simple movement patterns. ▪ Perform a range of gymnastic skills with increased accuracy. ▪ Perform a sequence of gymnastic moves within a circuit. 	<p><i>remain safe around water.</i></p> <p><u>Cricket</u></p> <ul style="list-style-type: none"> • Can hit a ball off a cone to a range of distances. • Can hit a ball that is moving at times. • Can bowl a ball overarm towards a target. • Can bowl a ball overarm towards a target in a game situation. • Can take part in a game of cricket and know how to score a run. 	<ul style="list-style-type: none"> ▪ Know how to throw in a variety of ways. ▪ Use a range of different jumping techniques. ▪ Know how to perform a standing long jump. <p><u>Tennis</u></p> <ul style="list-style-type: none"> • Can make a sandwich with a tennis ball while holding the racket with the correct grip. • Able to compete in a throw tennis match. • Able to complete a forehand tennis shot from an underarm throw feed. • Able to complete a backhand tennis shot from an underarm throw feed. • Able to complete an underarm tennis serve to a partner and land
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			<ul style="list-style-type: none"> • Can perform these skills in a game situation. • Can link these moves with dribbling and shooting. 			the ball inside the court.
Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concept	Rebellion and Invasion	Natural elements	Civilisation	Environmental	Discoveries	Culture
Knowledge	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> ▪ Create a sequence of actions that fit a theme. ▪ Use an increasing range of actions, directions and levels in their sequences. ▪ Move with clarity, fluency and expression. Show changes of direction, speed and level during a performance. ▪ Travel in different ways, including using flight. Improve the placement and alignment of 	<p><u>Dance</u></p> <ul style="list-style-type: none"> ▪ Change parts of a dance as a result of self-evaluation. ▪ Use simple dance vocabulary when comparing and improving work. ▪ Perform and create sequences with fluency and expression. ▪ Perform and apply skills and techniques with control and accuracy. ▪ Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. 	<p><u>Swimming</u></p> <ul style="list-style-type: none"> ▪ Explore how to move in and under water. ▪ Recognise how swimming affects breathing. ▪ Identify and describe differences between different leg and arm actions. ▪ Understand water can be dangerous and repeat what to do when in difficulty. <p><u>Hockey</u></p>	<p><u>Football</u></p> <ul style="list-style-type: none"> ▪ Able to be aware of others when playing games. ▪ Think about choosing the correct skills to meet a challenge. ▪ Learn the different ways of passing to meet a certain situation. ▪ Understand the power needed in certain shooting positions. ▪ Understand the importance of attack and defence. <p><u>Outdoor Adventurous</u></p>	<p><u>Cricket</u></p> <ul style="list-style-type: none"> ▪ Develop and investigate different ways of throwing, and to know when each is appropriate. ▪ Practise underarm and overarm throws and when to use them. ▪ Practise receiving skills. ▪ Learn how to play a kwik cricket game. ▪ Learn the correct body positions for different strokes. <p><u>Fitness and Circuits</u></p> <ul style="list-style-type: none"> ▪ Understand that a fitness circuit 	<p><u>Tennis</u></p> <ul style="list-style-type: none"> ▪ Become familiar with balls and short tennis rackets. ▪ Learn how the racket feels and the best methods of holding it. ▪ Understand the key terminology of tennis. ▪ Learn how to play collaborative games. <p><u>Athletics</u></p> <ul style="list-style-type: none"> ▪ Learn how to modify stride length, arm action and knee lift to select and

	<p><i>body parts in balances.</i></p> <ul style="list-style-type: none"> Use equipment to vault in a variety of ways. Carry out balances, recognising the position of their centre of gravity and how this affects the balance. Begin to develop good technique when travelling, balancing and using equipment. Develop strength, technique and flexibility throughout performances. <p>Handball</p> <ul style="list-style-type: none"> Understand the importance of keeping possession of the ball. Able to understand what the ABC (agility, balance, co-ordination) techniques are. 	<p>Basketball</p> <ul style="list-style-type: none"> Understand the concept of centre of balance. Develop co-ordination whilst moving an object. Understand why hand-eye co-ordination is important when keeping control of an object. Practise co-ordination and moving with others. Knowing the importance of moving quickly and still remaining in control of the ball. 	<ul style="list-style-type: none"> Understand the importance of keeping possession of the ball. Able to understand what the ABC (agility, balance, co-ordination) techniques are. Understand the importance of passing accurately to a team member. Learn how to work well as a team. Know how to communicate with team members. Identify and apply ways to move the ball towards an opponent's goal. Learn what skills might be used to stop someone scoring. Learn how to attack and defend as team. 	<ul style="list-style-type: none"> Practise using a map to navigate. Correctly spot areas of interest in their locality. Able to label a map in their local area. Use accurate representations of places and things in their locality. 	<p><i>can be sport-specific.</i></p> <ul style="list-style-type: none"> Understand the importance of working with a partner in a skill-based situation. Work with a partner in a skill-based situation. Learn the importance of self-motivation. Understand the importance of self and peer assessment. 	<p><i>maintain appropriate running paces for different distances.</i></p> <ul style="list-style-type: none"> Practise throwing with power and accuracy. Explore different footwork patterns. Understand which technique is most effective when jumping for distance.
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	<ul style="list-style-type: none"> ▪ <i>Understand the importance of passing accurately to a team member.</i> ▪ <i>Learn how to work well as a team.</i> ▪ <i>Know how to communicate with team members.</i> ▪ <i>Identify and apply ways to move the ball towards an opponent's goal.</i> ▪ <i>Learn what skills might be used to stop someone scoring.</i> ▪ <i>Learn how to attack and defend as team</i> 					
Skill Progression	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> ▪ <i>Complete a forward roll from standing, a straddle forward roll, a tucked backward roll and a backward roll to straddle.</i> ▪ <i>Complete a straight jump, a tuck jump, a</i> 	<p><u>Dance</u></p> <ul style="list-style-type: none"> ▪ <i>Demonstrate precision and some control in response to stimuli.</i> ▪ <i>Begin to vary dynamics and develop actions and motifs in response to stimuli.</i> 	<p><u>Swimming</u></p> <ul style="list-style-type: none"> ▪ <i>Swim between 10m and 20m unaided in shallow water, using one basic method to achieve the distance.</i> ▪ <i>Use floats to swim longer distances with a</i> 	<p><u>Football</u></p> <ul style="list-style-type: none"> • <i>Keep the ball near my feet when moving.</i> • <i>Can pass and receive the ball with the inside of my foot.</i> • <i>Can pass the ball with the inside of my foot to a</i> 	<p><u>Cricket</u></p> <ul style="list-style-type: none"> ▪ <i>Able to use ABC (agility, balance, co-ordination) to field a ball well.</i> ▪ <i>Able to field a ball in a variety of ways in order to stop it travelling further.</i> ▪ <i>Able to return the ball accurately.</i> 	<p><u>Tennis</u></p> <ul style="list-style-type: none"> ▪ <i>Improve hand-eye co-ordination by sending and receiving a ball with a hand and racket.</i> ▪ <i>Able to get the ball into play.</i>

	<p><i>jumping jack, a star jump, a straddle jump, a pike jump, a straight jump, a half-turn, a straight jump, a full-turn, a cat leap and a cat leap half-turn.</i></p> <p><u>Handball</u></p> <ul style="list-style-type: none"> ▪ Able keep possession of a ball. ▪ Know how to dribble a ball, change direction and maintain control. ▪ Able to use ABC (agility, balance, co-ordination) techniques to keep control of a ball in a competitive situation. ▪ Able to use accurate passing and dribbling in a game. 	<ul style="list-style-type: none"> ▪ Demonstrate rhythm and spatial awareness. <p><u>Basketball</u></p> <ul style="list-style-type: none"> ▪ Able to change and maintain centre of balance. ▪ Able to change the centre of balance to different parts of the body. ▪ Can use hand-eye co-ordination to keep control of an object. ▪ Able to demonstrate agility by being able to twist and turn and change direction. ▪ Able to use the pivot movement correctly. ▪ Can observe and be aware of others' speed and try to match it with an accurate pass. 	<p><i>more controlled leg kick.</i></p> <ul style="list-style-type: none"> ▪ Join in all swimming activities confidently. ▪ Put face under the water and blow bubbles (begin to do this whilst swimming). <p><u>Hockey</u></p> <ul style="list-style-type: none"> • Can dribble the ball travelling in different directions keeping the ball under control. • Can accurately pass and receive the ball when travelling. • Can move into a space with the ball under control looking for team mates who are ready to receive the ball. • can put pressure on attackers by tracking and tackling players 	<p><i>player over short distances?</i></p> <ul style="list-style-type: none"> • Can control the ball when it is passed to me. • Can tackle the opposition and win the ball. • Understand the importance of attacking with speed. <p><u>Outdoor Adventurous</u></p> <ul style="list-style-type: none"> • Can explain accurately what is meant by orienteering and can remember 6 map symbols. • Can navigate accurately using a simple map and always work collaboratively with my partner. • Can orientate a simple map to the ground accurately. • Can work sensibly and cooperatively with a partner to 	<ul style="list-style-type: none"> ▪ Able to catch the ball in a variety of situations. ▪ Can use hand-eye co-ordination to strike a moving and a stationary ball. <p><u>Fitness and circuits</u></p> <ul style="list-style-type: none"> • Can complete the full circuit, without stopping more than twice. • Can do the movements quickly, with proper technique for all exercises taught. • Can help my team to create a fitness circuit, and feel confident about describing the exercises we have chosen. 	<ul style="list-style-type: none"> ▪ Able to accurately serve underarm. ▪ Able to build up a rally. ▪ Demonstrate forehand and backhand strokes. ▪ Be aware of the correct body position and contact point for an accurate shot. <p><u>Athletics</u></p> <ul style="list-style-type: none"> ▪ Can select and maintain a running pace for different distances. ▪ Able to throw and retrieve implements safely. ▪ Can describe the effect of different throwing positions. ▪ Sprint a short distance as part of a team. ▪ React quickly to a stimulus.
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Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concept	Rebellion and Invasion	Natural elements	Civilisations	Environmental	Discoveries	Culture
Knowledge	<p><u>Dance</u></p> <ul style="list-style-type: none"> ▪ Demonstrate imagination and creativity in the movements they devise in response to stimuli. ▪ Improvise with confidence, still demonstrating fluency across the sequence. ▪ Ensure their actions fit the rhythm of the music. ▪ Perform own longer, more complex sequences in 	<p><u>Swimming</u></p> <ul style="list-style-type: none"> ▪ Begin to explain how to keep safe whilst in water and what dangers should be identified. ▪ Explore a range of stroke choices. ▪ Explain how to remain safe in water and what do if you or someone nearby gets into difficulty. <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> ▪ Select ideas to compose specific sequences of movements, shapes and balances. ▪ Adapt their sequences to fit new criteria or suggestions. 	<p><u>Handball</u></p> <ul style="list-style-type: none"> • Can use tactics to allow me to be successful and use these tactics in a game situation. • Understand the importance of keeping possession of the ball. • Able to understand what the ABC (agility, balance, co-ordination) techniques are. • Understand the importance of passing accurately to a team member. 	<p><u>Fitness and Circuits</u></p> <ul style="list-style-type: none"> ▪ Understand why fitness is good for health and wellbeing. ▪ Understand the relevance of each activity. ▪ Understand the importance of having good technique. ▪ Explore reasons for improvement or lack of improvement. ▪ Understand the relevance of each activity ▪ Understand the importance of a warm-up. ▪ Learn to count moves and perform in repetitions of 	<p><u>Cricket</u></p> <ul style="list-style-type: none"> ▪ Develop skills in batting and fielding. ▪ Learn how and when to run between the wickets. ▪ Develop a technique for overarm throwing and know when to use it. ▪ Score and play a game in a sporting manner. <p><u>Tennis</u></p> <ul style="list-style-type: none"> ▪ Identify and apply techniques for hitting a tennis ball. ▪ Know the correct technique for forehand, 	<ul style="list-style-type: none"> ▪ Demonstrate good running technique when jumping over obstacles. <p><u>Athletics</u></p> <ul style="list-style-type: none"> • Investigate running styles and changes of speed. • Practise throwing with power and accuracy. • Learn the pull technique for throwing. <p><u>Outdoor Adventurous</u></p> <ul style="list-style-type: none"> • Learn to orientate a map. • Practise using a map to navigate. • Correctly spot areas of interest in their locality. • Able to label a map in their local area. • Use accurate representations

	<p>time to music.</p> <ul style="list-style-type: none"> ▪ Choose and use criteria to evaluate own and others' performances. <p>Netball</p> <ul style="list-style-type: none"> ▪ Develop an understanding and knowledge of the basic footwork rule of netball. ▪ Learn how to complete a range of different passes. ▪ Understand the importance of 'getting free' in order to receive a pass. ▪ Understand that timing is everything when intercepting. 	<ul style="list-style-type: none"> ▪ Perform jumps, shapes and balances fluently and with control. ▪ Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance. ▪ Confidently use equipment to vault in a variety of ways. Apply skills and techniques consistently. ▪ Develop strength, technique and flexibility throughout performances. ▪ Combine equipment with movement to create sequences. 	<ul style="list-style-type: none"> • Learn how to work well as a team. • Know how to communicate with team members. • Identify and apply ways to move the ball towards an opponent's goal. • Learn what skills might be used to stop someone scoring. • Learn how to attack and defend. <p>Football</p> <ul style="list-style-type: none"> • Know what a formation is. • Know when to use place more players in an attacking position. • Able to be aware of others when playing games. ▪ Think about choosing the correct skills to 	<p>eight, four, two and singles.</p> <ul style="list-style-type: none"> ▪ Work with a partner to produce a sequence of moves. ▪ Understand the importance of evaluating own and others' performance. ▪ Perform a sequence of steps in time with the music. ▪ Learn new strength-based moves. <p>Tag Rugby</p> <ul style="list-style-type: none"> • Know how to move forwards and pass backwards. • Learn about evasion and finding open running spaces. • Know that a defensive line and attacking line have their differences. • Understand the point scoring system. 	<p>backhand and volley.</p> <ul style="list-style-type: none"> ▪ Develop the techniques for ground strokes and volleys. ▪ Develop a backhand technique and use it in a game. 	<p>of places and things in their locality.</p> <ul style="list-style-type: none"> • Know the 4 main points of the compass and can use this knowledge to follow a trail.
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Physical Education (PE) Knowledge and Skills Organiser

			<p><i>meet a challenge.</i></p> <ul style="list-style-type: none">▪ <i>Learn the different ways of passing to meet a certain situation.</i>▪ <i>Understand the power needed in certain shooting positions.</i>▪ <i>Understand the importance of attack and defence.</i>			
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<p>Skill Progression</p>	<p>Dance</p> <ul style="list-style-type: none"> ▪ Use transitions to link motifs smoothly together. ▪ Modify parts of a sequence as a result of self and peer evaluation. ▪ Use more complex dance vocabulary to compare and improve work. ▪ Consistently perform and apply skills and techniques with accuracy and control. Explain why they have used particular skills or techniques, and the effect they have had on their performance. <p>Netball</p> <ul style="list-style-type: none"> ▪ Improve basic passing and receiving skills using a netball. ▪ Improve on the basic footwork rule of netball. 	<p>Swimming</p> <ul style="list-style-type: none"> ▪ Swim between 10m and 20m unaided in shallow water, using one stroke. ▪ Begin to swim 10m-15m unaided using a second stroke. ▪ Put face in water and breathe correctly when swimming in one identifiable stroke. ▪ Use a float to aid their swimming and confidence in deeper water. ▪ Use a float to develop leg and arm techniques. <p>Gymnastics</p> <ul style="list-style-type: none"> ▪ Complete a forward roll from standing, a straddle forward roll, a pike forward roll, a tucked backward roll and a backward roll to straddle. 	<p>Handball</p> <ul style="list-style-type: none"> • Can perform a dribble correctly and shoot successfully with accuracy. I can link these moves together without taking too many steps and going over the shooting line. • Can perform a pass correctly, consistently and with accuracy. I can perform these skills in a game situation. • Can link these moves with dribbling and shooting. • Can defend using a block and an intercept correctly in a game situation. <p>Football</p> <ul style="list-style-type: none"> • Can dribble the ball into space. • Can choose which player is best to pass to 	<p>Fitness and Circuits</p> <ul style="list-style-type: none"> ▪ Perform a fitness circuit that aims to improve strength and stamina. ▪ Develop consistency in technique. ▪ Perform a fitness circuit with understanding, aiming to improve strength and stamina. ▪ Develop personal fitness in an obstacle-style circuit. ▪ Use the correct technique for new stations that involve equipment. ▪ Improve technique and performance. <p>Tag Rugby</p> <ul style="list-style-type: none"> ▪ Can pass at chest height for the receiver whilst walking – moving to running. ▪ Can make sure every team member has a 	<p>Cricket</p> <ul style="list-style-type: none"> ▪ Hold the bat correctly and place the ball accurately. ▪ Return the ball accurately. ▪ Choose appropriate fielding techniques. ▪ Able to run, throw and catch. ▪ Develop a safe and effective overarm throw. ▪ Know how to direct the ball. ▪ Use all the skills learned by playing in a mini tournament. <p>Tennis</p> <ul style="list-style-type: none"> ▪ Use the correct technique for forehand, backhand and volley. ▪ Improve accuracy of all strokes. ▪ Explore tactics for beating an opponent. 	<p>Athletics</p> <ul style="list-style-type: none"> ▪ Run efficiently for speed. ▪ Demonstrate good arm and leg technique. ▪ Throw and retrieve implements safely. ▪ Describe the effect of different throwing positions. ▪ Demonstrate good running technique in a competitive situation. ▪ Sprint a short distance as part of a team. ▪ React quickly to a stimulus. <p>Outdoor Adventurous</p> <ul style="list-style-type: none"> ▪ Can orientate simple maps to the ground with some help and remember 5 map symbols. ▪ Can sometimes use a map to complete an
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	<ul style="list-style-type: none"> ▪ Use good hand/eye co-ordination to pass and receive a ball successfully. ▪ Develop skills in the range of passes – chest pass, overhead pass, bounce pass and to understand which pass to use depending on the distance the ball needs to travel. ▪ Improve how you make space by moving away and coming back and by dodging. ▪ Demonstrate a range of defending skills and understand how to mark an opponent. ▪ Able to intercept a pass. 	<ul style="list-style-type: none"> ▪ Complete a straight jump, a tuck jump, a jumping jack, a star jump, a straddle jump, a pike jump, a tag jump, a straight jump, a half-turn, a straight jump, a full-turn, a cat leap, a cat leap half-turn and a split leap 	<p>so that my team keeps possession of the ball.</p> <ul style="list-style-type: none"> • Can find space to spread the opposition out. • Can kick a ball over a longer distance. • Can decide which player it is best to pass the ball to, so we keep possession. 	<p>chance to contribute.</p> <ul style="list-style-type: none"> ▪ Can put pressure on defenders by tracking and looking for space to travel into at speed. ▪ Can involve teammates, running into space by change of direction, side step and looking for intercepting opportunities (reading the game) 	<ul style="list-style-type: none"> ▪ Consolidate backhand technique. ▪ Use all strokes appropriately. ▪ Accurately play shots on the move. 	<p>orienteering course.</p> <ul style="list-style-type: none"> ▪ Can often work collaboratively with others to complete problem solving activities. ▪ Can work collaboratively with a partner to use a map to set up and complete an orienteering course.
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Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concept	Rebellion and Invasion	Natural elements	Civilisation	Environmental	Discoveries	Culture
Knowledge	<p>Dance</p> <ul style="list-style-type: none"> ▪ 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 	<p>Gymnastics</p> <ul style="list-style-type: none"> ▪ Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching. ▪ Demonstrate precise and controlled placement of body parts in their actions, shapes and balances. ▪ Confidently use equipment to vault and incorporate this into sequences. ▪ Apply skills and techniques consistently, showing precision and control. ▪ Develop strength, technique and flexibility 	<p>Netball</p> <ul style="list-style-type: none"> ▪ Understand the rules and be able to officiate a game of Netball ▪ Practise ball-handling skills. ▪ Learn how to work as a team, using ball-handling skills. ▪ Practise moving into a space. ▪ Understand that you need to be in the semi circled dee to score a point. ▪ Apply rules and skills learned to a game. <p>Outdoor and adventurous</p> <ul style="list-style-type: none"> ▪ Carry out warm ups and cool downs. ▪ Understand the importance of being able to navigate around an area using a map. 	<p>Tag Rugby</p> <ul style="list-style-type: none"> • Know how to move forwards and pass backwards. • Learn about evasion and finding open running spaces. • Know that a defensive line and attacking line have their differences. • Understand the point scoring system. <p>Boxercise</p> <ul style="list-style-type: none"> ▪ Perform a boxercise routine demonstrating good technique. ▪ understand the principles of dynamic stretching. ▪ Perform boxercise moves in time with the music in order to improve fitness. 	<p>Cricket</p> <ul style="list-style-type: none"> ▪ Learn batting control. ▪ Understand the key terminology for the game of cricket. ▪ To understand different tactics to use against different opponents. ▪ Learn how to assess peers' strengths. <p>Tennis</p> <ul style="list-style-type: none"> ▪ Understand how to serve the shuttle in order to start the game. ▪ Develop ability to perform and understand the 'overhead clear' shot and the impact that playing the overhead clear can have on winning points during game play. 	<p>Fitness and Circuits</p> <ul style="list-style-type: none"> ▪ Recap on knowledge that children have learnt in previous years. ▪ Learn the importance of working as a pair or a group. ▪ Understanding how to evaluate own and peers' ideas. ▪ Demonstrate the correct technique for activities. ▪ Develop agility and co-ordination. ▪ Understand the value of aerobic exercise. <p>Athletics</p> <ul style="list-style-type: none"> ▪ Investigate running styles and changes of speed. ▪ Practise throwing with

	<p><i>fluency across their sequence.</i></p> <ul style="list-style-type: none"> ▪ <i>Dance with fluency and control, linking all movements and ensuring that transitions flow.</i> ▪ <i>Demonstrate consistent precision when performing dance sequences.</i> ▪ <i>Modify some elements of a sequence as a result of self and peer evaluation.</i> ▪ <i>Use complex dance vocabulary to compare and improve work.</i> 	<p><i>throughout performances.</i></p> <p>Swimming</p> <ul style="list-style-type: none"> ▪ <i>Begin to explain how to keep safe whilst in water and what dangers should be identified.</i> ▪ <i>Explore a range of stroke choices.</i> ▪ <i>Explain how to remain safe in water and what do if you or someone nearby gets into difficulty.</i> ▪ 	<ul style="list-style-type: none"> ▪ <i>Learn how to use navigation equipment.</i> ▪ <i>Understand the value of clear communication</i> 	<ul style="list-style-type: none"> ▪ <i>Learn how to include linking moves into a sequence.</i> ▪ <i>Understand the importance of balance and coordination in boxing.</i> 	<ul style="list-style-type: none"> ▪ <i>Able to explain and demonstrate the correct technique for the overhead clear shot.</i> 	<p><i>power and accuracy.</i></p> <ul style="list-style-type: none"> ▪ <i>Learn the pull technique for throwing.</i>
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<p>Skill Progression</p>	<p>Dance</p> <ul style="list-style-type: none"> ▪ Able to link actions to create a complex sequence using a full range of movement. ▪ Able to perform the sequence in time to music. ▪ Able to perform and apply a variety of skills and techniques confidently, consistently and with precision. ▪ Be able to thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements. <p>Football</p>	<p>Swimming</p> <ul style="list-style-type: none"> ▪ Swim 25m unaided in shallow water, using one stroke. ▪ Begin to swim 15m-20m unaided using a second stroke. ▪ Put face in water and breathe correctly when swimming in one identifiable stroke. ▪ Use a float to aid their swimming and confidence in deeper water. ▪ Use a float to develop leg and arm techniques 	<p>Netball</p> <ul style="list-style-type: none"> ▪ Know how to mark an opponent fairly. ▪ Improve spatial awareness. ▪ Pass a ball accurately and find space using balance and co-ordination. ▪ Use correct footwork skills while in possession of the ball. <p>Outdoor and adventurous</p> <ul style="list-style-type: none"> ▪ Orientate themselves with accuracy and confidence. ▪ Able to design an orienteering course for peers to access. ▪ Able to use navigation equipment. ▪ Choose the best equipment for an outdoor activity. 	<p>Tag Rugby</p> <ul style="list-style-type: none"> • Can pass with accuracy at chest height whilst running with the ball. • Can complete a fake pass (dummy pass) before releasing the ball accurately to a teammate. • Can make outstanding effort to help other team members. • Can use a side-step or dodge to avoid defending players. • Can consistently pass with accuracy, at chest height, whilst running with the ball and apply tactics to select the best ways to attack and defend. <p>Boxercise</p> <ul style="list-style-type: none"> ▪ Able to include linking moves into a sequence. 	<p>Cricket</p> <ul style="list-style-type: none"> ▪ Able to throw and catch under pressure. ▪ Know how to react quickly. ▪ Demonstrate good agility and balance in order to throw accurately. ▪ Use fielding skills to stop the ball effectively. ▪ Use the long barrier technique effectively. ▪ Know how to direct the ball. <p>Tennis</p> <ul style="list-style-type: none"> ▪ Demonstrate and use the correct grip of the racket and understand how to get into the ready position. ▪ Use good hand/eye co-ordination to be able to contact the shuttle with the face of the racket. 	<p>Athletics</p> <ul style="list-style-type: none"> ▪ Run efficiently for speed. ▪ Demonstrate good arm and leg technique. ▪ Throw and retrieve implements safely. ▪ Describe the effect of different throwing positions. ▪ Demonstrate good running technique in a competitive situation. ▪ Sprint a short distance as part of a team. ▪ React quickly to a stimulus. <p>Fitness and Circuits</p> <ul style="list-style-type: none"> ▪ Able to complete a circuit that includes different aerobic activities. ▪ Perform and devise a sequence of
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			<ul style="list-style-type: none"> ▪ <i>Identify the quickest route to a certain object.</i> 	<ul style="list-style-type: none"> ▪ <i>Create and apply compositional ideas to the sequence.</i> ▪ <i>Perform actions and moves fluently to music in order to improve personal fitness.</i> ▪ <i>Perform a sequence with precision and accuracy.</i> ▪ <i>Maintain balance throughout all the moves.</i> 	<ul style="list-style-type: none"> ▪ <i>Hit the shuttle with reasonable consistency and accuracy in a co-operative rally.</i> 	<p><i>movements to music.</i></p> <ul style="list-style-type: none"> ▪ <i>Devise a sequence of step-based activities to music.</i>
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