

Ellwood Community Primary School

Believe, Achieve, Belong



Physical Education

As athletes we are active, healthy and display good sportsmanship

EYFS – Physical Development

Prerequisite skills for PE within the national curriculum

Prerequisite skills for PE within the national curriculum									
Early Learning Goal		Gross Motor Skills				Fine Motor Skills			
		• Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.				• Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.			
Specific Unit Skills									
Athletics	Ball Skills	Dance	Fitness	Fundamental	Gymnastics	Invasion Games	Net and Ball Games	Yoga	Target Games
Running: explore running and stopping safely. Jumping: explore jumping and hopping safely. Throwing: explore throwing to a target.	Sending: explore sending an object with hands and feet. Catching: explore catching to self and with a partner. Tracking: explore stopping a ball with hands and feet. Dribbling: explore dropping and catching with two hands and moving a ball with feet	Actions: explore how my body moves. Copy basic body actions and rhythms. Dynamics: explore actions in response to music and an idea. Space: begin to explore pathways and the space around me and in relation to others. Performance: perform short phrases of movement in front of others.	Agility: explore changing direction safely. Balance: explore balancing whilst stationary and on the move. Co-ordination: explore moving different body parts together. Speed: explore moving and stopping with control. Strength: explore taking weight on different body parts. Stamina: explore moving for extended periods of time.	Running: explore running and stopping. Explore changing direction safely. Balancing: explore balancing whilst stationary and on the move. Jumping: begin to explore take off and landing safely. Hopping: explore hopping on both feet. Skipping: explore skipping as a travelling action.	Shapes: show contrast with my body including wide/narrow, straight/curved. Balances: explore shapes in stillness using different parts of my body. Rolls: explore rocking and rolling. Jumps: explore jumping safely.	Sending & receiving : explore s&r with hands and feet using a variety of equipment. Dribbling: explore dropping and catching with two hands and moving a ball with their feet. Space: recognise their own space. Attacking & defending: explore changing direction and tagging games	Hitting: explore hitting a ball with hands and pushing with a racket. Feeding and rallying: explore sending and tracking a ball with a partner. Footwork: explore changing direction, running and stopping.	Balance: explore shapes in stillness using different parts of my body. Flexibility: explore shapes and actions to stretch my body. Strength: explore taking weight on different body parts. Mindfulness: explore my own feelings in response to an activity or task	Throwing: explore throwing using a variety of equipment. Catching: explore catching using a variety of equipment.
Specific Unit Knowledge									
Running: know that I use big steps to run and small steps to stop. Know that moving into space away from others helps to keep me safe. Jumping: know that bending my knees will help me to land safely. Throwing: Understand that bigger targets are easier to hit. Rules: know that rules help us to stay safe.	Sending know to look at the target when sending a ball. Catching: know to have hands out ready to catch. Tracking: know to watch the ball as it comes towards me and scoop it with two hands. Dribbling: know that keeping the ball close will help with control.	Actions: understand that I can move my body in different ways to create interesting actions. Dynamics: understand that I can change my action to show an idea. Space: know that if I move into space it will help to keep me and	Agility: know that moving into space away from others helps to keep me safe. Balance: know that I can hold my arms out to help me to balance. Co-ordination: know that moving my arms and legs at the same time helps me to walk, run and jump. Speed: know that I use big steps to run and small steps to stop. Strength: understand that I can hold my	Running: know that I use big steps to run and small steps to stop. Know that moving into space away from others helps to keep me safe. Balancing: know that I can hold my arms out to help me to balance. Jumping: know that bending my knees will help me to land safely. Hopping: understand that I use one foot to hop. Skipping:	Shapes: understand that I can make different shapes with my body. Balances: know that I should be still when holding a balance. Rolls: know that I can change my body shape to help me to roll. Jumps: know that bending	Sending & receiving: know to look at the target when sending a ball and watch the ball to receive it. Dribbling: know that keeping the ball close will help with control. Space: know that being in a space gives me room to play.	Hitting: know to point my hand/object at my target when hitting a ball. Feeding and rallying: know to look at the target when sending a ball and watch the ball to receive it. Footwork: know to use big steps to run and small steps to stop. Tactics: make simple decisions in response to a task. Rules: know that rules help us to stay safe.	Balance: know that it is easier to balance using more parts of my body than fewer parts. Flexibility: know that I can make my body longer by reaching out with my arms and legs. Strength: understand that	Throwing: know to point my hand at my target when throwing. Catching: know to have hands out ready to catch. Tactics: make simple decisions in response to a task.

		others safe. Performance: know that when watching others I sit quietly and clap at the end. Strategy: know that if I use lots of space, it helps to make my dance look interesting.	weight on different parts of my body. Stamina: understand that moving for a long time can make me feel tired.	know that if I hop then step that will help me to skip.	my knees will help me to land safely. Strategy: know that if I hold a shape and count to five people will see it clearly.	Attacking & defending: know that there are different roles in games. Tactics: make simple decisions in response to a task. Rules: know that rules help us to stay safe.		I can hold my weight on different parts of my body. Mindfulness: understand how movement makes me feel.	Rules: know that rules help us to stay safe.
Vocabulary									
Push stop jump space forwards safety balance backwards	Push stop jump space forwards safety balance backwards	Move copy shape space safely around travel sideways forwards backwards	Push stop jump space forwards safety balance backwards	Push stop jump space forwards safety balance backwards	Move copy shape over rock space around safely sideways travel forwards backwards	Team space catch throw safely bounce forward backward	Team space catch throw safely bounce forward backward	Move still space travel shape safely	Team space catch throw safely bounce forward backward

Year 1 Skills and Knowledge

Knowledge, Skills and Understanding breakdown for PE

Year 1 and 2

- 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
- Be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations
- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- Participate in team games, developing simple tactics for attacking and defending
- Perform dances using simple movement patterns

Year 1

Games and athletics	Gymnastics	Dance
Able to show control when running and jumping. Begin to apply running and jumping in a range of activities. Able to throw and catch balls of different sizes with some accuracy. Participate in team games.	Move with some control and awareness of space. Copy and remember actions. Stretch and curl to develop flexibility. Hold a position whilst balancing on different points of the body.	Copy and remember moves and positions. Move with control and coordination.

Specific Unit Skills

Athletics	Ball	Invasion game	Fitness	Net and ball games	Gymnastics	Dance	Striking and fielding	Fundamental	Yoga
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<p>Running: explore running at different speeds.</p> <p>Jumping: develop balance whilst jumping and landing. Explore hopping, jumping and leaping for distance.</p> <p>Throwing: explore throwing for distance and accuracy.</p>	<p>Sending: roll and throw with some accuracy towards a target.</p> <p>Catching: begin to catch with two hands. Catch after a bounce.</p> <p>Tracking: track a ball being sent directly.</p> <p>Dribbling: explore dribbling with hands and feet.</p>	<p>Sending & receiving: explore s&r with hands and feet to a partner.</p> <p>Dribbling: explore dribbling with hands and feet. Space: recognise good space when playing games. Attacking: explore changing direction to move away from a partner. Defending: explore tracking and moving to stay with a partner.</p>	<p>Agility: change direction whilst running.</p> <p>Balance: explore balancing in more challenging activities with some success.</p> <p>Co-ordination: explore co-ordination when using equipment.</p> <p>Speed: explore running at different speeds.</p> <p>Strength: explore exercises using my own body weight.</p> <p>Stamina: explore moving for longer periods of time and identify how it makes me feel.</p>	<p>Hitting: explore hitting a dropped ball with a racket.</p> <p>Feeding: throw a ball over a net to land into the court area.</p> <p>Rallying: explore sending a ball with hands and a racket.</p> <p>Footwork: use the ready position to move towards a ball.</p>	<p>Shapes: explore basic shapes straight, tuck, straddle, pike.</p> <p>Balances: perform balances making my body tense, stretched and curled.</p> <p>Rolls: explore barrel, straight and forward roll progressions.</p> <p>Jumps: explore shape jumps including jumping off low apparatus.</p>	<p>Actions: copy, remember and repeat actions to represent a theme. Create my own actions in relation to a theme.</p> <p>Dynamics: explore varying speeds to represent an idea.</p> <p>Space: explore pathways within my performance.</p> <p>Relationships: begin to explore actions and pathways with a partner.</p> <p>Performance: perform on my own and with others to an audience.</p>	<p>Striking: explore striking a ball with their hand and equipment. Fielding: develop tracking and retrieving a ball.</p> <p>Throwing: explore technique when throwing over and underarm. Catching: develop co-ordination and technique when catching.</p>	<p>Hopping: begin to explore hopping in different directions.</p> <p>Skipping: show co-ordination when turning a rope. Use rhythm to jump continuously in a French rope.</p> <p>Running: explore changing direction and dodging. Discover how the body moves at different speeds.</p> <p>Balancing: move with some control and balance. Explore stability and landing safely. Jumping: demonstrate control in take-off and landing when jumping.</p>	<p>Balance: perform balances and poses making my body tense, stretch and curled.</p> <p>Flexibility: explore poses and movements that challenge my flexibility.</p> <p>Strength: explore strength whilst transitioning from one pose to another.</p> <p>Mindfulness: recognise my own feelings in response to a task or activity</p>
Specific Unit Knowledge									
<p>Running: understand that if I swing my arms it will help me to run faster.</p> <p>Jumping: know that landing on the balls of my feet helps me to land with control. Understand that if I bend my knees it will help me to jump further.</p> <p>Throwing: know that stepping forward with my opposite foot to hand will help me to throw further.</p> <p>Rules: know that rules help us to play fairly.</p>	<p>Sending: know to face my body towards my target when rolling and throwing underarm to help me to balance.</p> <p>Catching: know to watch the ball as it comes towards me.</p> <p>Tracking: know to move my feet to get in the line with the ball.</p> <p>Dribbling: know that moving with a ball is called dribbling.</p>	<p>Sending & receiving: know to look at my partner before sending the ball. Dribbling: know that moving with a ball is called dribbling. Space: understand that being in a good space helps us to pass the ball. Attacking: know that being able to move away from a partner helps my team to pass me the ball.</p> <p>Defending: know that staying with a partner makes it more difficult for them to receive the ball.</p> <p>Tactics: know that tactics can help us when playing games. Rules: know that rules help us to play fairly.</p>	<p>Agility: understand that bending my knees will help me to change direction.</p> <p>Balance: know that looking ahead will help me to balance.</p> <p>Co-ordination: know that using the opposite arm to leg at the same time helps me to perform skills such as running and throwing.</p> <p>Speed: understand that if I swing my arms it will help me to run faster.</p> <p>Strength: understand that exercise helps me to become stronger. Stamina: understand that when I move for a long time it can make me feel hot and I breathe faster.</p>	<p>Hitting: know to use the centre of the racket for control. Feeding: know to use an underarm throw to feed to a partner.</p> <p>Rallying: know that throwing/hitting to my partner with not too much power will help them to return the ball.</p> <p>Footwork: know that using a ready position will help me to move in any direction. Tactics: know that tactics can help us to be successful when playing games. Rules: know that rules help us to play fairly.</p>	<p>Shapes: understand that I can improve my shapes by extending parts of my body.</p> <p>Balances: know that balances should be held for 5 seconds.</p> <p>Rolls: know that I can use different shapes to roll.</p> <p>Jumps: know that landing on the balls of my feet helps me to land with control.</p> <p>Strategy: know that if I use a starting and finishing</p>	<p>Actions: understand that actions can be sequenced to create a dance.</p> <p>Dynamics: understand that I can create fast and slow actions to show an idea.</p> <p>Space: understand that there are different directions and pathways within space.</p> <p>Relationships: understand that when dancing with a partner it is important to be aware of each other and keep in time.</p> <p>Performance:</p>	<p>Striking: understand the role of a batter. Know that striking quickly will increase the power.</p> <p>Fielding: understand that there are different roles within a fielding team. Know to move towards the ball to collect it to limit a batter's points.</p> <p>Throwing: know that stepping with opposite foot to throwing arm will help me to balance.</p> <p>Catching: know to use wide fingers and pull the ball in to my chest to help me to securely catch. Tactics: understand and apply simple tactics for attack (batting) and</p>	<p>Running: understand that bending my knees will help me to change direction. Understand that if I swing my arms it will help me to run faster.</p> <p>Balancing: know that looking ahead will help me to balance. Know that landing on my feet helps me to balance.</p> <p>Jumping: know that landing on the balls of my feet helps me to land with control.</p> <p>Hopping: know that I should hop with a soft bent knee.</p> <p>Skipping: know that I should use the opposite arm to leg</p>	<p>Balance: know that if I focus on something still it will help me to balance.</p> <p>Flexibility: know that yoga helps to improve flexibility which we need in everyday tasks.</p> <p>Strength: know that I can use my strength to move slowly and with control.</p> <p>Mindfulness: understand that yoga can make me feel happy.</p>

					position, people will know when my sequence has begun and when it has ended.	know that standing still at the start and at the end of the dance lets the audience know when I have started and when I have finished. Strategy: know that if I use exaggerated actions it helps the audience to see them clearly.	defence (fielding). Rules: know how to score points and follow simple rules.	when I skip. Know that jumping on the balls of my feet helps me to keep a consistent rhythm.	
Vocabulary									
far hop aim fast slow bend improve direction travel	far aim safely direction balance send	defender points dribbling attacker score partner	fast jump hop low direction balance bounce	ready position partner net underarm score points	action jump roll level direction speed point balance	counts pose level slow fast balance	hit points target throw score catch	fast hop slow direction land safely	feel breath listen slow

Year 2 Skills and Knowledge

Year 2									
Games and athletics			Gymnastics			Dance			
Use running, jumping, catching and throwing skills in combination. Develop simple tactics for attacking and defending. Use the terms 'opponent' and 'team-mate'. Engage in competitive and co-operative physical activities.			Show contrasts (such as small/tall, straight/curved and wide/narrow). Jump in a variety of ways and with increasing control and balance. Travel by rolling forwards, backwards and sideways. Link two or more actions to make a sequence. Climb safely on equipment.			Move with careful control and coordination. Link two or more actions to perform a sequence. Choose movements to communicate a mood, feeling or idea. Perform dances using simple movements.			
Specific Unit Skills									
Athletics	Ball Skills	Fitness	Fundamentals	Gymnastics	Invasion Games	Dance	Net and Wall Games	Striking and Fielding	Yoga
Running: develop the sprinting action. Jumping: develop jumping, hopping and skipping actions. Explore safely jumping for distance and height. Throwing: develop	Sending: roll, throw and kick a ball to hit a target. Catching: develop catching a range of objects with two hands. Catch with and without a bounce.	Agility: demonstrate improved technique when changing direction on the move. Balances: demonstrate increased balance whilst travelling along and over equipment.	Running: demonstrate balance when changing direction. Clearly show different speeds when running. Balancing: demonstrate balance when performing movements.	Shapes: explore using shapes in different gymnastic balances. Balances: remember, repeat and link combinations of	Sending & receiving: developing s&r with increased control. Dribbling: explore dribbling with hands and feet with increasing	Actions: accurately remember, repeat and link actions to express an idea. Dynamics: develop an understanding of dynamics. Space: develop the use of pathways	Hitting: develop hitting a dropped ball over a net. Feeding: accurately underarm throw over a net to a partner. Rallying: explore underarm rallying with	Throwing: develop co-ordination and technique when throwing over and underarm. Catching: catch with two hands with some co-ordination and technique.	Balance: remember, copy, and repeat sequences of linked poses. Flexibility: show increased awareness of extension in poses. Strength:

overarm throwing for distance.	Tracking: consistently track and collect a ball being sent directly. Dribbling: explore dribbling with hands and feet with increasing control on the move.	Co-ordination: perform actions with increased control when co-ordinating my body with and without equipment. Speed: demonstrate running at different speeds. Strength: demonstrate increased control in body weight exercises. Stamina: show an ability to work for longer periods of time.	Jumping: demonstrate jumping for distance, height and in different directions. Hopping: demonstrate hopping for distance, height and in different directions. Skiping: explore single and double bounce when jumping in a rope.	gymnastic balances. Rolls: explore barrel, straight and forward roll and put into sequence work. Jumps: explore shape jumps and take off combinations.	control on the move. Space: explore moving into space away from others. Attacking: developing moving into space away from defenders. Defending: explore staying close to other players to try and stop them getting the ball.	and travelling actions to include levels. Relationships: explore working with a partner using unison, matching and mirroring. Performance: develop the use of facial expressions in my performance.	a partnstrir catching after one bounce. Footwork: consistently use the ready position to move towards a ball.	Striking: develop striking a ball with their hand and equipment with some consistency. Fielding: develop tracking a ball and decision making with the ball.	demonstrate increased control in performing poses. Mindfulness: explore controlling my focus and sense of calm	
Specific Unit Knowledge										
Running: know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster. Jumping: know that swinging my arms forwards will help me to jump further. Throwing: know that I can throw in a straight line by pointing my throwing hand at my target as I let go of the object. Rules: know how to follow simple rules when working with others.	Sending: know that stepping with opposite foot to throwing arm will help me to balance. Catching: know to use wide fingers and pull the ball in to my chest to help to securely catch. Tracking: know that it is easier to move towards a ball to track it than chase it. Dribbling: know to keep my head up when dribbling to see space/opponents.	Agility: know using small quick steps helps me to change direction. Balance: understand that I can squeeze my muscles to help me to balance. Co-ordination: understand that some skills require me to move body parts at different times such as skipping. Speed : know that I take shorter steps to jog and bigger steps to run. Strength: know that strength helps us with everyday tasks such as carrying our school bag. Stamina: know that I need to run slower if running for a long period of time.	Running: know that putting weight into the front of my feet helps me to stop in a balanced position. Know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster. Balancing: understand that squeezing my muscles helps me to balance. Jumping: know that swinging my arms forwards will help me to jump further. Hopping: know that if I look straight ahead it will stop me falling over when I land. Skiping: know that I should swing opposite arm to leg to help me balance when skipping without a rope.	Shapes: know that some shapes link well together. Balances: understand that squeezing my muscles helps me to balance. Rolls: understand that there are different teaching points for different rolls. Jumps: understand that looking forward will help me to land with control. Strategy: know that if I use shapes that link well together it will help my sequence to flow.	Sending & receiving: know to control the ball before sending it. Dribbling: know that keeping my head up will help me to know where defenders are. Space: know that moving into space away from defenders helps me to pass and receive a ball. Attacking: know that when my team is in possession of the ball, I am an attacker and we can score. Defending: know that when my team is not in possession of the ball, I am a defender and we need to try to get the ball. Know that standing between the ball and the attacker will help me to stop them from getting the	Actions: know that sequencing actions in a particular order will help me to tell the story of my dance. Dynamics: understand that I can change the way I perform actions to show an idea. Space: know that I can use different directions, pathways and levels in my dance. Relationships: know that using counts of 8 will help me to stay in time with my partner and the music. Performance: know that using facial expressions helps to show the mood of my dance. Strategy: know that if I practice my dance my performance will improve.	Hitting: know to watch the ball as it comes towards me to help me to prepare to hit it. Feeding: know to place enough power on a ball to let it bounce once but not too much so that my partner can't return it. Rallying: know that sending the ball towards my partner will help me to keep a rally going. Footwork: know that using a ready position helps me to react quickly and return/catch a ball. Tactics: understand that applying simple tactics makes it difficult for my opponent. Rules: know how to score points and follow simple rules.	Striking: understand the role of a batter. Know that striking quickly will increase the power. Fielding: understand that there are different roles within a fielding team. Know to move towards the ball to collect it to limit a batter's points. Throwing: know that stepping with opposite foot to throwing arm will help me to balance. Catching: know to use wide fingers and pull the ball in to my chest to help me to securely catch. Tactics: understand and apply simple tactics for attack (batting) and defence (fielding). Rules : know how to score points and follow simple rules.	Balance: understand that I can squeeze my muscles to help me to balance. Flexibility: know that flexibility helps us to stretch our muscles and increase the movement in our joints. Strength: know that strength helps us with everyday tasks such as carrying our school bag. Mindfulness: understand that I can use yoga to make me feel calm.	

					ball. Tactics: understand and apply simple tactics for attack and defence. Rules: know how to score points and follow simple rules.					
Vocabulary										
Sprint job distance height take off landing overarm underarm	overarm collect target underarm dribble distance	Strong pace race speed jog steady sprint	dodge jog hurdle speed steady sprint	link pathway sequence tuck straddle speed star pike	Received send teammate chest pass possession goal dodge bounced pass	Mirror action pathway direction speed timing	Receive quickly trap defend return collect against	Fielder batter runs send received teammate bowler	focus pose position create flow choose	

Year 3 Skills and Knowledge

Knowledge, Skills and Understanding breakdown for PE										
Year 3 and 4										
<div><div><div></div><div>Apply and develop a broader range of skills, learning how to use them in different ways</div></div><div><div></div><div>Enjoy communicating, collaborating and competing with each other</div></div><div><div></div><div>Develop an understanding of how to improve in different physical activities and sports</div></div><div><div></div><div>Use running, jumping, throwing and catching in isolation and in combination</div></div><div><div></div><div>Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</div></div><div><div></div><div>Develop flexibility, strength and balance</div></div><div><div></div><div>Perform dances using a range of movement patterns</div></div><div><div></div><div>Swim competently, confidently and proficiently over a distance of at least 25 metres</div></div></div>										
Year 3										
Games and Athletics		Gymnastics		Dance		Swimming				
Throw and catch with control and accuracy. Use rolling, hitting, running, jumping, catching and kicking skills in combination. Follow the rules of the game and play fairly. Communicate and collaborate with other team members. Sprint over a short distance up to 60 metres. Jump in a number of ways, using a run up where appropriate.		Refine movements into sequences. Show changes of direction, speed and level during a performance. Travel in a variety of ways, including flight, by transferring weight to generate power in movements.		Refine movements into sequences. Change speed and levels within a performance.		Swim unaided up to 25 metres. Use one basic stroke, breathing correctly. Control leg movements.				
Specific Unit Skills										
Invasion Games	Athletics	Fundamental	Fitness	Dance	Gymnastics	Ball Skills	Net and Wall Games	Striking and Fielding	Target Games	Yoga
Attacking: develop movement skills to lose a defender. Explore shooting actions in a	Running: develop the sprinting technique and	Running: change direction. Show an increase and decrease in speed.	Agility: show balance when changing direction. Balance:	Actions: create actions in response to a stimulus	Shapes: explore matching and contrasting shapes. Balances: explore point	Sending: send a ball with accuracy and increasing consistency to a	Shots: explore returning a ball using shots such as the forehand	Striking: begin to strike a bowled ball after a bounce with different	Throwing: explore throwing at a moving target.	Balance: demonstrate increased control when in poses. Flexibility: explore poses and

range of invasion games. Defending: develop tracking opponents to limit their scoring opportunities.	apply it to relay events. Jumping: develop technique when jumping for distance in a range of approaches and take off positions. Throwing: explore the technique for a pull throw.	Balancing: demonstrate balance when performing other fundamental skills. Jumping and hopping: link jumping and hopping actions. Skipping: jump and turn a skipping rope	explore more complex activities which challenge balance. Co-ordination: co-ordinate my body with increased consistency in a variety of activities. Speed: explore sprinting technique. Strength: explore building strength in different muscle groups. Stamina: explore using my breath to increase my ability to work for longer periods of time.	individually and in groups. Dynamics: use dynamics effectively to express an idea. Space: use direction to transition between formations. Relationships: develop an understanding of formations. Performance: perform short, self-choreographed phrases showing an awareness of timing.	and patch balances and transition smoothly into and out of them. Rolls: develop the straight, barrel, and forward roll. Jumps: develop stepping into shape jumps with control.	target. Catching: catch a range of objects with increasing consistency. Tracking: track a ball not sent directly. Dribbling: dribble a ball with hands and feet with control.	and backhand. Rallying: explore rallying using a forehand. Footwork: consistently use and return to the ready position in between shots	equipment. Fielding: explore bowling to a target and fielding skills to include a two-handed pick up. Throwing: use overarm and underarm throwing in game situations. Catching: catch with some consistency in game situations	Catching (dodgeball): begin to catch whilst on the move. Striking: begin to strike a ball with accuracy and balance.	movement in relation to my breath. Strength: explore arm balances with some control. Mindfulness: develop my ability to stay still and keep my focus.
Specific Unit Knowledge										
Sending & receiving: know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately. Dribbling: know that dribbling is an attacking skill which helps us to move towards a goal or away from defenders. Space: know that by spreading out as a team we move the defenders away from each other. Attacking and defending: know my role as an attacker and defender. Tactics: know that using simple tactics will help my team to achieve an outcome e.g. we will each mark a player to help us to gain possession. Rules:	Running: understand that leaning slightly forwards helps to increase speed. Leaning my body in the opposite direction to travel helps to slow down. Jumping: know that if I jump and land in quick succession, the momentum will help me to jump further. Throwing: understand that the speed of the movement helps to create power. Rules: know the rules of the	Running: understand that leaning slightly forwards helps to increase speed (acceleration). Leaning my body in the opposite direction to travel helps to slow down (deceleration). Balancing: understand how balance helps us with everyday tasks. Jumping and hopping: know that if I jump and land in quick succession, momentum will help me to jump further. Skipping: understand that I should turn the rope from my wrists with	Agility: understand how agility helps us with everyday tasks. Balance: understand how balance helps us with everyday tasks. Co-ordination: understand how co-ordination helps us with everyday tasks. Speed: understand that leaning slightly forwards helps to increase speed. Leaning my body in the opposite direction to travel helps to slow down. Strength: know that when	Actions: understand that sharing ideas with others enables my group to work collaboratively and try ideas before deciding on the best actions for our dance. Dynamics: understand that all actions can be performed differently to help to show effect. Space: understand that I can use space to help my dance to	Shapes: understand how to use body tension to make my shapes look better. Balances: understand that I can make my balances look interesting by using different levels. Rolls: understand the safety considerations when performing more difficult rolls. Jumps: understand that I can change the take off and shape of my jumps to make them look interesting. Strategy: know that if I use different levels it will help to make my sequence look interesting.	Sending: know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately. Catching: know to move my feet to the ball. Tracking: know that using a ready position will help me to react to the ball. Dribbling: know that dribbling is an attacking skill used in games which helps us to move towards a goal or away from defenders.	Shots: know that pointing the racket face/my hand where I want the ball to go and turning my body will help me to hit accurately. Rallying: know that hitting towards my partner will help them to return the ball easier and keep the rally going. Footwork: know that moving to the middle of my court will enable me to cover the most space. Tactics: know that using simple tactics will help to	Striking: know that striking to space away from fielders will help me to score. Fielding: know to look at where a batter is before deciding what to do. Know to communicate with teammates before throwing them a ball. Throwing: know that overarm throwing is used for long distances and underarm throwing for shorter distances. Catching: know to move my feet to the ball. Tactics: know that using simple tactics will	Throwing: know to throw slightly ahead of a moving target. Catching (dodgeball): know that beginning in a ready position will help me to react to the ball. Striking: know that using a bigger swing will give me more power. Tactics: know that using simple tactics will help my team to achieve an outcome e.g. spread out so that we are harder to aim for.	Balance: understand that if I use the whole of the body part in contact with the floor, it will help me to balance. Flexibility: know that if I move as I breathe out I can stretch a little bit further. Strength: understand that I need to use different muscles for different poses. Mindfulness: know that I can use my breath to focus.




know the rules of the game and begin to apply them.	event and begin to apply them.	wide hands to create a gap to step through.	completing strength activities they need to be performed slowly and with control to help me to stay safe. Stamina: understand how stamina helps us in other life activities.	flow. Relationships: understand that 'formation' means the same in dance as in other activities such as football, rugby and gymnastics. Performance: understand that I can use timing techniques such as canon and unison to create effect. Strategy: know that if I show sensitivity to the music, my performance will look more complete.			achieve an outcome e.g. if we spread out, we can cover more space. Rules: know the rules of the game and begin to apply them.	help my team to achieve an outcome e.g. we will spread out to deny space. Rules: know the rules of the game and begin to apply them.	Rules: know the rules of the game and begin to apply them.	
Vocabulary										
Power stamina officiate perseverance determination accuracy personal best	Track receive chest shoulder overhead accurate	Receiver rules putt dodge court/course drive block	Distance strength balance accurately control	Distance technique control tension coordination rhythm	Flow perform match explore feedback create expression	Flow matching interesting explore control create contrasting	Receiver interception mark footwork travelling rebound playing area tracking	Serve racket control accurately rally track opponent	Strike grip rounder backstop bowl post wicket batting wicket keeper fielding	Perform strength flexibility perform link technique

Year 4 Skills and Knowledge

Knowledge, Skills and Understanding breakdown for PE

Year 3 and 4

- ✚ Apply and develop a broader range of skills, learning how to use them in different ways
 - ✚ Enjoy communicating, collaborating and competing with each other
- ✚ Develop an understanding of how to improve in different physical activities and sports
 - ✚ Use running, jumping, throwing and catching in isolation and in combination
- ✚ Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending

 Develop flexibility, strength and balance
 Perform dances using a range of movement patterns
 Swim competently, confidently and proficiently over a distance of at least 25 metres

Year 4

Games and Athletics	Gymnastics	Dance	Swimming	Outdoor adventurous
Maintain possession of a ball (e.g. with feet, a hockey stick or hands). Strike a ball and field with control. Pass to team mates at appropriate times. Choose appropriate tactics to cause problems for the opposition. Lead others and act as a respectful team member. Run over a longer distance, conserving energy in order to sustain performance. Use a range of throwing techniques (such as under arm, over arm). Throw with accuracy to hit a target or cover a distance. Compete with others and aim to improve personal best performances.	Move in a clear, fluent and expressive manner. Plan, perform and repeat sequences. Show a kinaesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances, experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). Swing and hang from equipment safely (using hands).	Move in a clear, fluent and expressive manner. Plan, perform and repeat sequences. Create dances and movements that convey a definite idea. Develop physical strength and suppleness by practising moves and stretching.	Swim between 25 and 50 metres unaided. Use more than one stroke and coordinate breathing as appropriate for the stroke being used. Coordinate leg and arm movements. Swim at the surface and below the water.	Arrive properly equipped for outdoor and adventurous activity. Show an ability to both lead and form part of team. Support others and seek support if required when the situation dictates. Show resilience when plans do not work and initiative to try new ways of working. Remain aware of changing conditions and change plans if necessary.

Specific Unit Skills

Athletics	Ball Skills	Target Games	Fitness	Fundamentals	Dance	Gymnastics	Invasion Games	Net and Wall Games	Striking and Fielding	Yoga	Swimming
Running: develop an understanding of speed and pace in relation to distance. Develop power and speed in the sprinting technique. Jumping: develop technique when jumping for distance. Throwing: explore power and technique when throwing for distance in a pull and heave throw.	Catching: catch a range of objects with increasing consistency. Tracking: track a ball not sent directly. Dribbling: dribble a ball with hands and feet with control. Sending: send a ball with accuracy and increasing consistency to a target.	Throwing: explore throwing at a moving target. Catching (dodgeball): begin to catch whilst on the move. Striking: begin to strike a ball with accuracy and balance.	Agility: show balance when changing direction at speed. Balance: show control whilst completing activities which challenge balance. Co-ordination: explore increased speed when co-ordinating my body. Speed: demonstrate improved sprinting technique. Strength: develop building strength in different muscle groups. Stamina: demonstrate using my breath to maintain my work rate	Running: change direction quickly under pressure. Demonstrate when and how to accelerate and decelerate. Balancing: demonstrate good balance and control when performing other fundamental skills. Jumping and hopping: link hopping and jumping actions with other fundamental skills. Skiing: consistently skip in a rope.	Actions: respond imaginatively to a range of stimuli related to character and narrative. Dynamics: change dynamics confidently within a performance to express changes in character. Space: confidently use changes in level, direction and pathway. Relationships: use action and reaction to represent an idea. Performance: perform complex dances that communicate narrative and character well, performing clearly and fluently.	Shapes: develop the range of shapes I use in my sequences. Inverted movements: develop strength in bridge and shoulder stand. Balances: develop control and fluency in individual and partner balances. Rolls: develop the straight, barrel, forward and straddle roll and perform them with increased control. Jumps: develop control in performing and landing rotation jumps.	Sending & receiving: develop passing techniques appropriate to the game with increasing success. Catch a ball using one and two hands and receive a ball with feet/object with increasing success. Dribbling: link dribbling the ball with other actions and change direction whilst	Shots: demonstrate technique when using shots playing co-operatively and beginning to execute this competitively. Rallying: develop rallying using both forehand and backhand with increased technique. Footwork: begin to use appropriate footwork patterns to move around the court.	Throwing: use overarm and underarm throwing with increased consistency in game situations. Catching: begin to catch with one and two hands with some consistency in game situations.	Balance: explore using my breath to maintain balance within a pose. Flexibility: demonstrate increased extension in poses. Strength: demonstrate increased control and strength when in a pose. Mindfulness: engage with mindfulness activities with	Strokes: understand what keeping my legs together for crawl helps me to stay straight in the water. Breathing: know that breathing out with a slow consistent breath enables me to swim for longer before needing another breath. Water safety: know what to do if I fall in the water. Rules: understand the water safety rules.

							dribbling with some control. Space: develop moving into space to help my team. Attacking: change direction to lose an opponent with some success. Defending: develop defending one on one and begin to intercept.			increased focus.		
Specific Unit Knowledge												
Running: understand that I need to pace myself when running further or for a long period of time. Understand that a high knee drive, pumping my arms and running on the balls of my feet gives me power. Jumping: understand that transferring weight will help me to jump further. Throwing: understand that transferring weight will help me to throw further. Rules: know and understand the rules to be able to	Sending: know that I can use a variety of ways to send the ball and it may depend on the situation e.g. distance, speed, if there is a defender. Catching: know to adjust my hands to the height of the ball. Tracking: know that tracking a ball is an important skill used in games activities and be able to give examples of this. Dribbling: know that dribbling with soft hands/touches will help me to keep control.	Throwing: know that one handed throws are used for speed and accuracy. Know that keeping my elbow high and stepping with my opposite foot will help to increase the power. Catching (dodgeball): know that moving my feet to a ball and pulling it in to my chest will help me to catch more consistently. Striking: know that using a smooth action will help to increase	Agility: know that keeping my elbows bent when changing direction will help me to stay balanced. Balance: understand that I need to squeeze different muscles to help me to stay balanced in different activities. Co-ordination: understand that if I begin in a ready position I can react quicker. Speed: understand that a high knee drive, pumping my arms and running on the balls of my feet gives me power. Strength: understand that strength comes from different muscles and know	Running: understand that a change of direction and speed can help to get past or away from an opponent. Balancing: understand that I need to squeeze different muscles to help me to stay balanced in different activities. Jumping and hopping: know that swinging my non-hopping foot helps to create momentum. Skipping: understand that keeping my chest up helps me to stay balanced.	Actions: understand that some actions are better suited to a certain character, mood or idea than others. Dynamics: understand that some dynamics are better suited to a certain character, mood or idea than others. Space: understand that space can be used to express a certain character, mood or idea. Relationships: understand that some relationships are better suited to a certain character, mood or idea than others. Performance: know that being aware of other performers in my group will help us to move in time. Strategy: know that I can select from a range	Shapes: understand how shapes can be used to improve my sequence. Inverted movements: know that inverted movements are actions in which my hips go above my head. Balances: know how to keep myself and others safe when performing partner balances. Rolls: understand that I can keep the shape of my roll using body tension. Jumps: know that I can control my landing by landing toes first, looking forwards and bending my knees. Strategy: know that if I use different directions	Sending & receiving: know that cushioning a ball will help me to control it when receiving it. Dribbling: know that protecting the ball as I dribble will help me to maintain possession. Space: know that moving into space will help my team keep possession and score goals. Attacking: recognise when to pass and when to shoot. Defending:	Shots: understand when to play a forehand and a backhand and why. Rallying: know that moving my feet to the ball will help me to hit in a more balanced position therefore increasing the accuracy of my shot. Footwork: know that getting my feet in the right position will help me to balance before playing a shot. Tactics: know that applying attacking tactics will help me to score points and create space.	Striking: know that using the centre of the bat will provide the most control and accuracy. Fielding: know that it is easier to field a ball that is coming towards me rather than away so set up accordingly. Throwing: understand that being balanced before throwing will help to improve the accuracy of the throw. Catching: know to track	Strokes: understand that keeping my legs together for crawl helps me to stay straight in the water. Breathing: know that breathing out with a slow consistent breath enables me to swim for longer before needing another breath. Water safety: know what to do if I fall in the water. Rules: understand the water safety rules.	Strokes: understand that keeping my legs together for crawl helps me to stay straight in the water. Breathing: know that breathing out with a slow consistent breath enables me to swim for longer before needing another breath. Water safety: know what to do if I fall in the water. Rules: understand the water safety rules.	

manage our own events.		accuracy. Tactics: know that applying attacking tactics will help me to score points and get opponents out. Know that applying defending tactics will help me to stay in the game. Rules: know and understand the rules to be able to manage our own game.	how I can improve my strength. Stamina: understand that I need to pace myself when running further or for a long period of time.		of dance techniques to translate my idea.	it will help to make my sequence look interesting.	know when to mark and when to attempt to win the ball. Tactics: know that applying attacking tactics will help to maintain possession and score goals. Know that applying defending tactics will help to deny space, gain possession and stop goals. Rules: know and understand the rules to be able to manage our own game.	Know that applying defending tactics will help me to deny space, return a ball and limit points. Rules: know and understand the rules to be able to manage our own game.	the ball as it is thrown to help to improve the consistency of catching. Tactics: know that applying attacking tactics will help to score points and avoid getting out. Know that applying defending tactics will help to deny space, get opponents out and limit points. Rules: know and understand the rules to be able to manage our own game.		
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Vocabulary

Power stamina officiate perseverance determination accuracy personal best	Release consistency technique control persevere	Communicate chipping opponent swing align protect	Technique progress muscle co-ordination healthy stamina	Momentum accelerate pace decelerate transfer stability	Represent reaction dynamics unison control	Technique quality apparatus perform extension inverted	Outwit opposition opponent contact pivot court field pitch	Outwit receiver court backhand forehand	Stance two- handed pick up retrieve technique opposition stumped short barrier	Grounded relax mindfulness stable down dog control	Survival stroke hudd alternate treading water buoyancy
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Year 5 Skills and Knowledge

Knowledge, Skills and Understanding breakdown for PE

Year 5 and 6

- 🏆 Apply and develop a broader range of skills, linking them to make actions and sequences of movement
- 🏆 Enjoy communicating, collaborating and competing with each other
- 🏆 Learn how to evaluate and recognise their own success

- ✚ Develop flexibility, strength, technique, control and balance
- ✚ Perform dances using a range of movement patterns
- ✚ Take part in outdoor and adventurous activity challenges both individually and within a team
- ✚ Compare their performances with previous ones and demonstrate improvement to achieve their personal best
- ✚ Use a range of strokes effectively
- ✚ Perform safe self-rescue in different water-based situations

Year 5

Games and Athletics			Gymnastics	Dance	Swimming	Outdoor adventurous						
Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking etc.). Work alone, or with team mates, in order to gain points or possession. Choose the most appropriate tactics for a game. Uphold the spirit of fair play and respect in all competitive situations. Choose the best pace for running over a variety of distances. Show control in take off and landings when jumping. Compete with others and keep track of personal best performances, setting targets for improvement.			Hold shapes that are strong, fluent and expressive. Vary speed, direction, level and body rotation during floor performances. Demonstrate good kinaesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions). Use equipment to vault and to swing (remaining upright).	Compose creative and imaginative dance sequences. Perform expressively and hold a precise and strong body posture. Plan to perform with high energy, slow grace, or other themes, and maintain this throughout a piece.	Swim fluently with controlled strokes. Turn efficiently at the end of a length.	Understand the need to show accomplishments in managing risks. Use maps, compasses and digital devices to orientate themselves. Select appropriate equipment for outdoor and adventurous activity. Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt.						
Specific Unit Skills												
Dance	Fitness	Fundamentals	Gymnastics	Invasion Games	Net and Wall Games	OAA	Striking and Fielding	Swimming	Target Games	Yoga	Athletics	Ball Skills
Actions: choreograph dances by using, adapting and developing actions and steps from different dance styles. Dynamics: confidently use dynamics to express different dance styles. Space: confidently use direction and patterning to express different dance styles. Relationships: confidently use formations, canon and unison to	Agility: demonstrate improved body posture and speed when changing direction. Balance: change my body position to maintain a controlled centre of gravity. Co-ordination: demonstrate increased speed when co-ordinating my body. Speed: apply the best pace for a set distance or	Running: demonstrate improved body posture and balance when changing direction. Accelerate and decelerate appropriately for the situation. Balancing: consistently demonstrate good balance when performing other fundamental skills. Jumping and hopping: demonstrate good technique and co-ordination when linking jumps. Skipping: show a range of skills when skipping in a rope	Shapes: perform shapes consistently and fluently linked with other gymnastic actions. Inverted movements: explore progressions of a cartwheel. Balances: explore symmetrical and asymmetrical balances. Rolls: develop control in the straight, barrel, forward, straddle and backward roll. Jumps: select a range of jumps to include in sequence work.	Sending & receiving: develop control when s&r under pressure. Dribbling: dribble with some control under pressure. Space: explore moving to create space for themselves and others in their team. Attacking: use a variety of techniques to lose an opponent e.g. change of direction or speed.	Shots: develop the range of shots used in a variety of games. Serving: develop the range of serving techniques appropriate to the game. Rallying: use a variety of shots to keep a continuous rally. Footwork: demonstrate effective footwork patterns to move around the court.	Problem solving: explore tactical planning within a team to overcome increasingly challenging tasks. Navigational skills: develop navigational skills and map reading in increasingly challenging tasks. Communication: explore a variety of communication methods with increasing success.	Striking: explore defensive and driving hitting techniques and directional batting. Fielding: develop over and underarm bowling technique. Develop long and short barrier and two handed pick up. Throwing: demonstrate good technique when using a variety of throws under pressure. Catching:	Strokes: demonstrate increased technique in a range of stokes, swimming over a distance of 25m. Breathing: explore underwater breaststroke breathing technique over a distance of 25m. Water safety: explore safety techniques to include the H.E.L.P and huddle positions.	Throwing: demonstrate clear technique and accuracy when throwing at a target. Catching (dodgeball): demonstrate good technique and consistency in catching skills. Striking: develop a wider range of striking techniques and begin to use them under pressure.	Balance: use my breath to maintain balance within an individual and partner pose. Flexibility: develop flexibility by connecting movement with breath. Strength: demonstrate increased control and strength when in and transitioning between poses. Mindfulness: explore	Running: apply fluency and co-ordination when running for speed in relay changeovers. Effectively apply speeds appropriate for the event. Jumping: explore technique and rhythm in the triple jump. Throwing: Develop technique and power in javelin and shot put.	Sending: demonstrate clear technique when sending a ball under pressure. Catching: demonstrate good technique under pressure. Tracking: demonstrate a range of techniques when tracking and collecting a ball. Dribbling: dribble with some control under pressure.

express a dance idea. Performance: perform dances expressively, using a range of performance skills, showing accuracy and fluency.	time. Strength: demonstrate increased technique in body weight exercises. Stamina: use a steady pace to be able to move for sustained periods of time Agility: demonstrate improved body posture and speed when changing direction.			Defending: develop tracking and marking with increased success. Explore intercepting a ball using one and two hands.			explore catching skills (close/deep and wicket keeping) and apply these with some consistency in game situations.			methods I can use to control how I feel		
Specific Unit Knowledge												
Actions: understand that different dance styles utilise selected actions to develop sequences in a specific style. Dynamics: understand that different dance styles utilise selected dynamics to express mood. Space: understand that space relates to where my body moves both on the floor and in the air. Relationships: understand that different dance styles utilise selected relationships to	Agility: understand that to change direction I push off my outside foot and turn my hips. Balance: understand that dynamic balances are harder than static balances as my centre of gravity changes. Co-ordination: understand that people will have varying levels of co-ordination and that I	Running: understand that to change direction, I push off my outside foot and turn my hips. Balancing: understand that balance is a skill used in many different activities and everyday life. Jumping and hopping: understand that there are different techniques for different situations. Skipping: understand that people will have varying levels of skipping ability and that I can get better with practice.	Shapes: understand that shapes underpin all other skills. Inverted movements: understand that sometimes I need to move slowly to gain control and other times I need to move quickly to build momentum. Balances: understand how to use contrasting balances to make my sequences look interesting. Rolls: understand that I need to work within my own capabilities and this may be different to others. Jumps: understand that I	Sending & receiving: know that not having a defender between myself and a ball carrier enables me to s&r with better control. Dribbling: know that dribbling in different directions will help to lose a defender. Space: know that by moving to space even if not receiving the ball will create space for a teammate. Tactics:	Shots: know which skill to choose for the situation e.g. a volley if the ball is close to the net. Serving: know that serving is how to start a game or rally and use the rules applied to the activity for serving. Rallying: know that playing the appropriate shot will help to keep the rally going. Know that control is more important than power to	Problem solving: recognise that there may be more than one way to solve a challenge and that trial and error may help to guide me to the best solution. Navigational skills: use a key to identify objects and locations. Communication: know to be descriptive but concise when giving instructions e.g. 'two steps to the left'. Reflection: reflect on when I am successful	Striking: understand that stance is important to allow me to be balanced as I hit. Fielding: know that backing up a fielder as a ball is being thrown will help to increase the chances of fielding successfully. Throwing: understand where to throw the ball in relation to where a batter is. Catching: understand when to use a close catch	Strokes: understand that pulling harder through the water will enable me to travel the distance in fewer strokes and travel faster. Breathing: know that breathing every three strokes helps to balance my stroke and allows me to practise breathing on both sides. Water safety: know that a group of people can huddle together to conserve body heat, support each other and provide a larger target for rescuers. Rules: understand rules in and around water.	Throwing: know to aim low to make it difficult for an opponent to catch. Catching (dodgeball): know to stay towards the back of the court area to give me more time to catch. Striking: know that aligning my body and equipment before striking will help me to be balanced. Tactics: understand the need for tactics and identify when	Strokes: understand that pulling harder through the water will enable me to travel the distance in fewer strokes and travel faster. Breathing: know that breathing every three strokes helps to balance my stroke and allows me to practise breathing on both sides. Water safety: know that a group of people can huddle	Running: understand that taking big consistent strides will help to create a rhythm that allows me to run faster. Understand that keeping a steady breath will help me when running longer distances. Jumping: know that if I drive my knees high and fast I can	Sending: know that controlling a ball before sending it will allow me to send it accurately. Catching: understand when to use different types of catching. Tracking: know that tracking a ball will help me to collect/stop/receive it quickly and successfully. Dribbling: know that dribbling in different directions will help me to lose a defender in game situations.

express mood. Performance: understand what makes a performance effective and know how to apply these principles to my own and others' work. Strategy: know that if I use dance principles it will help me to express an atmosphere or mood.	can get better with practice. Speed: understand that taking big consistent strides will help to create a rhythm that allows me to run faster. Strength: know the muscles I am using by name. Stamina: understand that keeping a steady breath will help me to move for longer periods of time.		can use jumps to link actions and changing the shape of these will make my sequence look interesting. Strategy: know that if I use different pathways it will help to make my sequence look interesting.	understand the need for tactics and identify when to use them in different situations. Rules: understand and apply rules in a variety of invasion games whilst playing and officiating.	keep a rally going. Footwork: know that using small, quick steps will allow me to adjust my stance to play a shot. Tactics: understand the need for tactics and identify when to use them in different situations. Rules: understand and apply rules in a variety of net and wall games whilst playing and officiating.	at solving challenges and alter my methods in order to improve. Rules: know that abiding by rules will enable my classmates to complete the course e.g. not moving controls.	technique or deep catch technique. Tactics: understand the need for tactics and identify when to use them in different situations. Rules: understand and apply rules in a variety of striking and fielding games whilst playing and officiating.		to use them in different situations. Rules: understand and apply rules in a variety of target games whilst playing and officiating.	together to conserve body heat, support each other and provide a larger target for rescuers. Rules: understand rules in and around water.	build power and therefore distance in my jumps. Throwing: know how to transfer my weight in different throws to increase the distance. Rules: understand and apply rules in a variety of events using official equipment	
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Vocabulary

formation posture performance canon relationship	Techniques agility moment drive rhythm power	N/A	Symmetrical asymmetrical rotation synchronisation aesthetics progression canon	Tactics offside control foul support pressure obstruction onside	Tactics volley co-operatively footwork continuously set dig	Tactical collaborate control card collective orienteeing navigation	Overtake pressure tracking backing up outwit support tactics	Exhale flutter kick personal best somersault surface personal best inhale	Par tactics hole officiate pressure fair play power	Quality develop notice high lunge calm fluidity	Technique down sweep upsweep[flight rhythm stride	N/A
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Year 6 Skills and Knowledge

Knowledge, Skills and Understanding breakdown for PE

Year 5 and 6

- ✚ Apply and develop a broader range of skills, linking them to make actions and sequences of movement
 - ✚ Enjoy communicating, collaborating and competing with each other
 - ✚ Learn how to evaluate and recognise their own success
 - ✚ Develop flexibility, strength, technique, control and balance
 - ✚ Perform dances using a range of movement patterns

- Take part in outdoor and adventurous activity challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best
- Use a range of strokes effectively
- Perform safe self-rescue in different water-based situations

Year 6

Games and Athletics	Gymnastics	Dance	Swimming	Outdoor adventurous
Strike a bowled or volleyed ball with accuracy. Use forehand and backhand when playing racquet games. Field, defend and attack tactically by anticipating the direction of play. Lead others when called upon and act as a good role model within a team. Uphold the spirit of fair play and respect in all competitive situations. Combine sprinting with low hurdles over 60 metres. Throw accurately and refine performance by analysing technique and body shape.	Create complex and well-executed sequences that include a full range of movements, including: travelling, balances, swinging, springing, flight, vaults, inversions, rotations, bending, stretching and twisting, gestures and linking skills. In a sequence, include set pieces, choosing the most appropriate linking elements. Practise and refine the gymnastic techniques used in performances.	Perform and create complex sequences. Express an idea in original and imaginative ways. Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).	Swim over 100 metres, unaided. Use breaststroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming. Perform safe self-rescue in different water-based situations.	Identify possible risks and ways to manage them, asking for and listening carefully to expert advice. Embrace both leadership and team roles and gain the respect of a team. Remain positive even in the most challenging circumstances, relying on others if need be. Quickly assess changing conditions and adapt plans to ensure safety comes first. Use a range of devices in order to orientate themselves.

Specific Unit Skills

Athletics	Ball Skills	Fitness	Fundamentals	Dance	Gymnastics	Invasion Games	Net and Wall Games	OAA	Striking and Fielding	Swimming	Target Games	Yoga
Running: demonstrate a clear understanding of pace and use it to develop their own and others sprinting technique. Jumping: develop power, control and technique in the triple jump. Throwing: develop power, control	Sending: show good technique when sending a ball with increasing control, accuracy and consistency under pressure. Catching: demonstrate increasing consistency of catching under pressure in a variety of game	Agility: change direction with a fluent action and transition smoothly between varying speeds. Balance: show fluency and control when travelling, landing, stopping and changing direction. Co-ordination: co-ordinate a range of body parts with a fluent action	Running: change direction with a fluent action. Transition smoothly between varying speeds. Balancing: show fluency and control when travelling, landing, stopping and changing direction. Jumping and hopping: demonstrate good technique when jumping and hopping for distance and height. Fluently link jumps together. Skipping:	Actions: show controlled movements which express emotion and feeling. Dynamics: explore, improvise and combine dynamics to express ideas fluently and effectively on my own, with a partner or in a small group. Space and relationships: use a variety of	Shapes: combine and perform gymnastic shapes more fluently and effectively. Inverted movements: develop control in progressions of a cartwheel and a headstand. Balances: explore counter balance and counter tension. Rolls: develop fluency and consistency in	Sending & receiving : s&r consistently using a range of techniques with increasing control under pressure. Dribbling: dribble consistently using a range of techniques with increasing control under pressure. Space: move to the correct space when transitioning	Shots: demonstrate increased success and technique in a variety of shots. Serving: serve accurately and consistently. Rallying: successfully apply a variety of shots to keep a continuous rally. Footwork: demonstrate a variety of footwork patterns relevant to the game I am playing	Problem solving: pool ideas within a group, selecting and applying the best method to solve a problem. Navigational skills: orientate a map efficiently to navigate around a course with multiple points. Communication: inclusively communicate with others, share job roles	Striking: strike a bowled ball with increasing accuracy and consistency Fielding: use a wider range of fielding skills with increasing control under pressure. Throwing: consistently demonstrate good technique in throwing skills under	Strokes: identify my personal best in a range of strokes. Successfully select and apply my fastest stroke over a distance of 25m. Breathing: demonstrate a smooth and consistent breathing technique in a range of strokes over a distance of	Throwing: throw with increasing control under pressure. Catching (dodgeball): catch with increasing control under pressure. Striking: use a variety of striking techniques with control and under pressure.	Balance: link combinations of poses for balance with increased control in transition. Flexibility: confidently transition from one pose to another showing extension connected to breath. Strength: explore poses that challenge my strength and work to maintain

and technique when throwing discus and shot put	situations. Tracking: demonstrate a wider range of techniques when tracking a ball under pressure Dribbling: dribble consistently using a range of techniques with increasing control under pressure.	at a speed appropriate to the challenge. Speed: adapt running technique to meet the needs of the distance. Strength: complete body weight exercises for increased repetitions with control and fluency. Stamina: use my breath to increase my ability to move for sustained periods of time.	consistently show a range of skills when skipping in a rope.	compositional principles when creating my own dances. Performance: demonstrate a clear understanding of timing in relation to the music and other dancers throughout my performance.	the straddle, forward and backward roll. Jumps: combine and perform a range of gymnastic jumps more fluently and effectively	from attack to defence or defence to attack and create and use space for self and others. Attacking: confidently change direction to lose an opponent Defending: use a variety of defending skills (tracking, interception, jockeying) in game situations.		and lead when necessary.	pressure. Catching: consistently demonstrate good technique in catching skills under pressure.	25m. Water safety: perform a variety of survival techniques.		increase control and strength when in and transitioning between poses. Mindfulness: explore methods to control how I feel with some success
Specific Unit Knowledge												
Running: understand that I need to prepare my body for running and know the muscle groups I will need to use. Jumping: understand that a run up builds speed and power and enables me to jump further. Throwing: understand that I need to prepare my body for throwing and know the muscle groups	Sending: understand and make quick decisions about when, how and who to pass to. Catching: know how to catch a ball for different situations, considering trajectory, speed, height and size of the ball. Tracking: know how to track a ball for different situations, considering trajectory, speed,	Agility: understand that agility requires speed, strength, good balance and co-ordination. Balance: know where and when to apply force to maintain control and balance. Co-ordination: understand that co-ordination also requires good balance and know how to achieve this.	Running: know that running develops stamina and speed and both can be improved by training over time. Balancing: know that balance underpins many skills in PE and everyday life and this feels different in different situations. Jumping and hopping: understand when to jump for height or jump for distance in different activities and what to do to achieve this. Skipping: understand that skipping helps to develop co-ordination, stamina and balance.	Actions: understand that actions can be improved with consideration to extension, shape and recognition of intent. Dynamics: understand that selecting a variety of dynamics in my performance can help to take the audience on a journey through my dance idea. Space and relationships: know that combining	Shapes: know which shapes to use for each skill. Inverted movements: understand that spreading my weight across a base of support will help me to balance. Balances: know where and when to apply force to maintain control and balance. Rolls: understand that I can use momentum to help me to roll and know where that momentum from. Jumps:	Sending & receiving: understand and make quick decisions about when, how and who to pass to. Dribbling: choose the appropriate skill for the situation under pressure e.g. a V dribble in basketball to keep the ball away from a defender. Space: understand that transitioning quickly between attack and defence will help my team to	Shots: understand the appropriate skill for the situation under pressure e.g. Choosing to play the ball short over the net if I have just moved my opponent to the back of the court. Serving: begin to apply tactics when serving e.g. aiming to serve short on the first point and then long on the second point. Rallying: understand how to play different shots depending on if a rally is co-operative or	Problem solving: understand that being able to solve problems is an important life skill. Navigational skills: understand why having good navigational skills are important. Communication: know that good communication skills are key to solving problems and working effectively as a team. Reflection: with increasing accuracy, reflect on when and how I am	Striking: understand that the momentum and power for striking a ball comes from legs as well as arms. Fielding: know which fielding action to apply for the situation. Throwing and catching: consistently make good decisions on who to throw to and when to throw in order to get batters out. Know that accuracy, speed and	Strokes: understand that making my body streamlined helps me to glide through the water. Breathing: understand that the more I practice my breathing in the water, the more my heart and lungs can work effectively and aid my muscles with the ability to utilise oxygen when swimming. Water safety: know which survival	Throwing: know who to throw at and when to throw in order to get opponents out. Catching (dodgeball): know that I need to make quick decisions on if to catch or if to dodge the ball. Striking: know which skill to select for the situation. Tactics: know how to create and apply a tactic for a specific situation or outcome. Rules: understand, apply and use	Balance: know where and when to apply force to maintain control and balance. Flexibility: know which of my muscles require more practice to increase my flexibility. Strength: understand that I can build up my strength by practicing in my own time. Mindfulness: identify times in my everyday life when mindfulness activities would be

