

Physical Education AT DOWNSVIEW

Our Vision (Intent)

Our vision is for all children at Downsview to experience excellent physical education, school sport and physical activity that will lead to life-long participation. Our PE curriculum aims to ensure that all pupils develop the fundamental skills and competence to excel in a wide range of physical activities by providing a broad and balanced curriculum with opportunities for all to be enjoyed.

It is our intention that PE will be delivered via high quality lessons that are fun, engaging and will inspire all pupils to lead physically active lives. We aim to maximise the development of every child's ability and achievement in PE enabling them to know more about physical activity and how it is a key component of a healthy lifestyle.

How we plan and teach Physical Education (Implementation)

PE at Downsview Community Primary School provides challenging and enjoyable learning through a range of sporting activities: invasion games, net & wall games, striking and field games, gymnastics, dance, swimming and outdoor learning are taught as part of an extensive PE curriculum. Pupils participate in up to two high-quality PE lessons a week. In Key Stage 2, children participate in swimming lessons at our local swimming pool. These sessions are run by specialists and are included as part of their usual PE lessons within school.

At the end of each term, every child in the school will participate in a fun yet competitive sporting festival 'outcome' where they will use the skills they have practised earning points for their inter-class sport houses.

This is an all-inclusive approach which aims to encourage not only physical development but also mental well-being. These events also develop teamwork and leadership skills and are very much enjoyed by the children.

The inclusion of the wider community and local sport club links has risen the profile of PE in school. The use of sport-specific professionals ensures that all children are included and ensures they have increased confidence, knowledge and experience of PE within the school. This will also ensure that teachers feel confident and supported to deliver a high-quality PE curriculum. Currently we offer specialist gym and football teaching.

Each child will also be given an opportunity to participate in our outdoor adventure curriculum. In addition, the school runs several clubs in school and our "enrichment" programme, where children may choose to do additional sporting activity. In Key Stage Two, we also offer two residential experiences (Year 4 and Year 6)

How we evaluate learning in physical education (Impact)

The impact of our physical education curriculum can be seen through inter and intra-sport competitions.

At Downsview, we ensure that our PE curriculum is progressive and permits children to develop fundamental skills and apply them to a variety of sports, activities and competitions. All children are provided with the necessary skills and given opportunities to demonstrate improvement to achieve, challenge and exceed their potential. Our children are physically active and are given opportunities to participate in a range of activities. This has a positive impact on their learning within the classroom. Being physically active unlocks children's ability to think abstractly and utilise metacognition. We aim for all Year 6 pupils to leave school with the skills to competently swim at least 25m and have the skills to self-rescue in the water which are key life skills.

PHYSICAL EDUCATION OVERVIEW

Main Areas of Study

Year Group	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
ONE	Fundamentals Send and return	Gymnastics Gymnastics (GA) Dance Dance (CD)	Gymnastics Gymnastics (GA) Dance Dance (CD)	Attack, defend, shoot	Target Games Hit Catch Run	Athletics Run Jump Throw
TWO	Fundamentals Send and return	Gymnastics Gymnastics (GA) Dance Dance (CD)	Gymnastics Gymnastics (GA) Dance Dance (CD)	Attack, defend, shoot	Target Games Hit Catch Run	Athletics Run Jump Throw
THREE	Invasion Netball (CD) Football (GA)	Invasion Hockey (CD) Handball (GA)	Gymnastics Gymnastics (CD) Dance Dance (GA)	Net and Wall Tennis (CD) Badminton (GA)	Striking and fielding Rounders (CD) Cricket (GA)	Athletics Athletics (CD) OAA (GA)
FOUR	Invasion Netball (CD) Football (CD)	Invasion Hockey (CD) Handball (GA)	Gymnastics Gymnastics (CD) Dance Dance (GA)	Net and Wall Tennis (CD) Badminton (GA)	Striking and fielding Cricket (GA) Swimming	Athletics Athletics OAA (GA) Swimming
FIVE	Invasion Netball (CD) Hockey (GA)	Invasion Tag Rugby (CD) Gymnastics (GA)	Dance Swimming	Net and Wall Volleyball Swimming	Striking and fielding Rounders (CD) Cricket (GA)	Athletics Athletics (CD) OAA (GA)
SIX	Invasion Handball (Tom/GA) Swimming	Invasion Tag Rugby (GA) Swimming	Gymnastics Gymnastics (GA/Tom) Dance Dance (GA/ Tom)	Net and Wall Volleyball Badminton	Striking and fielding Cricket (CD) Rounders (GA)	Athletics Athletics OAA (GA)

YEAR ONE						
Unit	Send and Return	Dance Unit 1 – Term 2 Unit 2 – Term 3	Gymnastics Unit 1 – Term 2 Unit 2 – Term 3	Attack, defend, shoot	Target Games	Athletics
NC	Master basic movements including running, jumping, throwing and catching, n, and begin to apply these in a range of activities	Perform dances using simple movement patterns.	Master basic movements including jumping, as well as developing balance, agility and co-ordination.	Participate in team games, developing simple tactics for attacking and defending.	Master basic movements including running, jumping, throwing and catching and begin to apply these in a range of activities.	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.
Thread	Fundamentals	Dance	Gymnastics	Invasion games (Attack Defend Shoot)	Ball skills (Hit Catch Run)	Athletics (Run Jump Throw)
Overview	Children will develop their sending and receiving skills including throwing and catching, rolling, tracking and stopping a ball.	Children will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. They will copy and repeat actions linking them together to make short dance phrases. Children will work individually and with a partner to create ideas in relation to the theme. Children will be given the opportunity to perform and to provide feedback, beginning to use dance terminology to do so.	Children will learn to use space safely and effectively. They explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement phrases. Children are given opportunities to select their own actions to build short sequences and develop their confidence in performing.	Children will develop the basic skills required in invasion games such as sending, receiving, and dribbling a ball. They will develop their understanding of attacking and defending and what Physical Throwing and catching, kicking, dribbling with hands and feet, dodging, finding space Year 1 being 'in possession' means. They will have the opportunity to play games. They learn how to score points in these types of games and how to play to the rules.	Children will develop their aim using both underarm and overarm actions. Children will be given opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe.	Children will develop skills required in athletic activities such as running at different speeds, changing direction, jumping, and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently
Key questions	UNIT 1 How do you get accuracy in your hits/throws? Where do you need to be to return a ball?	UNIT 1 What is the main mood/feeling you get from this dance? What does it mean to perform as a soloist?	UNIT 1 How many different travel actions can you think of? How do we land safely? UNIT 2	UNIT 1 What can we do to make it easier for our teammates to pass the ball to us? How can we score a goal?	UNIT 1 How can you improve your scores working in teams. How are you working together to stop strikers from scoring points.	UNIT 1 How do you know when you have completed a good run, throw or jump? How could you have improved your run, throw or jump?

PHYSICAL EDUCATION CURRICULUM

Progression of Skills & Knowledge

	<p>What do you need to do to get behind the ball?</p> <p>UNIT 2</p> <p>Can you remember a simple tactic you have used today?</p> <p>How did/do you score a point?</p>	<p>What would you like to improve in your dance phrase?</p> <p>UNIT 2</p> <p>Can you describe what is meant by a 'round' when singing or performing</p>	<p>Why do we hold a shape or balance for 3secs?</p> <p>How many shapes can you identify in other performances?</p>	<p>How have you worked well with your team?</p> <p>UNIT 2</p> <p>Why do we need to have a good defensive position when defending a hoop?</p> <p>Where should we move to defend if attackers move to the outside?</p>	<p>UNIT 2</p> <p>Why should you try to hit to space?</p> <p>Why does catching the ball mean a player does not get any runs?</p>	<p>UNIT 2</p> <p>What does it mean to run a lap?</p> <p>What is stamina?</p>
Knowledge	<p>Prior knowledge</p> <p>Children will have used beanbags, bats and markers and mastered basic running movements in different directions.</p>	<p>Prior knowledge</p> <p>Children have demonstrated strength, balance and coordination when play.</p>	<p>Prior knowledge</p> <p>Children experienced jumping (taking off and landing) and have developed some concept of space and use of space.</p>	<p>Prior knowledge</p> <p>Children understand negotiating space and obstacles safely, with consideration for themselves and others.</p>	<p>Prior knowledge</p> <p>Pupils will have used a variety of balls. Beanbags, bats and markers. Can roll and follow a rolling ball. Mastered movements such as walking, running and jumping.</p>	<p>Prior knowledge</p> <p>Children can move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>
Specific Vocabulary	<p>Catch, receive, space, rolling, stop, bouncing</p>	<p>Travel, direction, space, beginning, middle, end, body parts, level, direction, speed, rhythm</p>	<p>Stretch, still, slowly, tall, long, wide, narrow forwards high, low roll, land, shape</p>	<p>Strike, defend, attack, opposite, team, direction, passing, control, shooting, scoring</p>	<p>Target, overarm, underarm. Catching,</p>	<p>Throw, aim, fast, throw,</p>
Yearly Vocabulary	<p>run, hop, walk, skip, jump, send, receive, throw, catch, kick, strike, balance, gallop, side-gallop, roll, rhythm, beat, fair, respect, sportsmanship, ball, hoop, safely</p>					
Skills	Fundamentals	<ul style="list-style-type: none"> •Under arm throw •Catching of a large ball •Sprint run •Hop 				
	Dance	<ul style="list-style-type: none"> •Learn basic movements relating to feelings •Show that they have a clear starting and finishing position 				

PHYSICAL EDUCATION CURRICULUM

Progression of Skills & Knowledge

		<ul style="list-style-type: none"> • Respond to different music showing a range of emotions • Perform dance movements and simple routines using simple movement patterns
	Gymnastics	<ul style="list-style-type: none"> • Perform all 5 gym shapes on low apparatus with good technique • Perform different shapes with my body, having different points touching the floor or apparatus. (star, straight, tuck shapes) with good technique • Perform a minimum of 3 shapes on high apparatus with good technique • Observe a partner and give accurate feedback
	Invasion Games	<ul style="list-style-type: none"> • Kick or strike a static object (e.g. a ball from a cone) • Understanding basic scoring rules • Stop a ball in motion • Complete in small, sided games and display sportsmanship
	Ball skills	<ul style="list-style-type: none"> • Complete overarm throw with accuracy • Complete underarm roll with accuracy • Understanding rules of games • Collaborating/ cooperating with 1- 2 teammates. • Adapt body position to suit technique e.g. (bending to roll a ball)
	Athletics	<ul style="list-style-type: none"> • Take off in different ways and land in coordinated ways (walk, fast walk, sidestep, slow jog, running, walking backwards, jump from 2 feet to 2 feet, hop.) • Jump forwards, backwards and sideways on two feet, then hop on one foot • Push pass and bounce a ball to my partner, then throw a ball into a target (buckets, hoop, wall targets, boxes etc) • Observe a partner and give accurate feedback

YEAR TWO						
Unit	Send and return	Dance Unit 1 – Term 2 Unit 2 – Term 3	Gymnastics Unit 1 – Term 2 Unit 2 – Term 3	Attack, defend, shoot	Target Games	Athletics
NC	Master basic movements including running, jumping, throwing and catching, and begin to apply these in a range of activities.	Perform dances using simple movement patterns.	Master basic movements including jumping, as well as developing balance, agility and co-ordination.	Participate in team games, developing simple tactics for attacking and defending.	Master basic movements including running, jumping, throwing and catching and begin to apply these in a range of activities.	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.
Thread	Fundamentals (Send and Return)	Dance	Gymnastics	Invasion Games (Attack Defend Shoot)	Ball Skills (Hit Catch Run)	Athletics (Run Jump Throw)
Overview	Children will learn to track the path of a ball over a net and move towards it. They will begin to hit and return a ball with some consistency. Children will learn to make it difficult for their opponent to score a point. They will begin to choose specific tactics.	Children will learn to describe and explain how performers can transition from shapes and balances. They will look at ways to challenge themselves to move imaginatively responding to music, working independently or with others. Children will perform using more sophisticated formations as well as an individual. They will use the stimuli to copy, repeat and create dance actions.	Children will learn to describe and explain how performers can transition and link different elements. They will perform with control and consistency and create and perform a simple sequence. Children will develop body management through a range of floor exercises and use core strength to link recognised gymnastics elements. They will attempt to use rhythm while performing a sequence.	Children will send and receive a ball using feet. They will refine ways to control bodies and a range of equipment. They will recall and link combinations of skills, e.g dribbling and passing. Children will learn to select and apply a small range of simple tactics. They will recognise good quality in self and others. They will work with others within games.	Children will learn to develop hitting skills with a variety of bats. They will practice feeding/bowling skills and play games involving hit and run to score points in games. Children will work on a variety of ways to score runs in different hit, catch, run, games and work in teams to field. They will begin to play the role of wicketkeeper or backstop.	Children will learn to throw and handle a variety of objects and develop power, agility, coordination and balance. They will attempt to negotiate obstacles showing increased control. Children will improve their running and jumping movements over sustained periods. They will reflect on activities and make connections to healthy active lifestyles.

PHYSICAL EDUCATION CURRICULUM

Progression of Skills & Knowledge

<p>Key questions</p>	<p>UNIT 1 How do you hold the racquet differently for the different types of hits? What is a self-feed? Why do you think we have boundaries?</p> <p>UNIT 2 Could you choose where you placed the ball? When the ball went where you wanted, do you know what you did correctly?</p>	<p>UNIT 1 What is the main mood/feeling you get from this dance? Explain what actions show the story.</p> <p>UNIT 2 What does 'freestyle' mean in dance? Can you think of a way to improve your dance?</p>	<p>UNIT 1 Describe what you liked about a sequence? How could you show different levels in a sequence?</p> <p>UNIT 2 How would rhythm be shown in a sequence? Can you say something you liked about someone else's performance?</p>	<p>UNIT 1 How did you work well as a team? How did you attack and how did you defend?</p> <p>UNIT 2 Which skills did you use in the game? What is intercepting?</p>	<p>UNIT 1 What helped you decide where to hit the ball? Why would you aim to the middle of a person in underarm bowling?</p> <p>UNIT 2 Can you name some striking and fielding games? Why is it important to get behind the ball with two hands rather than reaching with one hand?</p>	<p>UNIT 1 What games might you need to have quick feet in? How do different starts affect sprinting?</p> <p>UNIT 2 What does it mean to be part of a team? How does it feel playing under pressure? Why is it important to practice when we learn something new?</p>
<p>Knowledge</p>	<p>Prior knowledge Children will have developed sending skills with a variety of balls. They will track, intercept and stop a variety of objects and select and apply skills to beat the opposition.</p>	<p>Prior knowledge Children can build simple movement patterns from given actions, compose and link actions to make simple movement phrases. Children can describe and explain how performers can transition from shapes and balances. They challenge themselves to move imaginatively responding to music and work as part of a group to create and perform.</p>	<p>Prior knowledge Children will have performed a variety of basic gymnastics actions showing control. They will have practised a turn, twist, spin, rock and roll and learned to link these. They will have started to use simple moves to put sequences together.</p>	<p>Prior knowledge Children can recognise rules and apply and use simple strategies for invasion games. Children can send and receive a ball using feet. They refine ways to control bodies and a range of equipment.</p>	<p>Prior knowledge Children will have previously developed sending and receiving skills to benefit fielding as a team and distinguished between the roles of batters and fielders. They will have developed hitting skills with a variety of bats and practiced feeding/bowling skills.</p>	<p>Prior knowledge Children will have increased stamina and core strength and worked collaboratively on more complex tasks. Children have worked to improve strength, balance, agility and coordination and thrown and handled a variety of objects. They will have negotiated obstacles showing increased control.</p>
<p>Specific Vocabulary</p>	<p>Catch, receive, space, rolling, stop, bouncing</p>	<p>Travel, direction, space, beginning, middle, end, body parts, level, direction, speed, rhythm</p>	<p>Stretch, still, slowly, tall, long, wide, narrow forwards high, low roll, land, shape</p>	<p>Strike, defend, attack, opposite, team, direction, passing, control, shooting, scoring</p>	<p>Target, overarm, underarm. Catching,</p>	<p>Throw, aim, fast, throw,</p>
<p>Yearly Vocabulary</p>	<p>jump for distance, jump for height, sprint, tempo, choreograph, foot dribble, hand dribble, two handed catch, underarm throw, overarm throw, throw for distance, throw for accuracy, beam, trestle, crash mat, floor mat, football, rugby ball, tennis ball, netball, basketball, feedback, warm up, cooldown</p>					

PHYSICAL EDUCATION CURRICULUM

Progression of Skills & Knowledge

Skills	Fundamentals	<ul style="list-style-type: none"> •Side roll •Over arm throw •Catch medium/ small balls •Two handed strikes (e.g. tennis racket/bat) •Jump for height and distance
	Dance	<p>Evaluate and improve a dance performance by recording and viewing their rehearsals</p> <ul style="list-style-type: none"> •Use a range of vocabulary to describe moods and how dances make them feel •Remember and repeat simple dance phrases •Perform dances using simple movement patterns
	Gymnastics	<ul style="list-style-type: none"> •Perform travelling movements on my feet and with weight on my hands, using apparatus and following different pathways (zigzag, L shape etc.) •Jump using a skipping rope •Create and perform a sequence of movements including rotation using apparatus •Observe a partner and give accurate feedback
	Invasion games	<p>Explore different ways objects can be manipulated (e.g., tennis and rugby balls)</p> <ul style="list-style-type: none"> •Complete in small sided games and display sportsmanship •Complete an overarm throw with confidence <p>Receive and throw a small to medium ball with confidence</p>
	Ball skills	<ul style="list-style-type: none"> •Explore different ways objects can be manipulated (e.g. tennis and rugby balls) •Complete in small sided games and display sportsmanship •Complete an overarm throw with confidence •Receive and throw a small to medium ball with confidence
	Athletics	<ul style="list-style-type: none"> •Walk and run with good posture and balance (head straight, back straight, keep on your toes) •Send an object towards a target in different ways (under-arm, over-arm) •Observe a partner and give accurate feedback

YEAR THREE

Unit	Invasion	Invasion	Gymnastics and Dance	Net and Wall	Striking and fielding	Athletics OAA
NC	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.	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.	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	Use running, jumping, throwing and catching in isolation and in combination.	Use running, jumping, throwing and catching in isolation and in combination Take part in outdoor and adventurous activity challenges both individually and within a team.
Thread	Invasion Football Netball	Invasion Hockey Handball	Gymnastics Dance	Net and Wall Tennis Badminton	Striking and fielding Rounders Cricket	Athletics OAA
Overview	Football Children will send the ball with some accuracy showing some control. They will learn to build attacking plan as well as following the rules of football. Netball Perform basic netball skills such as passing and catching using recognised throws. Use space efficiently to create attacking play, implement the basic rules of netball.	Hockey Children will learn to manipulate a hockey stick and ball safely with control. Handball Children will develop their passing and catching skills, learning how to defend. They will use the rules of handball within small games.	Gymnastics Children will modify actions using different directions and shapes. They will relate strength and flexibility to actions. Dance Children will practise and put together a dance performance. They will learn about the importance of facial expressions within dance.	Tennis Children will learn to begin a game with a serve and explore forehand hitting. They will be able to identify the rules in a game of tennis. Badminton Children will learn to begin a game with a serve and explore forehand hitting. They will identify and describe some of the rules of badminton.	Rounders Children will learn to play a simple game of rounders. They will apply some rules while developing and using some simple rounders skills. Cricket Children will develop an understanding of some of the basic rules of cricket. They will learn to strike a bowled ball.	Athletics Children will learn to control movements. They will demonstrate agility and speed, jump for height, and distance and throw with speed. OAA Children will work with others to solve problems, describing their work and use different strategies to solve problems.
Key questions	Football Where should you look when dribbling? How can we make it easier to pass to a teammate? Netball	Hockey How do you use a hockey stick safely? What part of the stick do we use to control the ball? Handball	Gymnastics How can you adapt your sequence further? Where are you showing strength in your sequence? Dance	Tennis What skills have you used to score a point against your opponent? What is the role of an umpire? Badminton	Rounders Why is the forward stepping action significant when bowling? Why do we need to return the ball to the	Athletics Did you change your technique to improve your score? OAA What does trust mean? How did you work together?

PHYSICAL EDUCATION CURRICULUM

Progression of Skills & Knowledge

	How can we create space? When would we use a bounce pass? Why do we need to use accurate passing?	Why is it important to stay within the space? How did you help your team to score? How can we stretch the defence so we can create a space?	What actions might you perform when ____? Why are facial expressions so important in dance?	How have you tried to improve your performance when playing a game?	bases quickly when we are fielding? Cricket What is the purpose of the long barrier?	
Knowledge	Prior knowledge Able to send and receive a ball in a variety of ways and work with others in small teams use a range of tactics to attack and defend.	Prior knowledge Children can send a receive balls in a range of ways and can recall and link combination of skills. Children will have participated in small games and used tactics to attack and defend.	Prior knowledge Children can use core strength to link elements together and have performed a sequence. Dance Children will have used stimuli to copy, repeat and create dance actions.	Prior knowledge Children will have played games where it is difficult for their opponent to score a point. They will have developed their co-ordination.	Prior knowledge Children will have experienced different throwing and catching games. They will have had opportunities to hit and strike a ball with racquets and bats.	Prior knowledge Athletics Children will have learnt to link running and jumping movements and move safely between and over apparatus. OAA Children will have taken part in a range of PE games following simple rules and instructions, working collaboratively as a pair or in a group.
Specific Vocabulary	Football Teamwork, score, shoot, intercept, possession, accuracy Netball Bounce pass, chest pass, shoulder pass, space, accurate passing	Hockey Safely, control, space, attack, shoot, defend, pass, receive. Handball Shoot, score, intercepting, pass, catch, run	Gymnastics Fluency, low, unison, full turn, half turn, flexibility, Dance Facial expression, improvisation, rehearse run	Tennis Hit, return, court, forehand, point, net, score, underarm, serve, overarm Badminton Hit, racquet, underarm, score, net, shuttlecock, forehand, court, return	Rounders Bases, long barrier, batter, bowler, fielder, innings, no ball, batting box, backstop, rounder Cricket Batting, fielding bat, wicket, bowler, wicketkeeper, forward drive, long barrier, over, stump, crease	Athletics Track, run, jump, agility, distance, power, speed, hurdles, pace, OAA Maps, diagrams, scale, symbols, orienteering, controls, challenges, lead, follow, plan, trust
Yearly Vocabulary	composition, reflection, translation, speed, agility, quickness, one handed catch, instep, outstep, orienteering, direction, compass, north, south, east, west, control point, strength, body composition, pike, straddle, tuck, vault, competition, loop maps, star maps					
Skills	Net and wall	<ul style="list-style-type: none"> • Increase confidence and competence in using underarm strike in a range of contexts • Keep an active foot position to move swiftly around the court • Begin to develop spatial awareness and positioning 				

PHYSICAL EDUCATION CURRICULUM

Progression of Skills & Knowledge

		<ul style="list-style-type: none"> •Continue to develop spatial awareness and positioning
	Dance	<ul style="list-style-type: none"> •Improvise freely on their own and with a partner, translating ideas from a stimulus to a movement •Keep up an activity over a period of time and know what they need to warm up and cool down for dance
	Gymnastics	<ul style="list-style-type: none"> •Successfully perform 2 different types of rolls safely (pencil roll, tuck roll) •Link and develop two different jumps using apparatus safely •Use apparatus in more creative ways (e.g. under, around and on top) •Observe a partner and give accurate feedback, saying what went well and what could be better
	Invasion games	<ul style="list-style-type: none"> • Accurately strike an object with a piece of equipment with appropriate force •Use simple rules fairly to device own games •Recognise best practice individually
	Striking and fielding	<ul style="list-style-type: none"> • Strike a static object with accuracy and intent •Begin to make decisions when striking an object accurately to a space •Begin to communicate as a group to coordinate stopping a ball in motion •Respond to changes in rules that affect scoring
	Athletics	<ul style="list-style-type: none"> •Run with a tall body on balls of the feet, picking feet up high, head held high •Perform a one-handed push throw and a pull throw with accuracy towards a target from my dominant hand •Say which throw was the easiest and most difficult to achieve, and how I can/ have improved my accuracy and distance •Observe a partner and give accurate feedback, saying what went well and what could be better
	OAA	<p>Develop understanding for how a map is orientated (facing north)</p> <ul style="list-style-type: none"> •Give and receive written and verbal instructions •Read a basic legend or key •Follow a simple series of instructions • Problem solve collaboratively and independently •Identify start and end points on a map •Complete star and loop maps •Exploring different methods of communication

PHYSICAL EDUCATION CURRICULUM

Progression of Skills & Knowledge



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| | | <ul style="list-style-type: none">• Completing tasks quickly within certain restrictions/instructions |
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PHYSICAL EDUCATION CURRICULUM

Progression of Skills & Knowledge

YEAR FOUR						
Unit	Invasion	Invasion	Gymnastics and Dance	Net and Wall	Striking and Fielding Swimming	Athletics Swimming
NC	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.	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.	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.	Swim competently, confidently and proficiently over a distance of at least 25 metres.	Use running, jumping, throwing and catching in isolation and in combination. Swim competently, confidently and proficiently over a distance of at least 25 metres.
Thread	Invasion Netball Football	Invasion Hockey Handball	Gymnastics Dance	Net and Wall Tennis Badminton	Striking and fielding Cricket Swimming	Athletics Athletics Swimming
Overview	Netball Children will learn about the positions in high five netball. They will develop their marking and footwork skills as well as following some basic rules of high five. Football This unit focuses on defensive skills and passing for distance. Children will build on their dribbling skills and evaluating their performance.	Hockey Children will perform basic hockey skills such as dribbling and a push pass. Children will develop and understanding of basic rules of hockey, develop tactics and apply them in competitive games. Handball Children will implement the rules of handball in small competitive games. They will develop the 3-step rule and learn to defend and stop attacks by blocking and intercepting.	Gymnastics Children will increase their confidence in performing skills more consistently, performing in time with a partner or group. Dance Children will learn to include freeze frames within a routine. They will practise and perform a variety of different dances.	Tennis Children will learn to use different shots (forehand/backhand) and work to return a serve. They will also consider positions within gameplay. Badminton Children will learn to explore and use different shots with both the forehand and backhand. They will demonstrate a range of different badminton shots.	Cricket Children will develop and apply a range of skills to competitive games. They will choose and use a range of simple tactics.	Athletics Children will investigate ways of performing running, jumping, and throwing. They will use a variety of equipment to measure, time and compare results.

PHYSICAL EDUCATION CURRICULUM

Progression of Skills & Knowledge

<p>Key questions</p>	<p>Netball What did you do well in the game? What do you need to improve in the game? What is given to the opposing team if you move while holding the ball?</p> <p>Football What passes did you use in the game? Can you describe the differences between a short and long-distance pass?</p>	<p>Hockey What happens in the game if the ball hits the back of the stick? Why do we need to keep the ball close to the stick when dribbling?</p> <p>Handball How do you start a game in handball? What can we do to make it easier to receive the ball?</p>	<p>Gymnastics What different pathways did you use in your sequence? What safety aspects of you need to consider? What has your partner done well or could they improve on?</p> <p>Dance Why do we need to sequence movements? Explain the different actions in your dance. Why have you chosen them?</p>	<p>Tennis Which side is your backhand? Where should you try to return to on your court after hitting the ball?</p> <p>Badminton Why is it a good idea to get back to the middle of the court after returning a shot? What is a good starting position?</p>	<p>Cricket When would a player attempt a pull shot in a game? Why is it beneficial to pick up the ball with one hand only?</p>	<p>Athletics How did you improve your scores? Can you name two throwing techniques? Why should you start moving when you receive the baton?</p>
<p>Knowledge</p>	<p>Prior knowledge Children will have performed some basic netball and football skills including sending and receiving a ball. they will have used space effectively to create attacking play.</p>	<p>Prior knowledge Children will have experiences different type of small invasion games, using a variety of tactics to play defensively and attacking.</p>	<p>Prior knowledge Children will have performed a range of dances using repetition and applying movement to their own bodies They will have thought about travelling and partner work. Children will have identified similarities and differences in sequences and attempted a range of movements during floor work.</p>	<p>Prior knowledge Children will be able to identify and describe some rules of tennis and badminton. They will be to serve to begin a game and will have explore forehand hitting.</p>	<p>Prior knowledge Children will have followed some basic rules of cricket and developed a range of skills including striking a bowled ball.</p>	<p>Prior knowledge Children will have showed controlled movements and demonstrated agility and speed. They will have jumped for height and distance.</p>
<p>Specific Vocabulary</p>	<p>Netball Teamwork, footwork, foul, free pass, high five, goalkeeper, goal defence, goal shooter, centre, goal attack</p> <p>Football</p>	<p>Hockey Control, use space, pass, push, dribble, attack, dribble.</p> <p>Handball 3 step, link, teamwork, footwork, foul, double dribble</p>	<p>Gymnastics Control, group, direction, stamina, leap, refine</p> <p>Dance Improvisation, choreographer, freeze frames, formation</p>	<p>Tennis Forehand, backhand, bounce, points, score, underarm, overarm, position</p> <p>Badminton</p>	<p>Cricket Zones, directing, intercepting, pull shot, ground ball, overarm bowling, single shot.</p>	<p>Athletics Foam javelins, vortex howler, bounce, target, exchange, accuracy, accelerate</p>

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	Control, tackle, defend, dribble, tactics			Underarm, overarm, bisi, tricks, shuttlecock, position.		
Yearly Vocabulary	flexion, extension, rally, teamwork, leadership, officiate, verbal communication, non-verbal communication, tactic, technique, skill, sequence, heart, blood, muscle, handstand, round off, cartwheel, forehand, chest pass, shoulder pass, bounce pass, control					
Skills	Net and wall	<ul style="list-style-type: none"> •Increase confidence and competence in using underarm strike in a range of contexts •Keep an active foot position to move swiftly around the court •Begin to develop spatial awareness and positioning •Continue to develop spatial awareness and positioning 				
	Dance	<ul style="list-style-type: none"> • Explore and create characters and narratives in response to a range of stimuli •Describe, interpret and evaluate their own and others' dances, taking account of character and narrative 				
	Gymnastics	<ul style="list-style-type: none"> • Perform all gymnastics shapes on different body parts/levels, using apparatus •Use a wide range of gymnastic actions when using apparatus •Make judgements about quality of jumps, elevation, style and control •Create and perform a sequence in a pathway •Observe a partner and give accurate feedback, saying what went well and what could be better 				
	Invasion games	<ul style="list-style-type: none"> •Use a range of sending and striking techniques to hit a target with precision •Consider opponent's performance and react to changes within the game •Develop own games using skills from the games learned •Gain an appreciation for rules 				
	Striking and fielding	<ul style="list-style-type: none"> •Develop tactical decisions when striking a ball •Begin to develop simple tactics to compete •Continue to develop communication to return a ball •Use a range of sending, receiving and fielding techniques in good time 				
	Athletics	<ul style="list-style-type: none"> •Maintain a good running technique when sprinting and running over obstacles •Use a short run to jump from one to two feet •Demonstrate a two-handed push throw and a sling throw •Observe a partner and give accurate feedback, saying what went well and what could be better 				

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YEAR FIVE						
Unit	Invasion Games	Invasion Games Gymnastics	Dance Swimming	Net and Wall Swimming	Striking and fielding	Athletics OAA
NC	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. Swim competently, confidently and proficiently over a distance of at least 25 metres, use a range of strokes effectively [for example, front crawl, backstroke and breaststroke], perform safe self-rescue in different water-based situations.	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. Swim competently, confidently and proficiently over a distance of at least 25 metres, use a range of strokes effectively [for example, front crawl, backstroke and breaststroke], perform safe self-rescue in different water-based situations.	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.	use running, jumping, throwing and catching in isolation and in combination 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.
Thread	Invasion Games Netball Hcikey	Invasion Games Tag Rugby Gymnastics	Dance Swimming	Net and Wall Volleyball Swimming	Striking and fielding Cricket Rounders	Athletics OAA
Overview	Netball Use specific netball skills in games and begin to play efficiently in different positions on the court in both attack and defence. children will increase the power and strength of their passes. Hockey Children will combine basic hockey skill such as dribbling and push pass and select and apply skills in a game. They will play	Tag Rugby Children will learn to combine basic tag rugby skills such as catching and quickly passing in one movement. They will implement the skills within a game and begin to play effectively when attacking and defending. Gymnastics Children will learn to create longer and more complex sequences and how to adapt performances. They will take lead in a group and	Dance Children will learn to perform different styles of dance. They will refine and improve dances adapting them to include use of space rhythm and expression.	Volleyball Children will learn about how volleyball is an inclusive sport. They will play in cooperative and seated volleyball games and send and receive a ball over a net.	Cricket Children will link previous taught skills and use in combination. They will use and adapt rules when playing as a team in a game. They will recognise how some aspects of fitness apply to a game of cricket. Rounders Children will learn to link together a range of skills. They will develop the skills, apply to a competitive game, and	Athletics Children will learn to sustain pace over short and long distances. They will run as part of a relay team and perform a range of jumps and throws. OAA Children will learn ways of communicating a range of challenging activities. They will navigate and solve problems.

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	effectively in different positions on the pitch to include defence and attack.	develop symmetry within their performance. They will compare performances and identify strengths and areas for improvement.			identify the different roles within a game of rounders.	
Key questions	<p>Netball Which dodging skill was the hardest to execute? When and why might you use one-hand shooting?</p> <p>Hockey How can you help build an attack? If the ball hits someone's foot what happens?</p>	<p>Tag Rugby What skills are we looking for during a game of tag-rugby? When would you use the magic diamond?</p> <p>Gymnastics How can you be a good partner in a counterbalance? Why do you need effective communication with a partner or group?</p>	<p>Dance What are some of the key characteristics of line dancing? Why do they call the dance move 'around the world'?</p>	<p>Volleyball Can you name and compare other sports where you would have a rally? What do you need to do to work together successfully as a team?</p>	<p>Cricket Why is it a clever idea to use a variety of different shots? Can you describe some differences between an attacking shot and a defending shot?</p> <p>Rounders What are the differences between close and deep fielding? Why would a batter hit the ball backwards?</p>	<p>Athletics Why do we pass the baton to the opposite hand? Can you jump further with a run up?</p> <p>OAA Can you suggest any other way communicate a Morse Code Signal? What happens to our recall the more times we see something new?</p>
Knowledge	<p>Prior knowledge Netball Children have been introduced to high five netball positions. They have acquired and applied basic shooting techniques and demonstrated and implemented basic rules.</p> <p>Hockey Children have learnt about attacking as a team and moving towards a goal. They can follow and apply basic rules for mini hockey games. They have learnt how to pass, receive, control, dribble and shoot.</p>	<p>Prior knowledge Tag Rugby Children will have played a range of games involving sending and receiving a ball. They will have played simple games using some of the rules from tag-rugby.</p> <p>Gymnastics Children will have become more confident at performing a range of skills consistently. They can work to improve sequences, working in groups to perform. They can make adaptations to sequences.</p>	<p>Prior knowledge Dance Children will have learnt to include freeze frames within a routine and will have performed a variety of different dances.</p>	<p>Prior knowledge Children will have experienced different types of hitting with hands and rackets. They are able to recognise boundaries and how to score points in a game.</p>	<p>Prior knowledge Cricket Children will have developed and applied a range of skills, using tactics in a game context.</p> <p>Rounders Children will have played simple rounders games and applied some rules. They will have used a range of rounders tactics within a game.</p>	<p>Prior knowledge Athletics Children will have investigated ways of running, jumping and throwing. They will have used a variety of equipment to measure, time and compare.</p> <p>OAA Children will have worked in a team and a group to plan and refine strategies to solve problems. They will have used maps, compasses and symbols.</p>

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<p>Specific Vocabulary</p>	<p>Netball Score, shoot, footwork, foul, free pass, pivot, umpire, dodging, Hockey Teamwork, score, shoot, positions, power, fair play</p>	<p>Tag Rugby Evading, contest, possession, turn over, formation, mark, attack Gymnastics Symmetry, asymmetry, sequences, combinations, symmetrical, aesthetics, counterbalance</p>	<p>Dance Rehearse. Choreographer, line dance, locomotion, Bangra.</p>	<p>Volleyball Hit, return, court, underarm, overarm serve, boundary, seated, inclusive, send, rally, score, contacts</p>	<p>Cricket Accuracy, calling, shot, flexibility, cardiovascular, endurance, power Rounders Stump, miss hit, strength, consistency, power, defensive, offensive</p>	<p>Athletics Relay, baton, targets, hop-step-jump, pass, set, safety OAA Challenge, team, orient, decipher, signal, Morse Code, challenge, plan, trust</p>
<p>Yearly Vocabulary</p>	<p>skill, ability, improvise, punctuality, core strength, flexibility, muscle groups, oxygen, tone, personal challenge, active warmup, active cool down fitness, co-operation, backhand, striking kick with laces, kick within step, curve, expert, expertise</p>					
<p>Skills</p>	<p>Net and wall</p>	<ul style="list-style-type: none"> • Develop spatial awareness when competing with a partner • Change play type based on positioning of an opponent • Use the over-arm strike in a range of shot types • Use a range of shots to use the entire playing area and move the opponent • Communicate efficiently with peers using a clear set of instructions 				
<p>Dance</p>	<ul style="list-style-type: none"> • Explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group • Organise their own warm up and cool down activities to suit the dance. Show an understanding of why it is important 					
<p>Gymnastics</p>	<p>Recognise and perform all gymnastics shapes, including partner assisted shapes</p> <ul style="list-style-type: none"> • Demonstrate a wide range of gymnastic actions while using apparatus • Demonstrate the correct jumping, leaping and landing techniques in five jump classifications • Create and perform a sequence in pairs of five contrasting actions 					
<p>Invasion games</p>	<ul style="list-style-type: none"> • Work cooperatively to put strategies and solutions into actions • Change the rules to increase challenge • Recognise best practice in themselves and others • Give in game feedback to improve performance 					
<p>Striking and fielding</p>	<ul style="list-style-type: none"> • Strike a moving object with intent into space • Communicate formation changes to maximise effectiveness e.g. fielding wider when a good striker enters play • Develop an understanding of a range of scoring techniques • Plan, assess and evaluate the effectiveness of a formation/tactic 					
<p>Athletics</p>	<ul style="list-style-type: none"> • Observe a partner and give accurate feedback 					

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		<ul style="list-style-type: none">• Demonstrate the ability to accelerate from a variety of static positions• Perform triple jump combination sequences with balance and control• Sustain jogging and running at a consistent pace for over a minute
	OAA	<ul style="list-style-type: none">• Orientate themselves within a map using known locations• Give and receive complex written and verbal instructions• Read a detailed key highlighting points of interest• Develop the confidence and encourage others to try tasks outside of their comfort zone• Develop own star and loop maps• Applying different methods of communication to work in teams to decide different approaches to meet a challenge• Ensuring interactions within teams are positive to overcome challenges• Take part in further outdoor and adventurous activities

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YEAR SIX						
Unit	Invasion Games Swimming	Invasion Games Swimming	Gymnastics Dance	Net and Wall games	Striking and fielding	Athletics OAA
NC	<p>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.</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres, use a range of strokes effectively [for example, front crawl, backstroke and breaststroke], perform safe self-rescue in different water-based situations.</p>	<p>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</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres, use a range of strokes effectively [for example, front crawl, backstroke and breaststroke], perform safe self-rescue in different water-based situations.</p>	<p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</p> <p>Perform dances using a range of movement patterns.</p>	<p>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</p>	<p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>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 defend</p>	<p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
Thread	<p>Invasion Games Handball</p> <p>Swimming</p>	<p>Invasion Games Tag Rugby</p> <p>Swimming</p>	<p>Gymnastics</p> <p>Dance</p>	<p>Net and wall games Volleyball Badminton</p>	<p>Striking and fielding Cricket Rounders</p>	<p>Athletics</p> <p>OAA</p>
Overview	<p>Handball Children will work as a team to improve group tactics and gameplay. They will play within the rules using screening to break down offensive play as well as developing their defensive skills.</p>	<p>Tag Rugby Children will choose and implement a range of strategies and tactics to attack and defend. They will combine and perform more complex skills at speed. They will observe and analyse their individual and team performance.</p>	<p>Gymnastics Children will demonstrate accuracy, consistency, and clarity of movement. They will arrange their own apparatus to enhance work. They will experience flight on and off high equipment.</p> <p>Dance Children will work collaboratively to</p>	<p>Volleyball Children will learn to perform basic pairs skills such as rainbow pass and switching. They will implement the rules of pair volleyball and will start to play games with increasing power and accuracy.</p> <p>Badminton Children will develop a wider range of shots including drop and</p>	<p>Cricket Children will apply cricket rules in a variety of styles of games. They will attempt a small range of recognisable shots and use a range of tactics for attacking and defending in the role of bowler, batter and fielder.</p> <p>Rounders</p>	<p>Athletics Children will apply strength and flexibility to throwing, running and jumping. They will accurately and confidently judge across a variety of activities. They will work together to improve their skills.</p> <p>OAA Children will learn to use information given</p>

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			include more complex compositional ideas. They will talk about the different styles of dance with understanding using the correct language and terminology.	smash. They will play with a partner in doubles games.	Children will play small sided games using a standard rounder pitch, applying rounders rules consistently. They will use a range of tactics for attacking and defending in role of batter, bowler and fielder.	by others to complete task and work collaboratively. They will undertake more complex tasks and take responsibility for a role.
Key questions	<p>Handball Can you name three skills use in handball? Which handball skills have you found work well for you? Why do you need players to be free around the D when attacking?</p>	<p>Tag Rugby Why is it important to organise your team quickly into defensive positions? Why does being able to change speed and direction quickly help with defending?</p>	<p>Gymnastics How did the warm-up help your performance? Why do unison and cannon work well together in a sequence? What different ways could you include equipment within a sequence?</p> <p>Dance Do you think you have captured the street dance style?</p>	<p>Volleyball Can you see a pattern in your play when you scored a point? What are the benefits of the free player moving to the net to receive a pass?</p> <p>Badminton What is meant by net play? Where are you looking for the shuttle to land?</p>	<p>Cricket What is the benefit of bowling the short ball? Which shot allowed you to score more runs?</p> <p>Rounders What are the rules in a rounders game? How can you improve as a team to score more runs? How can you improve as a team to stop the opposition scoring?</p>	<p>Athletics What re the three phrases of triple jump? How can you develop your fitness through parlauff running?</p> <p>OAA What are the key uses for a reef knot? What are characteristics of good leadership and teamwork?</p>
Knowledge	<p>Prior knowledge Handball Children will have developed the three-step rule including a bounce, defended, and prevented attacks by blocking and intercepting. They will have used a wide range of handball rules consistently.</p>	<p>Prior knowledge Tag Rugby Children will have combined basic tag rugby skills such as catching and passing quickly in one movement. They will have selected and applied skills in a game situation. They have begun to play effectively when attacking and defending.</p>	<p>Prior knowledge Gymnastics Children will have created longer and more complex sequences and adapted performances. They will have developed symmetry and taken lead in a group. They will have compared performances.</p> <p>Dance Children will have used professional examples to inspire ideas. Owning</p>	<p>Prior knowledge Volleyball Children will have experienced a range of small sided games. They can send and receive balls and use a range of techniques to play competitive.</p> <p>Badminton Children will have used a range of different shots and serves and played games with others to defend and score points.</p>	<p>Prior knowledge Cricket and Rounders Children will have linked a range of skills and used in combination. They will have followed the rules within a game. Children can recognise how some aspects of fitness apply to cricket and rounders.</p>	<p>Prior knowledge Athletics Children have learnt to sustain pace over short and long distances. They can run part as a relay team and performed a range of jumps and throws.</p> <p>OAA Children have explored ways of communicating in a range of challenging activities. They have navigated and solved problems and</p>

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			and exploring new movement possibilities.			developed and use trust to complete tasks.
Specific Vocabulary	Handball Control, use of space, counterattack, screen	Tag Rugby Transition, principle, agility, turnover, support, analyse	Gymnastics Flight, direction, dismount, vault, consistent Dance Street dance, composition, collaborate, leap, rebound, expression.	Volleyball Pairs, net, serve, feed, receive, send, switch, court, sideline, rally, opposition. Badminton Smash shot, attacking, defensive, rally, drop shot, net play.	Cricket Urgency, tracking, long balls, short delivery, short leg, cover, innings, on drive, off drive Rounders Shot, defensive, predict, place, select, stance, tracking	Athletics Sprint, shuttle, assess, safety, rules, targets, record, take over, strength OAA Maps, diagrams, orienteering, compass, challenges, knot, orient
Yearly Vocabulary	kinaesthetic, aesthetics, social, physical, cognitive, analyse, competence, sport, physical activity, recreational, competitive					
Skills	Net and Wall	<ul style="list-style-type: none"> • Develop spatial awareness when competing with a partner • Change play type based on positioning of an opponent • Use the over-arm strike in a range of shot types • Use a range of shots to use the entire playing area and move the opponent • Communicate efficiently with peers using a clear set of instructions 				
	Dance	<ul style="list-style-type: none"> • Explore, improvise and combine movement ideas fluently and effectively • Understand how a dance is formed and performed 				

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		<ul style="list-style-type: none"> •To evaluate, refine and develop their own and others' work
	Gymnastics	<ul style="list-style-type: none"> •Recognise and perform all gymnastics shapes safely including partner assisted shapes •Demonstrate and safely execute a wide range of gymnastic actions while using apparatus •Demonstrate and safely execute a range of jumping, leaping and landing techniques •Create and perform a sequence in pairs of six contrasting actions
	Invasion games	<ul style="list-style-type: none"> •Work cooperatively to put strategies and solutions into actions •Change the rules to increase challenge •Recognise best practice in themselves and others •Give in game feedback to improve performance
	Striking and fielding	<ul style="list-style-type: none"> •Strike a moving object with intent into space •Communicate formation changes to maximise effectiveness e.g. fielding wider when a good striker enters play •Develop an understanding of a range of scoring techniques •Plan, assess and evaluate the effectiveness of a formation/tactic
	Athletics	<ul style="list-style-type: none"> •Demonstrate the ability to accelerate from a variety of static positions •Perform triple jump combination sequences with balance and control •Sustain jogging and running at a consistent pace for over a minute •Observe a partner and give accurate feedback, evaluating steps for improvement
	OAA	<ul style="list-style-type: none"> •Orientate themselves within a map using known locations •Give and receive complex written and verbal instructions •Read a detailed key highlighting points of interest •Develop the confidence and encourage others to try tasks outside of their comfort zone •Develop own star and loop maps •Applying different methods of communication to work in teams to decide different approaches to meet a challenge •Ensuring interactions within teams are positive to overcome challenges •Take part in further outdoor and adventurous activities