



PE Curriculum Knowledge and Skills Progression Map

National Curriculum Subject Content

KS1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils in KS1 should be taught to:

Gymnastic Movement

- 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

Basic Movement & Team Games

- participate in team games, developing simple tactics for attacking and defending

Dance

- perform dances using simple movement patterns.

KS2

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

Pupils in KS2 should be taught to:

Gymnastics

- develop flexibility, strength, technique, control and balance

Competitive Games

- 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

Dance

- perform dances using a range of movement patterns

Athletics

- use running, jumping, throwing and catching in isolation and in combination

Outdoor & Adventurous Activity

- take part in outdoor and adventurous activity challenges both individually and within a team

Evaluate

		<ul style="list-style-type: none"> compare their performances with previous ones and demonstrate improvement to achieve their personal best. 		
All schools must provide swimming instruction either in key stage 1 or key stage 2				
Swim competently, confidently and proficiently over a distance of at least 25 metres		Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]		Perform safe self-rescue in different water-based situations
<u>Year 3</u>				
Gymnastics <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance Dance <ul style="list-style-type: none"> perform dances using a range of movement patterns Competitive Games <ul style="list-style-type: none"> play competitive games, modified where appropriate [for example, badminton, 	Key Knowledge	Autumn	Spring	Summer
		Gymnastics <ul style="list-style-type: none"> To understand the importance of warm ups To know the main parts of the body that need to be stretched prior to a gymnastics session To know how to safely move mats and benches To know how to safely land and finish skills Dance <ul style="list-style-type: none"> Can remember and repeat dance phrases To know that you can coordinate different body parts at the same time to create a dance To understand that you can create shapes at different 	Hockey <ul style="list-style-type: none"> Know how to play Hockey fairly (Hockey Rules applicable to Y3) Know how to hold a hockey stick correctly Know not to raise the sticks above waist height Know that after each goal there will be a restart Understand the scoring system Understand the aim of keeping and winning back possession of the ball in a team game Tennis <ul style="list-style-type: none"> Know how to hold a tennis racket correctly for a forehand and backhand shot Know how to keep others around me safe whilst using a racket Understand the terms 'forehand', 'backhand' and 'volley' 	Athletics <ul style="list-style-type: none"> Know how to run at fast, medium and slow speeds; changing speed and direction Understand what a relay is and can take part in one effectively Know how to increase the distance that a thrown object travels through effective technique, e.g., javelin Know how to perform different jumps through effective technique, e.g., long jump Cricket <ul style="list-style-type: none"> Know how to hold a cricket bat correctly Understand the role of a batsperson, bowler, wicket keeper and fielder

<p>basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>Athletics</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination <p>Outdoor & Adventurous Activity</p> <ul style="list-style-type: none"> • take part in outdoor and adventurous activity challenges both individually and within a team 		<p>levels to ensure a varied routine</p> <ul style="list-style-type: none"> • To understand that you can use everyday movements (running, jumping etc) to create dance moves <p>Football</p> <ul style="list-style-type: none"> • Know how to play Football fairly (Rules applicable to Y3) • Know the different parts of your foot to use for different actions, e.g., controlling, shooting, etc. • Know and understand the role of the goalkeeper • Know that after each goal there will be a restart • Understand the actions that lead to a foul • Understand that if the ball goes out of play to the side of the pitch, the game is restarted by a throw in <p>Netball</p> <ul style="list-style-type: none"> • Know how to play netball fairly (rules applicable to Y3) • Know that you cannot dribble the ball 	<ul style="list-style-type: none"> • Understand the importance of hand-eye co-ordination 	<ul style="list-style-type: none"> • Know that the person batting can be 'out' by being bowled or caught • Understand the scoring system • Understand the importance of hand-eye co-ordination <p>Outdoor & Adventurous Activity</p> <ul style="list-style-type: none"> • Know how to follow a map in a familiar context • To know how to use clues to follow a route • To know how to follow a route safely
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<p>Evaluate</p> <ul style="list-style-type: none"> compare their performances with previous ones and demonstrate improvement to achieve their personal best. 		<ul style="list-style-type: none"> Know that you cannot run whilst holding the ball (2 steps then pass) Know that after each goal there will be a restart Understand that if the ball goes out of play, the game is restarted by a side line pass Understand the scoring system 		
	<p>Key Skills</p>	<p>Gymnastics</p> <ul style="list-style-type: none"> Be able to perform a variety of individual and partner balances, e.g., crouched tuck, one foot stand, front support, etc. Be able to perform a variety of jumps and land them safely, e.g., star, tuck, pencil, etc. Be able to perform a variety of rolls, e.g., log, forwards, dish, etc. Be able to link rolls, balances, jumps and travelling into a sequence, e.g., forward roll into a straddle stand 	<p>Hockey</p> <ul style="list-style-type: none"> Demonstrate successful hitting and striking skills (moving and a stationary ball) Practise the correct striking technique and use it in a game Travel with the ball correctly Pass the ball (with some success within a game) Apply and follow the rules fairly Compete against others in a controlled manner <p>Tennis</p> <ul style="list-style-type: none"> Be able to demonstrate some control of a ball using a racket, e.g., bouncing, keeping up, moving with the ball on the racket Be able to strike the ball with some accuracy at a target or over a net 	<p>Athletics</p> <ul style="list-style-type: none"> Focus on how arm and leg actions can improve sprinting technique Begin to combine running with jumping over hurdles Focus on trail leg and lead leg action when running over hurdles Understand the importance of adjusting running pace to suit the distance being run Be able to one and two feet to take off and to land with Develop an effective take-off for the standing long jump Develop an effective flight phase for the standing long jump Land safely and with control

		<p>Dance</p> <ul style="list-style-type: none"> • Recognise a beat and time movements to it • Move different body parts at the same time in coordination to a beat • Change rhythm, speed, level and direction in a planned dance routine • Make a sequence of choreographed movements • Express an atmosphere or mood that can be interpreted by an audience • Watch, describe and evaluate the effectiveness of a performance • Describe how their performance has improved over time • Listen to the ideas of others <p>Football</p> <ul style="list-style-type: none"> • Be able to control a moving ball by placing a foot on it • Begin to control a moving ball with the instep of the foot • Practise passing a stationary ball using the instep of the foot 	<ul style="list-style-type: none"> • Practise striking and returning the ball to a partner • Begin to be able to strike the ball using a variety of strokes, e.g., forehand, backhand, volley 	<ul style="list-style-type: none"> • Be able to perform a pull throw using a javelin • Be able to measure the distance of throws • Evaluate the effectiveness of own and other's performances <p>Cricket</p> <ul style="list-style-type: none"> • Be able to hold the bat correctly (fingers and thumbs around the handle and dominant hand at the bottom) to strike the ball from a tee • Be able to strike the ball in chosen direction from a tee (push the bat, swing the arms away from the body and keep the rest of the body still) • Be able to stand correctly when striking the ball (feet parallel, should width apart, knees slightly bent, head still) • Be able to bowl a ball underarm – developing the distance and height bowled • Be able to catch a closely thrown or struck ball using two hands, closing the fingers around the ball and pulling it into the body
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		<ul style="list-style-type: none"> • Practise dribbling and moving with the ball, using both feet • Practise shooting a ball with the laces area of the boot • Be able to pass, dribble, shoot and control the ball with some success within a game • Begin to use and understand the terms attacking and defending • Apply and follow the rules fairly <p>Netball</p> <ul style="list-style-type: none"> • Practice passing the ball using each of the key techniques – chest, bounce, overhead and shoulder • Be able to receive and catch the ball with two hands and bring the ball into the chest • Be able to use netball footwork – place landing foot down, take one step with other (pivoting) • Practice the technique of shooting • Be able to pass, defend, shoot and control the ball 		<ul style="list-style-type: none"> • Be able to throw a ball underarm with control to a partner • Evaluate the effectiveness of own and other's performances <p>Outdoor & Adventurous Activity</p> <ul style="list-style-type: none"> • Know left from right • Be able to read points on a compass • Be able to follow a sequence • Be able to locate points on a map • Review and evaluate activities <p><u>Tactical skills:</u></p> <ul style="list-style-type: none"> • To be able to solve simple problems • To explore different methods of communication – verbal and non-verbal <p>Trails</p> <ul style="list-style-type: none"> • Orientate with increasing confidence and accuracy around a short trail <p>Organisation</p> <ul style="list-style-type: none"> • Begin to choose equipment that is appropriate for an activity
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		<p>with some success within a game</p> <ul style="list-style-type: none"> • Begin to use and understand the terms attacking and defending • Apply and follow the rules fairly 		<ul style="list-style-type: none"> • Begin to complete activities in a set period of time • Begin to offer an evaluation of personal performances and activities
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Year 4

<p>Gymnastics</p> <ul style="list-style-type: none"> • develop flexibility, strength, technique, control and balance <p>Dance</p> <ul style="list-style-type: none"> • perform dances using a range of movement patterns <p>Competitive Games</p> <ul style="list-style-type: none"> • play competitive games, modified where 		Autumn	Spring	Summer
	Key Knowledge	<p>Dance</p> <ul style="list-style-type: none"> • Perform dance to an accompaniment devising the sequence to take account of rhythm and style of music • Show increasing knowledge of a varying number of styles of dance • Be able to choose an appropriate style of dance/movements/sequencing as appropriate to the music • Know the impact that increase poise, balance and coordination can make to a dance performance and apply this when moving and stopping within a sequence 	<p>Gymnastics</p> <ul style="list-style-type: none"> • To understand the importance of getting your pulse raising within a warm up • To be able to identify when their pulse has been raised and their body is ready for stretches • To know a variety of stretches that will prepare their bodies for a gymnastics session • To know how to safely move equipment used • To know how to safely land and finish skills from a vault and agility tables <p>Hockey</p> <ul style="list-style-type: none"> • Know how to play Hockey fairly (Hockey Rules applicable to Y4) 	<p>Athletics</p> <ul style="list-style-type: none"> • Know how to sprint over a short distance and understand that a sprint style can't be sustained over a long distance • Know how to jump in different ways • Know how to throw in different ways and hit a target (at appropriate distance), when needed <p>Cricket</p> <ul style="list-style-type: none"> • Know how to play cricket (rules applicable to Y4) • Introduce the terms 'leg before wicket', bails and crease

<p>appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>Athletics</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination <p>Outdoor & Adventurous Activity</p> <ul style="list-style-type: none"> • take part in outdoor and adventurous activity challenges both 		<ul style="list-style-type: none"> • Know the importance of warming up specific muscle groups in preparation for dance, as well as cooling down • Know that dance can communicate feelings and narratives • Know and can state which aspects of own performance were particularly strong and which they could improve on <p>Football</p> <ul style="list-style-type: none"> • Know how to play Football fairly (Rules applicable to Y4) • Know how to increase the distance when passing the ball through effective technique • Know the importance of aiming when shooting • Understand how a corner is awarded • Understand the difference between the awarding of a penalty or free kick <p>Netball</p> <ul style="list-style-type: none"> • Know how to play netball fairly (rules applicable to Y4) 	<ul style="list-style-type: none"> • Understand that the ball must go backwards to begin the restart • To understand the actions that will result in a penalty • Understand that keeping possession of the ball increases the chances of team success <p>Tennis</p> <ul style="list-style-type: none"> • Know how to play tennis (rules applicable to Y4) • Introduce the terms 'serve', 'service box' and 'rally' • Understand that a serve starts the next point and where a serve is taken from • Understand the scoring system being used 	<ul style="list-style-type: none"> • Understand where the slip fielder is positioned <p>Outdoor & Adventurous Activity</p> <ul style="list-style-type: none"> • To know how to follow a map in a (more demanding) familiar context • To know how to follow a route within a time limit
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<p>individually and within a team</p> <p>Evaluate</p> <ul style="list-style-type: none"> compare their performances with previous ones and demonstrate improvement to achieve their personal best. 		<ul style="list-style-type: none"> Understand that the court is divided into thirds to provide space for certain players – begin to follow these rules Know and understand the terms, ‘footwork’ and ‘contact’ Understand that different passes are needed for different situations Know the importance of aiming when shooting 		
	<p>Key Skills</p>	<p>Dance</p> <ul style="list-style-type: none"> Develop increased poise, balance and coordination while moving and stopping Show sensitivity to music by keeping time to the beat when performing Manage coordination of self and with others Sequence movement Create and perform a group dance showing unison of movement Dance shows clarity, fluency, accuracy and consistency Move safely, in varied ways, in space with others Watch, describe and evaluate the effectiveness of 	<p>Gymnastics</p> <ul style="list-style-type: none"> Be able to adapt take off, landing and body shape when performing a jump Be able to use arms for momentum when turning as part of a jump Be able to perform a straddle forward roll and backwards roll into straddle Be able to hurdle step and rebound off a springboard to create height Be able to land in straddle position on a vaulting box Be able to perform a jump off a vault and land safely Be able to perform a handstand 	<p>Athletics</p> <ul style="list-style-type: none"> Demonstrate an improved technique for sprinting Carry out an effective sprint finish Perform a relay, focusing on the baton changeover technique Be able to speed up and slow down smoothly when running Learn how to combine a hop, step and jump to perform the standing triple jump Land safely and with control Begin to measure the distance jumped Be able to perform a push throw

		<p>performances, giving ideas for improvements</p> <ul style="list-style-type: none"> • Modify use of skills or techniques to achieve a better result <p>Football</p> <ul style="list-style-type: none"> • Develop ability to control a moving ball with the instep • Be able to pass the ball over an increasing distance • Develop ability to dribble the ball with both feet, with an awareness of others around them • Be able to dispossess an opponent fairly • Begin to be able to control a bouncing ball using different parts of the body, e.g., chest • Develop goalkeeping skills, e.g., catching, throwing, etc. • Choose and use criteria to evaluate own and others' performance <p>Netball</p> <ul style="list-style-type: none"> • Be able to pass the ball over an increasing distance and with increasing speed, 	<ul style="list-style-type: none"> • Be able to perform a side-to-side cartwheel and introduce round off • Evaluate the effectiveness of own and others performances and suggest improvements <p>Hockey</p> <ul style="list-style-type: none"> • Increase success rate in hitting and striking skills a moving ball • Be able to strike the ball for distance • Move with the ball in a variety of ways with some control • Developing passing the ball within a game • Describe how their performance has improved over time <p>Tennis</p> <ul style="list-style-type: none"> • Demonstrate a growing ability to strike the ball using a variety of strokes, e.g., forehand, backhand, volley • Begin to be able to return a ball in a range of situations, e.g., high, low, a variation of speed • Begin to be able to maintain a short rally with a partner • Be able to serve underarm with some accuracy and control • Be able to aim a ball over a net to land in a space on the other side 	<ul style="list-style-type: none"> • Develop techniques to throw for increased distance • Evaluate effectiveness of own and others performances and suggest improvements <p>Cricket</p> <ul style="list-style-type: none"> • Be able to strike the ball from an underarm delivery (push the bat straight, swing the arms away from the body and keep the rest of the body still) • Use good hand-eye coordination to be able to direct a ball when striking or hitting • Be able to accurately bowl a ball underarm at a set of wickets • Be able to catch a ball thrown or struck over longer distances – track the ball and move the feet to get under the ball, wrap the fingers around the ball and bring it towards the body • Be able to accurately throw a ball to a partner over longer distances • Evaluate effectiveness of own and others performances and suggest improvements
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		<p>moving towards the opponent's goal</p> <ul style="list-style-type: none"> • Develop defensive skills, e.g., intercepting, shadowing/marking • Develop attacking skills, e.g., change direction or speed to lose a defender • Develop netball footwork and pivoting • Develop accuracy of shooting and ability to catch rebounds • Choose and use criteria to evaluate own and others' performance 	<ul style="list-style-type: none"> • Be able to combine skills to play 1v1 net games cooperatively with a partner • Describe how their performance has improved over time 	<p>Outdoor & Adventurous Activity Trails</p> <ul style="list-style-type: none"> • To orientate themselves with accuracy around a short trail. • Create a short trail for others with a physical challenge. • Start to recognise features of an orienteering course <p>Problem Solving</p> <ul style="list-style-type: none"> • To communicate clearly with other people in a team, and with other teams. • To have experience of a range of roles within a team and begin to identify the key skills required to succeed at each. • To be able to associate the meaning of a key in the context of the environment. <p>Preparation and Organisation</p> <ul style="list-style-type: none"> • To try a range of equipment for creating and completing an activity. • To be able to make an informed decision on the best equipment to use for an activity. • To be able to plan and organise a trail that others can follow. <p>Communication</p>
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				<ul style="list-style-type: none"> • To be able to communicate clearly with others. • To be able to work as part of a team. • To begin to use a map to complete an orienteering course. • To be able to compete and perform. • To complete an orienteering course more than once and begin to identify ways of improving completion time. <p>Offer an evaluation of both personal performances and activities. Start to improve trails to increase the challenge of the course.</p>
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Year 5

		Autumn	Spring	Summer
<p>Gymnastics</p> <ul style="list-style-type: none"> • develop flexibility, strength, technique, control and balance <p>Dance</p> <ul style="list-style-type: none"> • perform dances using a range of 	Key Knowledge	<p>Dance</p> <ul style="list-style-type: none"> • Know the impact that increased poise, balance and coordination can make to a dance performance and apply this when moving and stopping within a sequence at different levels within the space 	<p>Gymnastics</p> <ul style="list-style-type: none"> • To know a variety of conditioning exercises to increase stretch and endurance • To know what conditioning exercises will improve specific parts of the body • To understand the importance of conditioning, stretch and endurance in gymnastics 	<p>Athletics</p> <ul style="list-style-type: none"> • Know how to show control when taking off and landing • Know how to throw with increasing accuracy • Know how to combine running and jumping in the context of a triple jump

<p>movement patterns</p> <p>Competitive Games</p> <ul style="list-style-type: none"> 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>Athletics</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination 		<ul style="list-style-type: none"> To know that dance can communicate an idea, as well as feelings and narratives <p>Football</p> <ul style="list-style-type: none"> Know how to play Football fairly (Rules applicable to Y5) Know each of the team positions and be able to maintain these during a match Know how to maintain possession during a match, e.g., by potentially playing backwards Know how to gain possession by working as a team <p>Netball</p> <ul style="list-style-type: none"> Know how to play netball fairly (rules applicable to Y5) Know and understand how long a player can hold the ball and the distance that must be maintained between opposing players Know each of the team positions and be able to maintain these during a match 	<ul style="list-style-type: none"> To know how to safely move equipment used To know how to safely land and finish skills learned To know what constitutes a good gymnastics routine; including different types of timing, transitions, different heights, and balances To understand the differences between a leap and a jump <p>Hockey</p> <ul style="list-style-type: none"> Know how to play Hockey fairly (Hockey Rules applicable to Y5) To know when free passes are awarded To know when corners are awarded Understand the importance of maintaining defensive and attacking positions during a game <p>Tennis</p> <ul style="list-style-type: none"> Know how to play tennis (rules applicable to Y5) Know the overarm serving technique 	<p>Cricket</p> <ul style="list-style-type: none"> Know how to play cricket (rules applicable to Y5) Know how to hit the ball in a particular chosen direction (considering the fielders and match situation) Know the overarm bowling technique <p>Outdoor & Adventurous Activity</p> <ul style="list-style-type: none"> To know how to design a map for others to follow in a (more demanding) familiar context. To know the approximate amount of time that their own devised route will take and is able to follow a set route within an allocated time limit.
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<p>Outdoor & Adventurous Activity</p> <ul style="list-style-type: none"> take part in outdoor and adventurous activity challenges both individually and within a team 		<ul style="list-style-type: none"> Understand the basic principles of attack and defence and the accompanying movement, e.g., keeping possession, facing opponent, moving backwards, looking to intercept, etc. Know how to gain possession by working as a team 		
<p>Evaluate</p> <ul style="list-style-type: none"> compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p>Key Skills</p>	<p>Dance</p> <ul style="list-style-type: none"> To demonstrate imagination and creativity in movements devised in response to stimuli To use transitions to link motifs smoothly together To improvise with confidence, still demonstrating fluency across the sequence To ensure actions fit the rhythm of the music To modify parts of a sequence as a result of self and peer evaluation To use more complex dance vocabulary to compare and improve work 	<p>Gymnastics</p> <ul style="list-style-type: none"> Be able to demonstrate control over take offs and landings when performing a jump or leap Be able to perform a stag jump and split leap Be able to perform a pike forward roll and backward roll to standing pike Be able to squat and straddle on to a vault Begin to practise how to squat through vault Be able to perform a cartwheel with round off Be able to plan a sequence of movements that are creatively linked together Be able to perform a sequence of movements to music 	<p>Athletics</p> <ul style="list-style-type: none"> Accelerate from a variety of starting positions Continue to practise and refine the technique for sprinting, focusing on an effective sprint start Be able to select the most suitable pace for the distance and their fitness level in order to maintain a sustained run Be able to identify and demonstrate stamina, explaining its importance for runners Improve techniques for jumping for distance Be able to perform the standing triple jump with increased confidence

		<ul style="list-style-type: none"> • To perform own longer, more complex sequences in time to music • To consistently perform and apply skills and techniques with accuracy and control • Choose and use criteria to evaluate own and others' performances • Explain why they have used particular skills or techniques, and the effect they have had on their performance <p>Football</p> <ul style="list-style-type: none"> • Be able to pass the ball with speed and accuracy using appropriate techniques within a match situation • Begin to understand the value of passing to a space • Keep and win back possession of the ball effectively • Demonstrate an increasing awareness of space and use space effectively within a match 	<ul style="list-style-type: none"> • Watch, describe and evaluate the effectiveness of a performance • Describe how their performance has improved over time • Listen to the ideas of others <p>Hockey</p> <ul style="list-style-type: none"> • Confidently hit and strike a moving ball • Use two different ways of moving a ball within a game • Confidently pass the ball within a game • Begin to use fielding skills to prevent a ball from travelling past them • Watch, describe and evaluate the effectiveness of a performance • Manage feelings and act appropriately and respectfully during and after the games <p>Tennis</p> <ul style="list-style-type: none"> • Confidently be able to strike the ball using a variety of strokes, e.g., forehand, backhand, volley • Understand how to position the body to receive a ball coming from different heights and angles • Begin to recognise where there are spaces on an opponent's court and try to hit into them 	<ul style="list-style-type: none"> • Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight • Land safely and with control • Measure the distance and height jumped with accuracy • Investigate different jumping techniques • Be able to perform a sling throw • Throw a variety of implements using a range of throwing techniques • Continue to develop techniques to throw for increased distance • Describe and identify particular skills or techniques and the effect they had on their own and others' performances <p>Cricket</p> <ul style="list-style-type: none"> • Be able to strike the ball from quicker deliveries and over longer distances • Be able to bowl the ball overarm by holding the ball with two fingers and thumb; moving the bowling arm in a
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		<ul style="list-style-type: none"> • Confidently use different parts of your body to control the ball, e.g., thigh, chest, etc. • Be able to take a throw in correctly • Be able to use evading and marking skills to move to receive or intercept the ball • Be able to demonstrate cooperation and communication as part of a team • Explain why they have used particular skills or techniques, and the effect they have had on their performance <p>Netball</p> <ul style="list-style-type: none"> • Be able to select the appropriate pass for the situation • Be able to change direction and speed to lose a defender • Ensure defenders stay between the attacker and ball • Demonstrate an increasing awareness of space and use space effectively within a match 	<ul style="list-style-type: none"> • Be able to maintain longer rallies with a partner • Be able to use the overarm serve by standing sideways with one leg in front of the other. The elbow is high, with the racket behind the head. The other hand holds the ball out straight, level with the chin. The ball is pushed up into the air in front. The racket swings overhead and slices the ball forward. • Be able to combine skills to play 2v2 net games cooperatively 	<p>number 6 shape, stepping forward with the opposite foot to the bowling arm, releasing with a straight arm and following through with the same foot stepping forward</p> <ul style="list-style-type: none"> • Throw and catch accurately and successfully under pressure in a game • Work as a team to develop fielding strategies to prevent the opposition from scoring • Describe and identify particular skills or techniques and the effect they had on their own and others' performances <p>Outdoor & Adventurous Activity Trails</p> <ul style="list-style-type: none"> • To start to orientate themselves with increasing confidence and accuracy around an orienteering course. • To be able to design an orienteering course that can be followed and offers some challenge to others. • To begin to use navigation equipment to orientate
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		<ul style="list-style-type: none"> • Be able to demonstrate cooperation and communication as part of a team • Explain why they have used particular skills or techniques, and the effect they have had on their performance 		<p>around a trail. Problem Solving</p> <ul style="list-style-type: none"> • To be able to use clear communication to effectively complete a particular role in a team. • To complete orienteering activities both as part of a team and independently. • To identify a key on a map and begin to use the information in activities. <p>Preparation and Organisation</p> <ul style="list-style-type: none"> • To be able to choose the best equipment for an outdoor activity. • To create an outdoor activity that challenges others. • To create a simple plan of an activity for others to follow. • To identify the quickest route to accurately navigate an orienteering course. <p>Communication</p> <ul style="list-style-type: none"> • To be able to communicate clearly and effectively with others. To work effectively as part of a team. • To be able to successfully use a map to complete an orienteering course. To begin to use a compass for navigation.
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				Compete and Perform <ul style="list-style-type: none"> To complete an orienteering course on multiple occasions, in a quicker time due to improved technique. To be able to offer a detailed and effective evaluation of both personal performances and activities. Evaluation: To be able to improve a trail to increase the challenge of the course.
Year 6				
Gymnastics <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance Dance <ul style="list-style-type: none"> perform dances using a range of movement patterns Competitive Games <ul style="list-style-type: none"> play competitive 	Key Knowledge	Autumn	Spring	Summer
		Gymnastics <ul style="list-style-type: none"> Know how to create their own complex sequences involving the full range of actions and movements Know how to demonstrate precise and controlled placement of body parts in their actions, shapes and balances Know how to confidently use equipment to vault and incorporate this into sequences Know how to apply skills and techniques consistently, 	Hockey <ul style="list-style-type: none"> Know how to play Hockey fairly (Hockey Rules applicable to Y6) To understand how finding space and moving into it can support teammates Tennis <ul style="list-style-type: none"> Know how to play tennis (rules applicable to Y6) Understand the formal tennis scoring system, e.g., love, 15, 30, 40, deuce, advantage 	Athletics <ul style="list-style-type: none"> Know how demonstrate stamina and increase strength Cricket <ul style="list-style-type: none"> Know how to play cricket (rules applicable to Y6) Know when to field short or far depending on a match situation

<p>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>Athletics</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination <p>Outdoor & Adventurous Activity</p> <ul style="list-style-type: none"> • take part in outdoor and adventurous activity 		<p>showing precision and control</p> <ul style="list-style-type: none"> • Know how to develop strength, technique and flexibility throughout performances • Knows that a warm down helps to gradually return your heart rate and breathing back to normal and relax your muscles <p>Dance</p> <ul style="list-style-type: none"> • Develop an awareness of the use of space • Demonstrate imagination and creativity in movements devised in response to stimuli <p>Football</p> <ul style="list-style-type: none"> • Know how to play Football fairly (Rules applicable to Y6) • Know when it is best to pass and when best to dribble in a match situation • Have an increasing knowledge of the tactics of the game 		
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<p>challenges both individually and within a team</p> <p>Evaluate</p> <ul style="list-style-type: none"> compare their performances with previous ones and demonstrate improvement to achieve their personal best 		<p>Netball</p> <ul style="list-style-type: none"> Know how to play netball fairly (rules applicable to Y6) Have an increasing knowledge of techniques to move the ball towards the opponent's goal / force turnovers 		
	<p>Key Skills</p>	<p>Gymnastics</p> <ul style="list-style-type: none"> Be able to perform difficult actions with clear body shape and changes in direction Identify and repeat the movement patterns and actions of a chosen dance style Compose individual, partner and group dances that reflect the chosen dance style Show a change of pace and timing in movements Be able to perform a cat leap and full turn Be able to perform a dive forward roll and a pike backward roll Be able to perform a squat and straddle over vault 	<p>Hockey</p> <ul style="list-style-type: none"> Confidently combine hitting, striking and passing skills within a game Use a variety of different ways of moving a ball within a game Confidently use fielding skills to prevent a ball from travelling past them Watch, describe and evaluate the effectiveness of a performance Manage feelings and act appropriately and respectfully during and after the games <p>Tennis</p> <ul style="list-style-type: none"> Consistently perform and apply the skills and techniques learned with accuracy and control Play a variety of shots with intent when striking a ball after one bounce or on the volley 	<p>Athletics</p> <ul style="list-style-type: none"> Recap, practise and refine an effective sprinting technique, including reaction time Be able to build up speed quickly for a sprint finish Be able to run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern Be able to work in a team to competitively perform a relay Confidently and independently select the most appropriate pace for different distances and different parts of a run Demonstrate endurance and stamina over longer distances in order to maintain a sustained run Develop the technique for the standing vertical jump

		<ul style="list-style-type: none"> • Be able to perform a hurdle step into a cartwheel and round off • Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements <p>Dance</p> <ul style="list-style-type: none"> • Identify and repeat the movement patterns and actions of a chosen dance style • Compose individual, partner and group dances that reflect the chosen dance style • Use dramatic expression in dance movements and motifs • Combine flexibility, techniques and movements to create a fluent sequence • Move appropriately and with the required style in relation to the stimulus, e.g., using various levels, ways of travelling and motifs • Show a change of pace and timing in movement 	<ul style="list-style-type: none"> • Direct a ball into an opponents' court at different speeds, heights and angles and explain why I am doing it • Be able to use the overarm serve within the context of a game • Evaluate the effectiveness of a shot and suggest ways of improving 	<ul style="list-style-type: none"> • Be able to maintain control at each of the different stages of the triple jump • Develop and improve their techniques for jumping for height and distance and support others in improving their performance. • Continue to develop techniques to throw for increased distance and support others in improving their personal best • Develop and refine techniques to throw for accuracy <p>Cricket</p> <ul style="list-style-type: none"> • Be able to bowl the ball overarm whilst running in to the crease • Be able to throw and catch a cricket ball correctly in the context of fielding including passing and receiving the ball on the move • Be able to execute a team strategy within a game • Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements
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Year 6 Residential to Simonsbath		<p>Outdoor and Adventurous Activity: Orienteering</p> <ul style="list-style-type: none"> • Children follow a map into an unknown location • Use clues to navigate a route • Plan a strategy with others and navigate a route competitively 	<p>Outdoor and Adventurous Activity 2: Stream Scramble</p> <ul style="list-style-type: none"> • Children follow a mixed terrain route along and through a stream 	<p>Archery:</p> <ul style="list-style-type: none"> • Children develop technique and accuracy of shooting <p>Surfing</p> <ul style="list-style-type: none"> • Children develop technique and control of movement

