



## Knowledge Progression – Physical Education (PE) - Years 1-6

Year Group	Term 1 INVASION GAMES	Term 2 GYMNASTICS	Term 3 DANCE	Term 4 NET AND WALL GAMES	Term 5 STRIKING AND FIELDING	Term 6 MULTISKILLS AND ATHLETICS
Skills	<b>Acquiring and Developing Skills (A&amp;D)</b> <b>Selecting and applying skills, tactics and compositional ideas (S&amp;A)</b> <b>Evaluating and improving performance (E&amp;I)</b> <b>Knowledge and understanding of fitness and health (H&amp;F)</b>					
<b>National Curriculum: Key Stage 1</b>  Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.  Pupils should be taught to: <ul style="list-style-type: none"> <li>♣ 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.</li> <li>♣ participate in team games, developing simple tactics for attacking and defending.</li> <li>♣ perform dances using simple movement patterns.</li> </ul>						
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<b>1</b>	<b>CHILDREN WILL BE TAUGHT TO:</b>  Explore different ways of using a ball.  Explore ways to send a ball or other equipment.  Retrieve and stop a ball using different parts of the body. <b>A&amp;D</b>  Play a variety of running and avoiding games.  Practise skills to make them warmer.	<b>CHILDREN WILL BE TAUGHT TO:</b>  Respond to instructions and commands.  Move between mats and small apparatus and change the speed of movement.  Learn a variety of basic gym actions.  Be still in different body shapes and balances and combine different ways of travelling. <b>A&amp;D</b>	<b>CHILDREN WILL BE TAUGHT TO:</b>  Learn basic movements relating to feelings. <b>A&amp;D</b>  Show that they have a clear starting and finishing position.  Respond to different music showing a range of emotions.  Perform dance movements and simple routines using simple movement patterns. <b>S&amp;A</b>	<b>CHILDREN WILL BE TAUGHT TO:</b>  Focus on throwing and catching.  Play games based on the net games - tennis and badminton. Children have an opportunity to play 1 v 1, 1 v 2, and 1 v 3. <b>A&amp;D</b>  Play running and avoiding games.  Pass and receive a ball in different ways with control and increased	<b>CHILDREN WILL BE TAUGHT TO:</b>  Be confident and safe in the spaces used to play games.  Explore and use skills, actions and ideas individually and in combination to suit the game they are playing. <b>A&amp;D</b>  Understand that being active is good for them and fun.	<b>CHILDREN WILL BE TAUGHT TO:</b>  Take part in multi-skills festivals. Designed to develop the fundamental movement skills of balance, co-ordination and agility. Activities to include bat and ball relay, throw clap and catch, slalom run, standing long jump etc.  Develop balance, agility and co-ordination. <b>A&amp;D/H&amp;F</b>

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	<p>Explain why they enjoy playing games and physical activities.</p> <p>Talk about what our bodies do during exercise e.g. breathing</p> <p>Participate in team games.</p> <p>Develop simple attacking and defending techniques.</p> <p>Pass and receive a ball in different ways with increased control. <b>H&amp;F</b></p> <p><b>Core Task – The aim is to score as many points as possible before the defender touches the ball. Lay out 4-8 cones in a playing area that is between 5m<sup>2</sup> and 10m<sup>2</sup>. Play with a team of three attackers against one defender. The three attackers must use throwing and catching skills, and cannot move with the ball. Their aim is to score points by touching the cones with the ball as many times as they can. They can touch the cones in any order, but must not touch the same cone twice in a row. The defender is to catch the ball.</b></p>	<p>Handle apparatus safely.</p> <p>Recognise how it feels when the body is tense.</p> <p>Discuss how the body changes during exercise.</p> <p>Develop balance, agility and co-ordination of travelling, stillness, jumping, timing, changing shape, size, and direction. <b>H&amp;F</b></p> <p><b>Core Task – Choose two ways of travelling, eg walking backwards safely and a roll, and link these to make a short movement phrase which you can remember and perform on the floor. Make sure you know where you start and finish, and what shapes you will make to start and finish.</b></p>	<p><b>Core Task – Create, perform and share short dances based on themes. E.G. clowns – funny walking patterns, balancing, tumbling, jumping, falling. Penguins – huddling, flapping and waddling. Folk dance patterns – dancing in a circle, skipping to the centre and out, clapping and stamping a pattern on the spot, walking backwards and forwards in a chain. Children will remember how to start and finish a dance, and what shapes or actions in the middle.</b></p>	<p>accuracy.</p> <p>Explain how practicing skills can help you feel warmer and why is it good to play and get out of breath. <b>H&amp;F</b></p> <p><b>Core Task – Set up a 'court', with a line dividing two players. Position a hoop on either side of the line, 1m to 2m from the line. Each player tries to throw three beanbags into the hoop on the opposite side of the line, while their opponent tries to stop them without actually touching the hoop. After one player has thrown three beanbags, the other player has a go. Once the children have learnt how to defend their hoop well, add a second hoop about a child's stride away from the first.</b></p>	<p>Pass and receive a ball in different ways with control and increased accuracy.</p> <p>Perform fielding techniques with increased control and co-ordination. <b>H&amp;F</b></p> <p><b>Core Task – The aim of the game is for the thrower (the batter) to score as many points as possible by throwing beanbags into a channel and then counting how many times they can move in and out of a hoop before fielders retrieve beanbags</b></p>	<p><b>Core Task – Children rotate round, staying at 1 station for 2-3 minutes. Teachers to assess balance, coordination and agility.</b></p>
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2	<p><b>CHILDREN WILL BE TAUGHT TO:</b></p> <p>Recognise the best ways to score points and stop points being scored.</p> <p>Recognise how they work best with their partner.</p> <p>Use different rules and tactics for invasion games.</p> <p>Make it difficult for opponents.</p> <p>Keep the ball and find best places to score. <b>S&amp;A</b></p> <p>Describe what they see and ask to copy others' ideas, skills and tactics.</p> <p>Recognise what is successful and how to use this knowledge. (Do they play well when hot or out of breath.)</p> <p>Understand and develop tactics for attacking and defending.</p> <p>Pass and receive a ball in different ways with control and increased accuracy. <b>E&amp;I</b></p>	<p><b>CHILDREN WILL BE TAUGHT TO:</b></p> <p>Develop short sequences on their own.</p> <p>Use imagination to find different ways of using apparatus.</p> <p>Form simple sequences of different actions using floor and apparatus.</p> <p>Have a clear start, middle and end. <b>S&amp;A</b></p> <p>Have a clear focus when watching others perform.</p> <p>Say when a movement or skill is performed well (aesthetic appreciation).</p> <p>Describe what they have done and what they have seen. (Make easier or harder. Use advice to improve. )</p> <p>Develop balance, agility and co-ordination. of travelling, stillness, jumping, timing, changing shape, size, direction <b>E&amp;I</b></p> <p><b>Core Task – Create and perform a simple sequence on floor and using mats of up to four elements (eg balance roll, jump, bodyshape).</b></p>	<p><b>CHILDREN WILL BE TAUGHT TO:</b></p> <p>Evaluate and improve a dance performance by recording and viewing their rehearsals. <b>S&amp;A</b></p> <p>Use a range of vocabulary to describe moods and how dances make them feel.</p> <p>Remember and repeat simple dance phrases.</p> <p>Perform dances using simple movement patterns. <b>E&amp;I</b></p> <p><b>Core Task – Create and perform short dances, using rhythm and expressive and dynamic qualities to show different moods, ideas and feelings. You could use stimuli such as Ananse and the Sky God, with: Sad children – walking and stopping, droopy, slow, slumped shapes. Angry Sky God – angry, stamping, giant-like steps; strong, sudden movements. Spider's web and climbing – weaving, zigzag curving, travelling patterns, climbing actions on the</b></p>	<p><b>CHILDREN WILL BE TAUGHT TO:</b></p> <p>Use their skills to play end to end games, games over a barrier.</p> <p>Use their ability to solve problems and make decisions. <b>S&amp;A</b></p> <p>Watch others and describe what is happening.</p> <p>Talk about what they have done and how they did it.</p> <p>Pass and receive a ball in different ways with control and increased accuracy.</p> <p><b>Core Task – The aim of the game is to score points by throwing a ball into the opponent's court area and making it bounce twice. Play the game one against one. Use a low net (bench to short tennis height), on a court that is relatively long and narrow. Put a gym mat on either side of the net, about 1m away from the net, and make the court a little larger than this. Use throwing and catching</b></p>	<p><b>CHILDREN WILL BE TAUGHT TO:</b></p> <p>Choose, use and vary simple tactics. <b>S&amp;A</b></p> <p>Recognise good quality in performance.</p> <p>Use information to improve their work.</p> <p>Pass and receive a ball in different ways with control and increased accuracy.</p> <p>Perform fielding techniques with increased control and co-ordination. <b>E&amp;I</b></p> <p><b>Core Task – The aim is for the batter to hit a ball into a field, and then to run as far as possible around a circuit of bases before the fielding team returns the ball to the fielding base. Play the game with 1 batter, one feeder and three fielders.</b></p>	<p><b>CHILDREN WILL BE TAUGHT TO:</b></p> <p>Take part in multi-skills festivals. Designed to develop the fundamental movement skills of balance, co-ordination and agility. Activities to include bat and ball relay, throw clap and catch, slalom run, standing long jump etc.</p> <p>Develop balance, agility and co-ordination.</p> <p>Explore movement techniques with increased control.</p> <p>How to run, throw and jump and perform these with increased control and co-ordination. <b>S&amp;A/E&amp;I</b></p> <p><b>Core Task – Children to take it in turns to lead 1 activity in the festival. Children rotate round, staying at 1 station for 2-3 minutes. Teachers to assess balance, coordination and agility.</b></p>



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	<p><b>Core Task – Keep ball away from defender. Play 3vs 1 in 5-10m<sup>2</sup> with 4-8 cones scattered around in square. 3 attackers must keep ball away from defender using throwing and catching skills. Cannot move with ball and must touch cones with the ball to score. Can't touch same cones twice in a row.</b></p>	<p><b>Clear starting place and move smoothly between shapes and actions.</b></p>	<p><b>spot. Happy motif – skipping, hopping, running, shaking.</b></p>	<p><b>skills.</b></p>		
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### National Curriculum: Key Stage 2

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

Pupils should be taught to:

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

### Outdoor and Adventurous Activity (OAA)

Pupils will have the opportunity to take part in OAA over the course of a series of lessons throughout the year. Please see separate plans.

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<b>3</b>	<p><b>CHILDREN WILL BE TAUGHT TO:</b></p> <p>Practise passing to a partner using a number of sending and receiving techniques.</p> <p>Improve accuracy of passes and use space to keep possession better.</p> <p>Remain in control of ball while travelling.</p> <p>Use communication skills to help others know where they are going.</p> <p>Look when travelling and see what happens after</p>	<p><b>CHILDREN WILL BE TAUGHT TO:</b></p> <p>Develop and perform actions.</p> <p>Practice and concentrate on quality of movement.</p> <p>Link different balances moving in and out of positions of stillness.</p> <p>Transfer weight smoothly from one part of body to another.</p> <p>Use actions on floor and over, through, across and along apparatus. <b>A&amp;D</b></p>	<p><b>CHILDREN WILL BE TAUGHT TO:</b></p> <p>Use language to describe a stimulus, eg a machine might be jerky, circling, pushing, pulling, shaking.</p> <p>Explore action words through different movements.</p> <p>Change the speed, strength and flow of their movements, and the way they use space, eg cogs and pistons might move with jerky body parts; fast turning actions from high to low; slow, smooth continuous circling</p>	<p><b>CHILDREN WILL BE TAUGHT TO:</b></p> <p>Practise throwing and catching with a variety of different balls and using different types of throwing.</p> <p>Use a small range of basic racket skills. Use different shots. <b>A&amp;D</b></p> <p>Play games using throwing and catching skills.</p> <p>Vary strength, length and direction of throw.</p> <p>Know how can they make it difficult for opponent to receive ball.</p>	<p><b>CHILDREN WILL BE TAUGHT TO:</b></p> <p>Consolidate and develop the range and consistency of their skills in striking and fielding games. <b>A&amp;D</b></p> <p>Recognise how specific activities affect their bodies.</p> <p>Understand the importance of keeping warm. <b>H&amp;F</b></p> <p><b>Core Task - The aim of the game is for the batter to hit the ball (off a low tee) into an arc, and to score points by jumping in and out of a</b></p>	<p><b>CHILDREN WILL BE TAUGHT TO:</b></p> <p>Choose skills and equipment to meet the challenges they are set. E.g by increasing the distance thrown.</p> <p>Use different techniques, speeds and effort to meet challenges set for running, jumping and throwing. <b>S&amp;A</b></p> <p>Recognise and describe what their bodies feel like during different types of activity.</p> <p>Describe what happens to</p>

	<p>they have passed the ball. <b>A&amp;D</b></p> <p>Play games that involve keeping possession and scoring in targets. 3vs 1 and 4vs 1 games.</p> <p>Know which passes are best tactics to keep possession.</p> <p>Find space to receive and support.</p> <p>Know what to think about when team has and hasn't got the ball.</p> <p>How to organise themselves differently to play each of the games successfully.</p> <p>Understand patterns of play- if ball is in a certain position where should players be. <b>S&amp;A</b></p> <p><b>Core Task - The aim of the game is to score points by bouncing the ball in a target hoop, or by knocking over a target skittle. Place a hoop or skittle in a target circle about 2 metres to 3 metres across. The playing space extends all around this circle, but players are not allowed to enter the circle. Play the game four against</b></p>	<p>Vary and apply actions on floor and apparatus.</p> <p>Copy a partner's sequence on floor and apparatus.</p> <p>Perform easy combinations of contrasting actions.</p> <p>Choose combinations that work in their sequences.</p> <p>Devise sequences. <b>S&amp;A</b></p> <p><b>Core Task - Using floor and apparatus, create and perform a sequence of contrasting actions, eg three jumps and two balances, showing contrasting shapes. Make sure you show extension when balancing and flow when transferring your weight, so that the end of one action is the beginning of another.</b></p>	<p>actions.</p> <p>Use their whole body and individual parts of the body to work with a partner and in small groups to explore different relationships, eg pushing and pulling actions going over, under and around each other; circling actions meeting and parting.</p> <p>Keep up an activity over a period of time and know what they need to warm up and cool down for dance.</p> <p>Understand dance activities that make them feel warmer, mobilise the joints and stretch the body, eg skipping and swing actions; lifting, lowering, circling and shaking joints; holding stretches.</p> <p>Stretches they can use to warm up and cool down. Discuss why it is important to warm up and cool down. <b>H&amp;F</b></p> <p><b>Core Task - Create and perform a dance, either on their own, with a partner or in a small group, on the idea of 'machines'. Include changes in speed,</b></p>	<p>Vary stance when receiving.</p> <p>Understand attack and defence tactics.</p> <p>Understand rules about the games. <b>S&amp;A</b></p> <p><b>Core Task - Use the core task explained in Year 2 and focus on hitting the ball with a racket after it has bounced. A partner playing with the hitter should feed the ball. This game is easiest with a big ball that bounces well. It can also be played by pushing or sliding the ball across a line that is being defended (this is easier for some children who have difficulties with coordination).</b></p>	<p><b>hoop, or by bouncing a ball, as many times as possible before the fielding team have returned the ball to base.</b></p>	<p>their heart, breathing and temperature during different types of athletic activity. <b>E&amp;I</b></p> <p><b>Core Task - Using different ways of travelling, e.g, running, walking, hopping and skipping. See how fast or far children can go in the challenge. E.g how many bean bags can you move in 5secs? How many cones can you touch in 15secs etc.</b></p>
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	<p>two, and later, four against three. Both teams score by hitting the target hoop or skittle. After a 'goal', the larger team takes a free pass from a specific starting point away from the circle. Both teams can travel with the ball by bouncing it. There is no physical contact.</p>		<p>strength, level, direction and space in the dance. Include the following three sections in the dance: Section 1 – cogs and pistons. Circling, jerky, pulling, pushing, shaking, large, small, whole body actions, individual body parts, quick and sudden, slow and controlled, speeding up, slowing down, on the spot, travelling, on their own, with a partner. Section 2 – working together. Copying and following each other, moving in opposite directions, side by side, facing each other, moving in unison, in canon, meeting and parting, going over, under and round a partner. Section 3 – breakdown. Out of control, spinning, jumping, racing, slowing and stopping.</p>			
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4	<p><b>CHILDREN WILL BE TAUGHT TO:</b></p> <p>Play 3vs1 and 4vs1 and how to use the space and help each other.</p> <p>Score more regularly without making mistakes.</p> <p>Choose and adapt their techniques to keep possession and give their team chance to shoot.</p> <p>Plan ideas and tactics similar across invasion games.</p> <p>Know what rules are needed to make games fair.</p> <p>Understand simple patterns of play. <b>S&amp;A</b></p> <p>Evaluate how successful their tactics have been, use appropriate language to describe performance and identify what they do that makes things difficult for their opponents.</p> <p>Know what they need to improve their game and what they need to practice. <b>E&amp;I</b></p>	<p><b>CHILDREN WILL BE TAUGHT TO:</b></p> <p>Devise, perform and repeat sequences that include travel, body shapes and balances.</p> <p>Adapt and improve sequences to include changes of dynamics, partner work and apparatus work. <b>S&amp;A</b></p> <p>Compare and contrast similar performances, discuss parts of task they have completed and the ones they still need to practice.</p> <p>Suggest ways to improve the quality of sequence. <b>E&amp;I</b></p> <p><b>Core Task - Create and perform a complex sequence on floor and apparatus using mats of up to four elements (eg balance roll, jump, body shape). Clear starting place and move smoothly between shapes and actions.</b></p>	<p><b>CHILDREN WILL BE TAUGHT TO:</b></p> <p>Create dance motifs that bring out character and dramatic effect, eg giggle, giggle, stamp, stamp, kick, balance, tumble and splat!</p> <p>Make motifs for different sections of a story.</p> <p>Explore how to communicate character and narrative when moving on their own, with a partner and in a group.</p> <p>Sequence movement in a logical order. Think about the way they link motifs and sections.</p> <p>Develop and vary dance phrases using canon, unison, repetition, and changes of direction, level, speed and pathway.</p> <p>Importance of keeping focused on the dance idea.</p> <p>Think about the way that movement material has been structured to get their ideas over through the dance. Encourage them to be aware of the people they are</p>	<p><b>CHILDREN WILL BE TAUGHT TO:</b></p> <p>Vary strength, length and direction of throw.</p> <p>Understand how they can make it difficult for opponent to receive ball.</p> <p>Understand where to stand when receiving.</p> <p>Understand attack and defence tactics.</p> <p>Understand rules about the games. <b>S&amp;A</b></p> <p>Describe what they do and what they find hard.</p> <p>Talk about how to change the court to make it easier/harder.</p> <p>Say what they do well in a game and what they need help with and what they need to practice. <b>E&amp;I</b></p> <p><b>Core Task –Ask the children to adapt the rules of a net/ wall game, equipment or skills of the game they are playing so that it suits them better. Then ask them to make up a new net game, with a</b></p>	<p><b>CHILDREN WILL BE TAUGHT TO:</b></p> <p>Understand what type of rules are needed to make a game work well.</p> <p>How to involve everyone and to choose rules that make the game fun.</p> <p>Understand how to score when they are batting, and how to stop the batter from scoring.</p> <p>How to use scoring systems, eg running around bases, running between markers. Look for and find space when they are hitting, so that they score more points.</p> <p>Explore different scoring systems and to evaluate which are the best for them.</p> <p>How to work as a team when fielding. Find out about positions they take can make it harder or easier for the batter.</p> <p>Understand how fielders need to change where they stand for different batters, eg closer or further away, more to one side of the arc, evenly spread out.</p>	<p><b>CHILDREN WILL BE TAUGHT TO:</b></p> <p>Run for short distances and times, and for longer distances and times.</p> <p>Keep a steady pace.</p> <p>Practise 5 basic jumps e.g hop, step, jump.</p> <p>Combine basic actions and form simple jump combinations.</p> <p>Throw into a target using slinging, pushing and pulling actions. <b>A&amp;D</b></p> <p>Describe and evaluate the effectiveness of performance and recognise aspects that need improving. <b>H&amp;F</b></p> <p><b>Core Task - Children to work in small groups to investigate and compare the effectiveness of different styles of: running e.g. short steps, long strides, straight arms, bent arms, swinging arms. Jumping, e.g off one foot, two feet. Throwing e.g. underarm, overarm, pushing, pulling etc. Children to decide which style they prefer and see</b></p>



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	<p><b>Core Task -The aim of the game is to pass the ball to a nominated player in the end zone of a pitch. Play the game four against two and then four against three. Play on a pitch that is about 10m x 20m – the end zones should be about 1m wide, running the width of the pitch.</b></p> <p><b>Use netball, basketball, football or hockey equipment and techniques. To score points, the ball has to be passed to, and stopped by, a player who has been nominated to receive the ball in the end zone. This player can move anywhere on the pitch, but must be in the end zone to receive the ball, and then shoot to score a ‘goal’. The goals can be hoops, nets, posts, etc. After every goal, the team that did not score takes a free pass from its back line. If the ball goes out, the opposition throws in from where the ball went out. Adaptations and variations on the task. Chn will start by using throwing and catching techniques with no travelling. Later introduce travelling by</b></p>	<p>performing with as a group. <b>S&amp;A</b></p> <p>Focus on using shape, action, and dynamic and rhythmic phrasing more clearly in their dances.</p> <p>Suggest how the movement material, motifs and performances could be improved to communicate the dance idea more clearly. Ask them to say how successful they think different motifs are in expressing the dance idea. <b>E&amp;I</b></p> <p><b>Core Task – Create and perform dances based on characters and narrative. The dance should have two or three sections, which could be based on: individual characters – body shape, travelling at different speeds, shy, giggling, kicking, punching. Developing body shapes using different levels, balancing, supporting. Changing the group shape by moving under, round and through each other to create different still images. A question and answer sequence, eg swipe, turn, travel, swing, fall, lift, tumble, roll.</b></p>	<p><b>good scoring system. They should be able to play their game well and teach it to others in the class.</b></p>	<p>Teach the children to watch others play and describe what they do. Help them to recognise what is successful.</p> <p>Understand thought processes when playing as a batter and as a fielder. Use talk during games and to change the way they play to suit the situation in the game. Think what they need to do to improve their games. Identify how others’ performances could be improved. <b>E&amp;I</b></p> <p><b>Core Task - The aim of this game is to hit the ball into an arc, and to score points by running to one of four zones before the fielding team gets the ball back to the stumping base. Play the game three against one or four against one. The batter hits the ball off a low tee into the arc and runs into one of the four zones. The fielders retrieve the ball and try to get it back to the stumping base as quickly as possible. Each player should have four or five goes at hitting before the next one has a turn. Add up the scores for each hit to make an innings score.</b></p>	<p><b>if they can go faster, higher or further.</b></p>
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	<p><b>bouncing the ball. Use non-typical equipment and rules, eg a frisbee, a bat to hit the ball to a team-mate who catches the ball. Play on a court that is wider or longer. Try playing on a pitch that is longer than it is wide. Practise shooting, eg into a hoop, when they get the ball in the end zone. Play in smaller teams, eg three against one, three against two.</b></p>					
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5	<p><b>CHILDREN WILL BE TAUGHT TO:</b></p> <p>Show ways to keep ball away from defenders.</p> <p>How to shield the ball.</p> <p>Change speed, direction with ball to get away from defender.</p> <p>Shoot accurately in a variety of ways.</p> <p>Mark an opponent. <b>A&amp;D</b></p> <p>Watch and evaluate the success of the games they play in.</p> <p>Identify parts of the game that are going well and parts that need improving.</p> <p>Explain how confident they feel in different positions.</p> <p>Suggest what they need to practice to enjoy game more.</p> <p>Change pitch size to make games better. <b>E&amp;I</b></p> <p><b>Core Task - The aim of the game is to beat the opposition by scoring more goals. Play the</b></p>	<p><b>CHILDREN WILL BE TAUGHT TO:</b></p> <p>Explore range of symmetric and asymmetric actions, shapes and balances.</p> <p>Control actions and combine them fluently.</p> <p>Be aware of extension, body tension and control.</p> <p>Move from floor to apparatus, change levels and move safely.</p> <p>Combine movements with other in a group (matching and mirroring). <b>A&amp;D</b></p> <p>Watch a performance and evaluate its success.</p> <p>Identify what was performed well and what needs improving.</p> <p>Choose a focus for improvement.</p> <p>Identify one or two aspects of their performance to practice and improve. <b>E&amp;I</b></p> <p><b>Core Task - Working with a partner or small group and using floor, apparatus and mats children will create and</b></p>	<p><b>CHILDREN WILL BE TAUGHT TO:</b></p> <p>Use pictures, videos, music, art objects and dress or costume from a time and place for a chosen dance style.</p> <p>Respond to the stimuli, and to explore ideas and improvise movements imaginatively.</p> <p>Explore actions, gestures, body shapes, rhythms and travelling patterns that suit the style, e.g Tudor – straight back, lifted head, small steps, arms held to body, pathways and stepping patterns; Flamenco – use of arms, hands, heels, clapping and stamping rhythms, flow of energy.</p> <p>Create motifs and develop phrases in the style, eg Tudor – a taught step pattern working with a partner, including meeting, parting, travelling side by side, turning round each other, moving in a figure of eight; Flamenco – clapping rhythms with hands, travelling pattern moving sideways, stamping feet, sweeping</p>	<p><b>CHILDREN WILL BE TAUGHT TO:</b></p> <p>Hold and swing racket and where to stand on the court when hitting, catching and receiving.</p> <p>Hit the ball on both sides of the body and above head.</p> <p>Use different types of shots during a game. Improve accuracy. <b>A&amp;D</b></p> <p>Explain why they or others are playing well in the games.</p> <p>Know what they need to get better at and what to practice.</p> <p>Know how to change court to make easier.</p> <p>Understand practices to help with precision and consistency and speed about the court. <b>E&amp;I</b></p> <p><b>Core Task - The aim of the game is to score points by hitting a ball into your opponent's court and the ball bouncing twice. Play the game one against one on a long, narrow court that is about half the size of a</b></p>	<p><b>CHILDREN WILL BE TAUGHT TO:</b></p> <p>Hit balls in different ways.</p> <p>Hit balls accurately into spaces, and to different parts of the field, when playing games.</p> <p>Position their bodies and their feet to hit the ball accurately.</p> <p>Bowl accurately to help a partner and, later, to get an opponent out.</p> <p>Bowl with underarm and overarm action.</p> <p>Place their feet and position their bodies when batting.</p> <p>Grip the ball to control it.</p> <p>Bowl at different speeds.</p> <p>Retrieve, intercept and stop a ball when fielding.</p> <p>Get their body behind the ball.</p> <p>To catch the ball with two hands and, when necessary, with one hand.</p> <p>Throw the ball overarm efficiently when fielding</p> <p>Understand fitness and health.</p> <p>Understand what type of</p>	<p><b>CHILDREN WILL BE TAUGHT TO:</b></p> <p>Choose their favourite ways of running, jumping and throwing.</p> <p>Choose the best equipment for different activities.</p> <p>Knowhow to plan a run so they pace themselves evenly or unevenly.</p> <p>Plan to cover distances as a team to get the best results possible.</p> <p>Mark a run up for jumping and throwing.</p> <p>Set themselves and others targets in different events. <b>S&amp;A</b></p> <p>Watch a partner's athletic performance and identify the main strengths.</p> <p>Identify parts of the performance that need to be practised and refined, and suggest improvements. <b>E&amp;I</b></p> <p><b>Core Task - Measure how fast chn can run in: 5secs, 30secs and 2minutes. See if they can run faster to improve the distance. E.g run for shorter or</b></p>

	<p><b>game five against three and then five against four. Play on a pitch that is 20m to 30m wide, and 30m to 40m long. Position one large goal at one end of the pitch, and two smaller goals at the other end. Use netball, basketball, hockey or football equipment and skills. Make the pitch smaller if you choose to focus on netball skills. The team with five players attacks the large goal, while the team with fewer players attacks the two smaller goals. There are no goalkeepers. After each goal, and whenever the ball goes out of play, the larger team starts with a free pass from the line between the goals it is defending.</b></p>	<p><b>perform a gymnastic sequence of at least 8 elements. Include change of direction and level and matching and mirroring shapes and balances.</b></p>	<p>turns, arms arching overhead.</p> <p>Develop dance phrases by varying shape, group size, directions and levels. A&amp;D</p> <p>Organise their own warm up and cool down activities to suit the dance. Show an understanding of why it is important. <b>H&amp;F</b></p> <p><b>Core Task - In groups, learn the patterns and structure for a set dance. E.G the ‘pavane’ and then perform it to others. Task 2, as a class, create and perform a dance with three sections. This might include : Tudor dance – a set dance focusing on performance style, patterning and timing. Use fabric /patterns and garden designs to create small group dances that develop step patterns, gestures and pathways. The masque ball – a processional section with different leaders and characters, eg courtiers, jesters, which develops into a whole-class dance combining different formations, rhythms and patterns. Take on different roles and sections of the</b></p>	<p><b>short-tennis or badminton court. Use a racket and a suitable ball. Players score a point when the ball lands in the court and bounces twice. Ask the children to choose their own way to start and restart the game. If the ball lands outside the court the rally continues – no points are lost for hitting the ball out or into the net. The game can also be played on a wide, short court.</b></p>	<p>fitness they most need for bowling, batting and fielding.</p> <p>Identify what is the same and what is different about how their bodies work in each of these parts of the game.</p> <p>Warm up independently, using activities which focus on the types of fitness they need in the games.</p> <p><b>H&amp;F</b></p> <p><b>Core Task - The aim of this game is for a pair (one batter and one runner) to score as many runs as possible. Play the game two against four. One of the pair bats while the other runs. The batter is only allowed to hit the ball into one area of the field. Once the batter has hit the ball, the runner runs between two wickets or bases, scoring one run for getting there and back. The runner is not allowed to run if the fielders have caught the ball before it hits the ground, or after the fielders have got the ball back to the return base. After six balls, the batter swaps ends but still hits into the same area of the field. After 12 balls, the</b></p>	<p><b>longer times to reduce/increase effort. Use different courses e.g zigzag, circular, back and forth. Run while dribbling a ball or using a baton. Work in a relay team. Design mixed relays that use different skills.</b></p>
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Knowledge Progression – Physical Education (PE) - Years 1-6

			dance.		runner and the batter change roles. The fielders take it in turns to bowl, and must try to stop the pair from scoring.	
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## Knowledge Progression – Physical Education (PE) - Years 1-6

Year Group	Term 1 INVASION GAMES	Term 2 GYMNASTICS	Term 3 DANCE	Term 4 NET AND WALL GAMES	Term 5 STRIKING AND FIELDING	Term 6 MULTISKILLS AND ATHLETICS
6	<p><b>CHILDREN WILL BE TAUGHT TO:</b></p> <p>Understand that when team has ball they are attacking and when they haven't they are defending.</p> <p>Understand different ways of attacking and encourage them to use positions for their team carefully.</p> <p>Understand different ways to attack and defend.</p> <p>Choose right formations and tactics for attack and defence.</p> <p>Know how they support other players in attack and defence. <b>S&amp;A</b></p> <p>Understand how to get ready for games.</p> <p>Know some ideas for warm up exercises and routines.</p> <p>Know what makes a good warm up.</p> <p>Know what clothing and footwear is best to wear.</p>	<p><b>CHILDREN WILL BE TAUGHT TO:</b></p> <p>Make up a sequence and adapt it to different apparatus layouts.</p> <p>Use combinations of dynamics (pathways) to use space effectively.</p> <p>Make up own rule for longer, more complex sequences.</p> <p>Plan a sequence and adapt it to limited equipment.</p> <p>Work as a group and share roles fairly.</p> <p>Investigate different ways of working with a partner or small group.</p> <p>Use compositional ideas (contrasts and variation in shape, speed, level, timing and actions) <b>S&amp;A</b></p> <p>Know how gymnastics promotes strength, power and suppleness.</p> <p>Understand the importance of warming up.</p> <p>Value of exercise outside of school day.</p> <p>Devise effective warm up for gymnastics.</p>	<p><b>CHILDREN WILL BE TAUGHT TO:</b></p> <p>Choose material for dance phrases or dances and to explain their choices.</p> <p>Think about things they might include, eg in a group section – partner work, circle and straight line formations, unison and canon, exaggerated jumps and gestures to make movements comic.</p> <p>Understand musical phrasing and how to structure a dance.</p> <p>Listen to the accompaniment and link movements with the dance idea and the music. Listen to the music's expressive qualities and talk to the children about how the movements they use or the dance structure can be changed so that it fits the accompaniment better.</p> <p>Plan a simple dance framework using different forms, eg ABA, ABAC.</p> <p>Create a motif to show the dance idea, developing its expressive</p>	<p><b>CHILDREN WILL BE TAUGHT TO:</b></p> <p>Devise a scoring system.</p> <p>Hit the ball in the court away from opponent, how to outwit them using speed height and direction of ball.</p> <p>Know where to stand when attacking and defending. <b>S&amp;A</b></p> <p>Explain why they or others are playing well in the games.</p> <p>Know what they need to get better at and what to practice.</p> <p>Understand how to change court to make easier.</p> <p>Understand practices to help with precision and consistency and speed about the court. <b>E&amp;I</b></p> <p><b>Core Task - A progression of the core task in Year 5 is played with the following adaptations: raise the height of the net, so that it is above players' head height. Make the court a little narrower and longer. Introduce the rule that a</b></p>	<p><b>CHILDREN WILL BE TAUGHT TO:</b></p> <p>Work as a pair when bowling/wicket-keeping and fielding.</p> <p>Work together as a fielding team to cover the area and make it hard for the batter to score. Set a field for the batter's favourite shots.</p> <p>Bowl to help their fielders and make it hard for the batter. Think about hitting the ball away from the fielders.</p> <p>Gauge when and how far to run between wickets. When to use attacking shots and when to defend. Discuss which tactics work best. Explain the rules of the games. <b>S&amp;A</b></p> <p>Evaluate strengths and weaknesses in their own and others' performances and suggest improvements. <b>E&amp;I</b></p> <p><b>Core Task - The aim of this game is for pairs to score as many runs as possible in an innings of a set length. Start with a three-pair game. One</b></p>	<p><b>CHILDREN WILL BE TAUGHT TO:</b></p> <p>Develop the consistency of their actions in a number of events.</p> <p>Increase the number of techniques they use.</p> <p>Sustain pace over longer distances, e.g. sprint for seven seconds, run for one or two minutes.</p> <p>Throw with greater control, accuracy and efficiency.</p> <p>Perform a range of jumps showing power, control and consistency at both take-off and landing. <b>A&amp;D</b></p> <p>Understand why exercise is good for fitness, health and wellbeing.</p> <p>Say why some athletic activities can improve strength, power or stamina and explain how these can help their performance in other types of activity. <b>H&amp;F</b></p> <p><b>Core Task - Children to measure how long or high they can jump using standing jumps, jumps with run ups, combination jumps.</b></p>

	<p>Know how to check playing area.</p> <p>Know how playing invasion games helps your fitness and benefits of playing outside of school. <b>E&amp;I</b></p> <p><b>Core Task - The aim of the game is to beat the opposition by scoring more goals. Play the game four against four and then five against five. Play on a pitch that is 15m to 20m wide, and 30m to 40m long. Position one goal at each end of the pitch, with a shooting area of about 10m x 10m. At first, play without goalkeepers and only allow players to shoot when they are in the shooting area. Later, allow players to shoot from outside the area and add goalkeepers. Encourage teams to think about how they need to change the way they organise themselves to attack and defend in the different games.</b></p>	<p>Set out and do risk assessments on apparatus. <b>H&amp;F</b></p> <p><b>Core Task - Create and perform floor and apparatus for an audience that will include at least 8-10 elements. Include twisting and turning, flight, changes of direction and speed and contrasting shapes and balances.</b></p>	<p>qualities. <b>S&amp;A</b></p> <p>Understand how a dance is formed and performed. To evaluate, refine and develop their own and others' work. <b>E&amp;I</b></p> <p><b>Core Task – In pairs or small groups, create and perform a dance. Use a short video extract, eg 'Humboldt's Hog Nose Flea Dance' from 'Still Life at the Penguin Café', 'Cats' (Andrew Lloyd Webber), or 'West Side Story', to inspire your movements and ideas. For example, you could base your dance on an idea such as 'comical folk', human animals, fitting in with a gang. Take ideas from the video, choosing: movements and actions, eg skipping, hopping, jumping, lifting, supporting, different body shapes, stamping and striking sticks. Dance style, structure, eg solo, partner and group work; meeting, parting, over, under, around, follow, unison, canon. Patterning, eg circling, weaving, straight lines, facing Make sure you plan a dance framework for one, two, three or four sections, with different forms such as</b></p>	<p><b>point is scored by the hitter if the ball lands in court (this teaches the children basic volleying) It may be helpful to play with a shuttlecock, rather than a ball. Play short tennis singles and doubles with rules in place.</b></p>	<p><b>pair bats; one pair fields; and the third pair bowls and keeps wicket. The bowling pair take it in turns to bowl from either end (three, six or 12 balls each). Set a length for an innings, eg 12 balls, 24 balls. At the end of an innings, the pairs swap roles. Each pair starts with 10 runs, which they add to when batting by running or scoring boundaries. They lose five runs when they are run out, caught or bowled.</b></p>	<p><b>Children to use different ways to measure. Children to measure how well they can throw e.g for height, distance, with run ups and using different equipment.</b></p>
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Knowledge Progression – Physical Education (PE) - Years 1-6

			<b>AB, ABA, ABCDAB. You need to choose which sections are danced by individuals, and which in pairs or groups. Try taking on someone else's role in the dance. Try being the choreographer, costume or set designer.</b>			
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