

PE Foundation				
Term	National Curriculum	Knowledge Pupils know how to...	Skills Pupils can...	Vocabulary
Aut 1 Aut 2 Sp 1 Spr 2 Sum 1 Sum 2	<p>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</p> <p>Participate in team games, developing simple tactics for attacking and defending</p>	<p><u>Locomotion Jumping</u> explore jumping, in different directions, at different speeds, different levels, heights and distances.</p> <p><u>Locomotion Walking</u> explore walking using different body parts in different directions, at different levels and at different speeds.</p> <p><u>Ball skills Hands 1</u> explore different ways of using their hands to move with a ball, keeping control.</p> <p><u>Ball Skills Hands 2 and Ball Skills Feet</u> explore the different ways of throwing, rolling and stopping a ball and explore moving with a ball using their feet.</p> <p><u>Locomotion Running</u> apply their walking skills into games.</p>	<p><u>Locomotion Jumping</u> Adjust their speed and change direction to avoid other pupils and the markers. Travel with confidence. Follow the rules of games Travel with confidence</p> <p><u>Locomotion Walking</u> Walk with their heads focused straight ahead looking where they are going. Travel with confidence. Follow the rules of games Travel with confidence.</p> <p><u>Ball skills Hands 1</u> Roll and bounce the ball with control Understand the meaning of the word control. Follow instructions and rules of the game. Stop top and pass if they enter a marked area</p> <p><u>Ball Skills Hands 2 and Ball Skills Feet</u> Throw a beanbag with control Move the ball with control Understand the meaning of, 'control'. Follow the rules of the game. Keep the score.</p> <p><u>Locomotion Running</u> Run and stay in a space. Understand the consequence in a game of moving to close to the mud monsters (defenders). Play fairly in their teams. Be brave and think of their own ways of walking.</p>	<p><u>Locomotion Jumping</u> Jumping, distance, height, space, hopping, landing.</p> <p><u>Locomotion Walking</u> Defender, change of direction, space, speed, walking, marching, tag.</p> <p><u>Ball skills Hands 1</u> Space, control, defender, bouncing, rolling, pushing.</p> <p><u>Ball Skills Hands 2 and Ball Skills Feet</u> Attacker, defender, space, opponent, dribbling, control, accuracy, aiming, distance, power, throwing, catching, rolling, stopping. <u>Locomotion Running</u> Speed, acceleration</p>

		<p><u>Games for Understanding</u> explore why we need to follow the rules and keep the score during a game.</p>	<p><u>Games for Understanding</u> Move out of the space avoiding being tagged by the sharks. Understand the consequence of breaking the rules of a game. Play fairly in their teams. Travel with confidence.</p>	<p><u>Games for Understanding</u> Attacker, defender, space, rules, tagging or tag, sharing.</p>
Spr 1 Spr 2	Develop balance, agility and co-ordination, and begin to apply these in a range of activities	<p><u>Gymnastics</u> explore 'champion gymnastics'. Pupils will create movements and balances in high and low ways on the floor and on apparatus. Pupils will self-select where to work, exploring movements and balances and start to identify features of other pupil's work. <u>Wellbeing</u> demonstrate a basic understanding of agility, balance and coordination and why they are important.</p>	<p><u>Gymnastics</u> Make their movement champion. Be creative on the apparatus, moving over, under, through, along, across etc. Collaborate with other pupils by working around each other and taking turns, 'sharing'. Travel with confidence over, under and through equipment. Apply their movement ideas on the apparatus moving in high, low, big and small ways. Understand what a champion is.</p> <p><u>Wellbeing</u> Move showing good coordination and agility Understand why it is important to be healthy. Collaborate and take turns. Dance with confidence.</p>	<p><u>Gymnastics</u> Excellent gymnastics, interesting, flow, levels, matching, mirroring, unison, canon.</p> <p><u>Wellbeing</u> Agility, balance, coordination, hand-eye coordination, throwing, aiming</p>
Aut 2	Perform dances using simple movement patterns.	<p><u>Dance</u> create simple movement sequences that relate to specific words in different nursery rhymes.</p>	<p><u>Dance</u> Make their movements big. Know what a champion is. Work in pairs. Travel with confidence</p>	<p><u>Dance</u> Champion dancers, beat, moving, control, rhythm, timing, sequence, tempo.</p>

PE Year 1				
Term	National Curriculum	Knowledge Pupils know how to...	Skills Pupils can...	Vocabulary
Aut 1 Aut 2 Sp 1 Spr 2 Sum 1 Sum 2	<p>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</p> <p>Participate in team games, developing simple tactics for attacking and defending</p>	<p><u>Locomotion Running</u> understand the basic principles of attack and defence as they develop their understanding of where we need to run and why.</p> <p><u>Ball Skills Hands 1</u> combine their sending and receiving skills to keep possession. Pupils will explore stopping the ball.</p> <p><u>Ball Skills Feet</u> apply effective dribbling skills. Pupils will be able to collaborate and work together in a team.</p> <p><u>Ball Skills Hands 2</u> accurately roll a ball towards a target. Pupils will combine their sending and stopping skills, applying their prior knowledge of where we send a ball and why to score points to beat an opponent.</p> <p><u>Team Building</u> explore and learn why it is important to include everyone when working as a team and what makes an effective team.</p>	<p><u>Locomotion Running</u> Apply the correct technique (feet, arms, and Head) when running) Understand the consequence in a game of moving to close to the mud monsters (defenders). Play fairly in their teams. Stop when they are tagged.</p> <p><u>Ball Skills Hands 1</u> Pass a ball towards a target using their hands Concentrate on the ball. Take turns to be the defender when playing games. Always stop and pass if they are tagged.</p> <p><u>Ball Skills Feet</u> Move the ball using the insides and outsides of their feet. Understand why we do not use our hands to stop the ball. Count their own score or team score honestly. Pupils count their own score.</p> <p><u>Ball Skills Hands 2</u> Roll a ball towards a target using their 'Physical'. Understand the meaning of, 'aiming'. Keep the score honestly. Keep the score.</p> <p><u>Team Building</u> Work together to be successful. Understand why we need to work together to be successful.</p>	<p><u>Locomotion Running</u> Attacker, defender, space, speed, acceleration, tagging or tag</p> <p><u>Ball Skills Hands 1</u> Possession, space, control, attacker, dribbling, accuracy, power.</p> <p><u>Ball Skills Feet</u> dribbling, passing, control</p> <p><u>Ball Skills Hands 2</u> Batter, fielder, opponent, throwing, catching, rolling.</p> <p><u>Team Building</u> Teamwork, inclusion, communication,</p>

		<p>Pupils will begin to explore simple strategies to solve problems.</p> <p><u>Locomotion Jumping</u> jump, using their head, arms and feet, applying the correct jumping technique.</p> <p><u>Games for Understanding</u> apply the principles of attack vs defence, with a particular focus on creating simple attacking tactics in order to move the ball up the court, creating an attack that results in a shooting opportunity.</p>	<p>Help each other. Try their hardest.</p> <p><u>Locomotion Jumping</u> Use the correct technique (arms, Cognitive and knees) Understand why we may need to jump quickly in a game. Support others when there is a competitive element. Freeze and stop when they are caught.</p> <p><u>Games for Understanding</u> Change direction (dodge) and catch an attacker. Understand the consequence in a game of not tagging an attacker or being tagged by a defender Collaborate and take turns. Stop when they are tagged.</p>	<p>cooperation, rust, team member, fairness.</p> <p><u>Locomotion Jumping</u> Jumping, distance, space, skipping, landing.</p> <p><u>Games for Understanding</u> Attacker, defender, space, rules, tactics, team.</p>
Spr 1 Spr 2	Develop balance, agility and co-ordination, and begin to apply these in a range of activities	<p><u>Gymnastics</u> apply 'champion gymnastics' as they explore movements and balances in wide, narrow and curled ways on the floor and on apparatus. Pupils will transition between the theme words as they move and develop simple sequences, linking movements together.</p> <p><u>Wellbeing</u> perform circuits to develop their application and understanding.</p>	<p><u>Gymnastics</u> Make their movements and shapes 'champion' Understand what being a champion is. Be safe on the apparatus collaborating and sharing. Be brave and try their own ideas for combining two themes. Move using different body parts. Understand what the 'big' and 'small' parts of their bodies are. Take turn on apparatus. Make the decision themselves as to which way they will move and then change as they progress through the apparatus.</p> <p><u>Wellbeing</u> Move showing good coordination and agility. Understand why it is important to be healthy. Collaborate and take turns. Count their own score.</p>	<p><u>Gymnastics</u> Champion gymnastics, wide, narrow, curled, transition, interesting, linking.</p> <p><u>Wellbeing</u> Attacker, defender, agility, balabnce, coordination, hand-eye coordination, throwing, aiming.</p>

Aut 2	Dance Perform dances using simple movement patterns.	<u>Dance</u> create simple movement sequences. Pupils will respond to words and music using their bodies and props.	<u>Dance</u> Move like champion dancers. Understand what a champion dancer is. Do the bee and the flower move in relation to each other. Make accurate descriptions about others performances. Move like champion dancers. Understand what a champion dancer is. Move in relation to each other. Be brave and think of their own ways of moving	Dance Champion dancers, beat, moving, control, rhythm, timing, sequence, opposite.
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PE Year 2				
Term	National Curriculum	Knowledge Pupils know how to...	Skills Pupils can...	Vocabulary
Aut 1 Aut 2 Sp 1 Spr 2 Sum 1 Sum 2	<p>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</p> <p>Participate in team games, developing simple tactics for attacking and defending</p>	<p><u>Locomotion Dodging</u> apply their knowledge of how, where, and why to dodge.</p> <p><u>Ball Skills Hands 1</u> combine their developing dribbling, passing and receiving skills in order to keep possession and score a point</p> <p><u>Ball Skills Feet</u> apply their knowledge and understanding of dribbling, passing and receiving in order to keep possession as a team and score a point.</p> <p><u>Ball skills Hands 2</u> apply their understanding of underarm and overarm throwing to beat their opponents. Pupils will further extend their understanding of why we need to be accurate when we throw.</p> <p><u>Locomotion Jumping</u> apply their prior learning of how to jump and use this to jump in combination and link jumps.</p>	<p><u>Locomotion Dodging</u> Dodge with effective technique. Understand the consequence in a game of not moving away from the balls being rolled. Work against other teams collaboratively. Score points by dodging the balls.</p> <p><u>Ball Skills Hands 1</u> Dribble (bounce) the ball with control. Understand the consequence in a game of moving the ball close to the defenders. Take turns to be the defender when playing games. Keep the score</p> <p><u>Ball Skills Feet</u> Pass a ball towards a target using their feet. Understand the consequence in a game of moving the ball close to the defenders. Work together in pairs. Swap roles if the defender gains possession of the ball.</p> <p><u>Ball skills Hands 2</u> Throw the ball with control Understand where to throw (hit) the ball. Take turns in different roles (Batting, bowling etc.) Count their own score.</p> <p><u>Locomotion Jumping</u> Use the correct technique (arms, Cognitive and knees) Understand why we may need to jump as far as possible. Support others when there is a competitive element. Count their own score.</p>	<p><u>Locomotion Dodging</u> Attacker, defender, space, dodge, tagging or tag</p> <p><u>Ball Skills Hands 1</u> Attacker, defender, opponent, team, dribbling, chest pass</p> <p><u>Ball Skills Feet</u> Attacker, defender, possession, space, dribbling, passing.</p> <p><u>Ball skills Hands 2</u> Attacker, defender, batting, fielder, space, throwing, catching.</p> <p><u>Locomotion Jumping</u> Jumping, distance, space, attacker, defender, speed, landing.</p>

		<p>Pupils will continue to develop their ability to apply jumping in games.</p> <p><u>Team Building</u> apply effective teamwork, ensuring that everyone is included and understands their role. Pupils will begin to develop and apply simple strategies to solve problems.</p> <p><u>Games for Understanding</u> create simple defending and attacking tactics, while continuing to develop an understanding of the transition from defence to attack.</p>	<p><u>Team Building</u> Work together to be successful. Understand why we need to work together to be successful. Help each other. Try there hardest.</p> <p><u>Games for Understanding</u> Understand the consequence in a game of not tagging an attacker. Understand the difference between attack and defence. Work against other teams collaboratively. Collaborate and apply the rules of the game.</p>	<p><u>Team Building</u> Teamwork, inclusion, communication, cooperation, strategy, courage, motivation.</p> <p><u>Games for Understanding</u> Attacker, defender, space, tactics, transition, team.</p>
Spr 1 Spr 2	Develop balance, agility and co-ordination, and begin to apply these in a range of activities	<u>Gymnastics</u> apply 'champion gymnastics' and be able to perform a sequence on apparatus focused on; jumps, rolls and balances. Pupils know how to perform a sequence on apparatus while travelling along a chosen pathway.	<p><u>Gymnastics</u> Make a shape or movement. Understand what linking is and how we link. Suggest ways to improve another pupils' work. Be brave and think of their own ideas for moving. Ensure their movements are 'Champion' movements. Understand what a champion is. Give purposeful feedback when they peer assess. Be confident on the apparatus.</p>	<u>Gymnastics</u> Champion gymnastics, linking, flow, transition, jump, roll, sequence, zig-zag, curved.
Aut 2	Dance Perform dances using simple movement patterns.	<u>Dance</u> control and co-ordinate their bodies to perform a motif. In addition, pupils will explore various dynamics and movement qualities as they create movement patterns.	<p><u>Dance</u> Use all of their bodies as they move. Understand what a champion dancer is. Perform the movement sequence in a pair. Add movements together.</p>	<u>Dance</u> Champion dancers, beat, moving, control, rhythm, timing, sequence, opposite.

Aut 1	Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively Perform safe self-rescue in different water-based situations.	<u>Swimming</u> Swim competently over a distance of 25m.	<u>Swimming</u> Swim competently, confidently and proficiently over a distance of 25m Select the best stroke to use. Identify strengths and weaknesses in others strokes. Continuously try to improve their strokes. Float for at least 30 seconds and then try to attract attention. Understand why it is important to learn to float and why we might need to attract attention. Discuss and come up with ideas about how we can attract attention. Try their best.	<u>Swimming</u> Front crawl, breast stroke, back stroke, tread water, float, life guard.
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PE Year 3				
Term	National Curriculum	Knowledge Pupils know how to...	Skills Pupils can...	Vocabulary
Aut 1 Aut 2 Sp 1 Spr 2 Sum 1 Sum 2	Running, Jumping, throwing and catching Competitive games – (see above) badminton, cricket basketball, football, hockey, netball, rounders and tennis	<p><u>Cricket</u> apply the principles of attack vs defence in a cricket context. Pupils will learn how to utilise fielding skills to keep the batter's score as low as possible. Pupils will also explore batting skills to outwit the fielders and score as many runs (points) as possible.</p> <p><u>Tag rugby</u> apply the principles of attack vs defence, with a particular focus on passing and moving to score a try. Pupils will develop their understanding of when, where and why they need to create space when they are attacking.</p> <p><u>Rounders</u> apply a variety of fielding skills such as throwing and stopping the ball to keep the batter's score low. The unit of work will explore the concept of batting and fielding (attack and defence).</p> <p><u>Basketball</u> apply the principles of attack vs defence, with a particular focus on passing and moving, dribbling and shooting. Pupils will learn how to keep possession and</p>	<p><u>Cricket</u> Return the ball to a target. Outwit their opponents when batting. Organise themselves as a team fairly when batting or fielding. Enjoy batting and/or fielding.</p> <p><u>Tag rugby</u> Pass the ball (backwards only) whilst moving forwards to score a try. Understand when, where and why they need to tag. Collaborate as a team. Enjoy playing competitive games.</p> <p><u>Rounders</u> Get the batter out with accurate throwing and catching skills. Understand the concept of batting and fielding. Treat the other team with respect. Enjoy batting and fielding.</p> <p><u>Basketball</u> Adopt the correct technique when passing. Understand where they pass a ball and why. Collaborate with their partner. Succeed and enjoy keeping possession whilst passing.</p>	<p><u>Cricket</u> Throwing, catching, outwit, strike, batting, fielder, out.</p> <p><u>Tag Rugby</u> Attacker, defender, possession, dodge, try, tagging or tag, ball carrier.</p> <p><u>Rounders</u> Batting, fielder, throwing, base/posts, rounder, the long barrier.</p> <p><u>Basketball</u> Attacker, defender, dribbling, possession, triple threat, chest pass.</p>

		<p>eventually score in order to win a modified game. modified game.</p> <p><u>Athletics</u> run as fast as possible, exploring the correct technique individually and within teams. Pupils will also begin to examine how to jump as far as possible and compare throwing accurately with throwing for distance.</p> <p><u>Tennis</u> apply the principles of attack vs defence in order to win a game of tennis. Pupils will understand where and why we throw/hit the ball on the court and be introduced to basic shot techniques.</p>	<p><u>Athletics</u> Make their bodies run as fast as possible. Understand how to run faster. Collaborate and run in a team. Organise their team.</p> <p><u>Tennis</u> Pupils win a point. Understand where we play the ball and why. Collaborate with each other and keep score. Keep the score in their matches in order to take part in the tournament.</p>	<p><u>Athletics</u> Tactics, speed, acceleration, distance, accuracy, relay, change over.</p> <p><u>Tennis</u> Outwit, space, return, recover, baseline, forehand, rally, out.</p>
Spr 1 Spr 2	Develop flexibility, strength, technique, control and balance	<u>Gymnastics</u> create sequences starting with their symmetrical balance on apparatus, moving out of it and travelling to a new piece of apparatus and ending in their asymmetrical balances applying flow.	<u>Gymnastics</u> Make balances excellent. Understand why certain movements and balances are excellent. Respect all pairs as they perform. Adopt the role of a judge to ensure that the competition is run fairly.	<u>Gymnastics</u> Excellent gymnastics, interesting, linking, flow, extension, symmetrical, asymmetrical.
Aut 2	Dance Perform dances using a range of movement patterns	<u>Dance</u> respond to different stimuli, being able to add drama and emotion to the dance. Pupils will create a performance which will include; stage presence, timing, rhythm and sustaining character.	<u>Dance</u> Move with expression. Show evidence of creativity. Choreograph the entire piece including the end moves as part of a group. Be respectful when giving and receiving feedback.	<u>Dance</u> Excellent dancers, expression, creativity, emotion, rhythm, timing, stage presence, motif.

Aut 1	Outdoor adventurous activity. Take part in outdoor and adventurous activity challenges both individually & within a team	<u>Outdoor adventurous activity</u> what makes an effective team through different problem-solving challenges. Throughout the unit, there will be a focus on pupils developing skills essential to working within a team.	<u>Outdoor adventurous activity: Problem Solving</u> Locate points as a pair and return quickly. Orientate the map correctly. Cooperate with a partner.	Communication, tactics, teamwork, strategy, problem solving, cooperation.
Aut 1 and 2	Swim competently, confidently & proficiently over a distance of at least 25 m Use a range of strokes effectively .Perform safe self-rescue in different water-based situations.	<u>Swimming</u> Swim competently over a distance of 25m.	<u>Swimming</u> <u>25 metres</u> Swim competently, confidently and proficiently over a distance of 25m Select the best stroke to use. Identify strengths and weaknesses in others strokes. Continuously try to improve their strokes. Float for at least 30 seconds and then try to attract attention. Understand why it is important to learn to float and why we might need to attract attention Discuss and come up with ideas about how we can attract attention. Try their best.	<u>Swimming</u> Front crawl, breast stroke, back stroke, tread water, float, life guard.
All terms	Compare performance with previous ones and demonstrate improvement to achieve their personal best.	Improve in different physical activities and sports and learn how to evaluate and recognise their own success	Strive to win their game by consistently trying their hardest. Continue to try and improve their own performance. Adapt own tactics to improve performance. Continue to try their best even when their team is losing. Encourage others even when they make a mistake. Keep trying even when they make a mistake.	

PE Year 4				
Term	National Curriculum	Knowledge Pupils know how to...	Skills Pupils can...	Vocabulary
Aut 1 Aut 2 Sp 1 Spr 2 Sum 1 Sum 2	Running, Jumping, throwing and catching Competitive games – (see above) badminton, cricket basketball, football, hockey, netball, rounders and tennis	<p><u>Cricket</u> develop a range of more advanced fielding skills to keep the batter's score as low as possible. Pupils will also develop their batting skills to outwit the fielders and score as many runs (points) as possible.</p> <p><u>Tag rugby</u>: combine passing and moving to develop ways of creating space to beat an opponent to score a try. Pupils will also develop tagging and to explore different ways the defending team can prevent the attackers from scoring.</p> <p><u>Rounders</u> apply the principles of attack vs defence, with a particular focus on the concept of batting. Pupils will continue to develop and apply a variety of fielding skills such as throwing and stopping the ball to keep the batter's score low.</p> <p><u>Handball</u> apply the principles of attack vs defence, with a particular focus on creating simple attacking tactics in order to move the ball up the court, creating an attack that results in a shooting opportunity.</p>	<p><u>Cricket</u> Strike the ball with intent. Outwit their opponents when batting. Organise themselves as a team fairly when batting or fielding? Keep trying their hardest even when learning new skills?</p> <p><u>Tag rugby</u> Keep in front of their team members when running with the ball. Be tagged to gain a free pass as opposed to losing possession of the ball. Collaborate as a team. Enjoy playing competitive games.</p> <p><u>Rounders</u> Keep the batter's score as low as possible with accurate throwing, catching, and retrieving skills. Understand the difference between batting and fielding. Collaborate, keeping the score. Strive to win their game by consistently trying their hardest.</p> <p><u>Handball</u> Apply an understanding of passing and moving to score points against another team using a real goal to shoot into. Identify strengths and weaknesses in their team and make suggestions on how to improve Collaborate and apply the rules of the game. Follow the rules now that the games are competitive.</p>	<p><u>Cricket</u> Retrieving, bowling, strike, batting, fielder, the long barrier.</p> <p><u>Tag rugby</u> Space, attacker, defender, forward pass, offside.</p> <p><u>Rounders</u> Batting, fielder, throwing, base/posts, rounder, catching, backstop, ½ a rounder.</p> <p><u>Handball</u> Attacker, defender, transition, marking, free pass/throw, intercepting, shooting.</p>

		<p><u>Athletics</u> develop their own sprinting technique. Pupils will compare sprinting to running for distance and pacing. The unit will introduce throwing for distance with javelins</p> <p><u>Football</u> apply the principles of attack vs defence, with a particular focus on creating simple attacking tactics in order to move the ball up the pitch, creating an attack that results in a shooting opportunity.</p> <p><u>Tennis</u> apply the principles of attack vs defence in order to win a game of tennis. Pupils will create space to win points and apply the developing racket skills using forehand and backhand techniques.</p> <p><u>Basketball</u> apply the principles of attack vs defence, with a particular focus on creating simple attacking tactics in order to move the ball up the court, creating an attack that results in a shooting opportunity.</p>	<p><u>Athletics</u> Execute a standing long jump. Able to understand that with the right technique, they can jump further, compared to incorrect technique. Able to evaluate their peers. Continue to try and improve their own performance.</p> <p><u>Football</u> Apply an understanding of passing, moving and dribbling to score points against another team. Explain the difference between attack and defence. Collaborate and apply the rules of the game. Continue to follow the rules now that the games are competitive.</p> <p><u>Tennis</u> Make contact with the ball after one bounce. Understand why we have to control the ball. Collaborate with each other and keep score. Continue to develop their technique even if they do not find success immediately.</p> <p><u>Basketball</u> Apply an understanding of passing, moving and dribbling to score points against another team. Understand the difference between attack and defence. Collaborate and apply the rules of the game. Respect the rules.</p>	<p><u>Athletics</u> Tactics, speed, acceleration, distance, pace, power, stride pattern.</p> <p><u>Football</u> Tactics, marking, pressure, tackle, shadowing, tracking back, counter attack, referee, through ball, marking</p> <p><u>Tennis</u> Outwit, space, accuracy, power, baseline, forehand, backhand, rally, out.</p> <p><u>Basketball</u> Possession, marking, space, bounce pass, pivot.</p>
Spr 1 Spr 2	Develop flexibility, strength, technique, control and balance	<p><u>Gymnastics</u> explore bridge balances and the ways we can move in and out of them over and under them, on the floor and on the apparatus. Pupils will create sequences combining movements and bridge balances in pairs, applying flow and challenging their creativity.</p>	<p><u>Gym</u> Understand why certain movements and balances are excellent. Collaborate effectively with their partners. Enjoy performing their routines.</p>	<p><u>Gymnastics</u> Excellent gymnastics, extension, control, interesting, bridge, levels, flow.</p>

Aut 2	Dance Perform dances using a range of movement patterns	<u>Dance</u> explore movement through improvisation, introducing unison and matching. Pupils will sustain their characters to add drama and emotion to the dance. Pupils will extend their dance skills by using more complex interacting movements, actions and incorporate apparatus.	<u>Dance</u> Respond to the music with appropriate actions. Stay in time with the music. Perform as part of a group. Respect other pupils when they are performing.	<u>Dance</u> Excellent dancers, expression, creativity, emotion, motif, choreography, character.
Aut 1	Outdoor adventurous activity Take part in outdoor and adventurous activity challenges both individually and within a team	<u>Outdoor adventurous activity</u> apply effective teamwork through different problem-solving challenges. Throughout the unit, there will be a focus on pupils applying effective communication skills, essential to working within a team to complete the activities.	<u>Outdoor adventurous activity: Tactics and Communication</u> Work within a team, and complete the challenge Identify the attributes of a successful team. Include everyone and take responsibility for each other Consistently try there hardest	Communication, tactics, teamwork, strategy, adapt, listening, support, leadership, team member, trust.
All terms	Compare performance with previous ones and demonstrate improvement to achieve their personal best.	Improve in different physical activities and sports and learn how to evaluate and recognise their own success	Strive to win their game by consistently trying their hardest. Continue to try and improve their own performance. Adapt own tactics to improve performance. Continue to try their best even when their team is losing. Encourage others even when they make a mistake. Keep trying even when they make a mistake.	

PE Year 5				
Term	National Curriculum	Knowledge Pupils know how to...	Skills Pupils can...	Vocabulary
Aut 1 Aut 2 Sp 1 Spr 2 Sum 1 Sum 2	Running, Jumping, throwing and catching Competitive games – (see above) badminton, cricket basketball, football, hockey, netball, rounders and tennis	<p><u>Cricket</u> to create and apply tactics for both batting, and fielding (including bowling) and apply these successfully within their teams.</p> <p><u>Tag rugby</u>: how to execute different passes and understanding where, when they are used in a game. Pupils will be able to develop tactics for both attacking and defending and apply these successfully within their team.</p> <p><u>Rounders</u> apply fielding tactics, exploring how we can maximise our fielding set up and get the most from our players, making it harder for the batting team.</p> <p><u>Netball</u> develop tactics for both attacking and defending and apply these successfully within their teams.</p> <p><u>Athletics</u> sprint effectively, individually and within a team. Pupils will be able to develop their technique for throwing a shot putt</p>	<p><u>Cricket</u> Bowl accurately and consistently Vary the way they bowl depending on who is batting Umpire the games fairly Keep a score of the game</p> <p><u>Tag rugby</u> Reduce the space applying pressure to the attackers when they are defending. Follow more complex rules Work as a team to prevent the attackers from scoring a try. Implement the rules fairly.</p> <p><u>Rounders</u> Return the ball quickly with increased accuracy. Adapt their own tactics in order to improve their performance. Collaborate and organise their team members. Strive to win games by consistently trying their hardest.</p> <p><u>Netball</u> Apply a refined understanding of passing and moving to score points against another team Explain why keeping possession is important during a game of netball. Manage the games themselves selecting which players play in which position. Continue to try their best even when their team is losing.</p> <p><u>Athletics</u> Run jump and/or throw correctly Identify who should compete in an event and explain why?</p>	<p><u>Cricket</u> Tactics, bowling, run out, wicket-keeper, no-ball, wide, bye.</p> <p><u>Tag rugby</u> Tactics, transition, outwit, offside, loop pass, miss pass.</p> <p><u>Rounders</u> Batting and bowling square, fielder, tactics, no ball, out.</p> <p><u>Netball</u> Shoulder pass, bounce pass, tactics, transition, umpire, marking.</p> <p><u>Athletics</u> Tactics, speed,</p>

		<p>and explore and develop an understanding of how to hurdle safely.</p> <p><u>Football</u> apply the principles of attack vs defence, with a particular focus on passing and moving and dribbling.</p> <p><u>Tennis</u> develop their ability to serve and to volley. Pupils will be able to create tactics in a doubles game in order to score points and win the game.</p> <p><u>Hockey</u> develop tactics for both attacking and defending and apply these successfully within their team.</p>	<p>Enjoy the athletics competitions Try their best when involved with a team</p> <p><u>Football</u> Apply a refined understanding of passing, dribbling and moving to score points against another team. Understand why the wrong pass will result in possession being lost. Officiate games. Manage the games themselves</p> <p><u>Tennis</u> Hit the ball over the net and land the ball 'in' on the other side of the court consistently. Understand why we have to control the ball using a volley. Collaborate with their 'doubles' partner. Strive to win matches by consistently trying there hardest.</p> <p><u>Hockey</u> Outwit their opponents and keep possession of the ball applying effective decision-making? Understand their role and apply this role effectively within the game. Collaborate and work together in their teams Encourage others even when they make a mistake.</p>	<p>acceleration, distance, accuracy, teamwork, evaluation, change over, personal best, lap.</p> <p><u>Football</u> Tactics, marking, pressure, tackle, shadowing, tracking back, counter attack, referee, through ball, marking</p> <p><u>Tennis</u> Outwit, space, return, recover, baseline, forehand, rally, out, backhand, volley, doubles, serve.</p> <p><u>Hockey</u> Tactics, marking, attack, counter-attack, marking, goal side, defending, free hit.</p>
Spr 1 Spr 2	Develop flexibility, strength, technique, control and balance	<p><u>Gymnastics</u> create a sequence of movements, bringing together a combination of both matching and mirroring movements, to create a sequence.</p>	<p><u>Gymnastics</u> Show fluidity in performances. Consider using cannon or unison. Complete the assessment sheets accurately. Managed their emotions when performing their routine.</p>	<p><u>Gymnastics</u> Excellent gymnastics, interesting, flow, levels, counter balance, counter tension, unison, canon.</p>

Spr 1 Spr 2	Develop flexibility, strength, technique, control and balance	<u>Health Related Exercise</u> understand the meaning of strength, flexibility and the cardiovascular elements of fitness. Pupils will perform cardio, flexibility and strength focused circuits developing their own fitness.	<u>Health related exercise</u> Warm themselves up and cool themselves down. Understand the impact of exercise on their body. Encourage their partner as they work through the circuit. Try and improve their own performance.	<u>Health Related Exercise</u> Cardiovascular system, Strength, flexibility, fitness, circuits, fitness assessment/test.
Aut 2	Dance Perform dances using a range of movement patterns	<u>Dance</u> create movement using improvisation, to select and choreograph ideas into a sequence. Pupils will be able to use their bodies to perform technical movements with control and balance and good dynamics, concluding with an opening ceremony performance.	<u>Dance</u> Add on a clear, bold, start and finish positions. Move convincingly as an Olympian and stay in character. Perform as part of a big group. Keep trying even when they make a mistake.	<u>Dance</u> Excellent dancers, expression, creativity, emotion, motif, interconnecting, character.
Aut 1	Outdoor adventurous activity Take part these activities. challenges both individually and within a team	<u>Outdoor adventurous activity</u> apply effective teamwork through different problem-solving challenges. Throughout the unit, there will be a focus on pupils' ability to apply skills essential to working within a team as well as create, evaluate and adapt tactics.	<u>Outdoor adventurous activity: Problem Solving</u> Cave through the cave tunnels without breaking the caves. Understand their role in the team. Co-operate as part of a team? Try their best and control their emotions even when finding an activity challenging?	Communication, tactics, teamwork, strategy, adapt, listening, support, leadership, team member, trust.
All terms	Compare performance with previous ones & demonstrate improvement to their personal best.	Improve in different physical activities and sports and learn how to evaluate and recognise their own success	Strive to win their game by consistently trying their hardest. Continue to try and improve their own performance. Adapt own tactics to improve performance. Continue to try their best even when their team is losing. Encourage others even when they make a mistake. Keep trying even when they make a mistake.	

PE Year 6				
Term	National Curriculum	Knowledge Pupils know how to...	Skills Pupils can...	Vocabulary
Aut 1 Aut 2 Sp 1 Spr 2 Sum 1 Sum 2	Running, Jumping, throwing and catching Competitive games – (see above) badminton, cricket basketball, football, hockey, netball, rounders and tennis	<p><u>Cricket</u> effectively apply a range of fielding skills, batting skills and tactics into mini games.</p> <p><u>Tag rugby</u> create tactics for both attack and defence and apply them into game situations, adapting them when necessary.</p> <p><u>Rounders</u> use batting and fielding tactics and consider when, where and why they will apply these during a game.</p> <p><u>Netball</u> use of the principles of attack and defence. consistently</p>	<p><u>Cricket</u> Hit the ball on both sides of their bodies into space away from fielders. Change the way they are batting, depending on the game situation. Umpire the games fairly. Confidently score and umpire a game of pairs/mini-cricket game.</p> <p><u>Tag rugby</u> Switch fluidly between attack and defence as possession changes. Apply a refined understanding of passing, moving and creating space to score a try against another team. Demonstrate a secure knowledge of the rules. Officiate the games. Take on the role of team captain, leading and organising their team.</p> <p><u>Rounders</u> Consistently execute throwing, catching, retrieving and batting skills. Consistently stop the batters from scoring a rounder by throwing to ball directly to 4th base. Make good decisions about when to stop on the bases and when to run. Collaborate and organise their team members. To win games by consistently trying their hardest.</p> <p><u>Netball</u> Use attacking skills and defensive skills, that will be executed accurately and consistently.</p>	<p><u>Cricket</u> Tactics, umpire, boundary, four runs, six runs, over.</p> <p><u>Tag rugby</u> Offside, loop pass and miss pass, tactics, transition, formations, knock on, advantage</p> <p><u>Rounders</u> Batting, fielder, throwing, base/posts, rounder, the long barrier, tactics, bowling, run out, outfielder, umpire</p> <p><u>Netball</u> Shoulder pass, bounce pass, tactics, transition,</p>

		<p>apply a range of effective passes, in order to keep possession and score. apply pressure when defending to regain possession quickly.</p> <p><u>Football</u> consistently apply effective attacking skills, applying decision making in order to keep possession and score. apply pressure when defending to regain possession effectively.</p> <p><u>Tennis</u> apply effective shot techniques, applying decision making as to which shot to make and where to aim in order to score a point. Create, apply and evaluate tactics in singles and doubles games.</p> <p><u>Hockey</u> apply effective attacking skills, applying decision making in order to keep possession and score.</p>	<p>Switch fluidly between attacking and defending as possession changes. Understand the different positions and apply their role effectively within the game. Officiate the games. Follow the rules now that the games are competitive.</p> <p><u>Football</u> Pass, move and shoot accurately and consistently. Switch fluidly between attacking and defending as possession changes. Officiate games. Follow the rules now that the games are competitive.</p> <p><u>Tennis</u> Hit the ball into space to win the rally and score a point. Collaborate with their, 'doubles' partner. Umpire their game. Strive to win matches by consistently trying there hardest.</p> <p><u>Hockey</u> Apply a refined understanding of passing, dribbling and moving to score points against another team. Plan and produce an attack and create a successful shooting opportunity. Manage the games themselves. Respect the rules.</p>	<p>umpire, marking, netball positions.</p> <p><u>Football</u> Tactics, marking, pressure, tackle, shadowing, tracking back, counter attack, referee, through ball, marking</p> <p><u>Tennis</u> Outwit, space, return, recover, baseline, forehand, rally, out, backhand, volley, doubles, serve.</p> <p><u>Hockey</u> Tactics, marking, attack, counter-attack, marking, goal side, defending, free hit.</p>
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Spr 1 Spr 2	Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	<p><u>Athletics</u> use skills in a series of competitions. Work hard individually to apply the correct technique as well as collaborating in teams.</p> <p><u>Gymnastics</u> create a sequence of movements, bringing together a combination of both matching and mirroring movements, to create a sequence.</p> <p><u>Health Related Exercise</u> perform cardio, flexibility and strength focused circuits enhancing their own fitness.</p>	<p><u>Athletics</u> Apply a refined understanding of running for speed, Pacing, throwing, and jumping for distance. Run jump and/or throw correctly. Identify who should compete in an event and explain why. Evaluate their peers. Continue to try hard even when they are challenged.</p> <p><u>Gymnastics</u> Create a pair matching and mirroring sequence on apparatus. Understand the difference between matching and mirroring. Collaborate effectively with their partners.</p> <p><u>Health Related Exercise</u> Warm themselves up and cool themselves down. Understand the impact of exercise on their body. Encourage their partner as they work through the circuit. Continue to try and improve their own performance.</p>	<p><u>Athletics</u> Tactics, speed, acceleration, distance, accuracy, teamwork, evaluation, false starts, events.</p> <p><u>Gymnastics</u> Excellent gymnastics, interesting, flow, levels, matching, mirroring, unison, canon.</p> <p><u>Health Related Exercise</u> Cardiovascular system, Strength, flexibility, fitness, circuits, fitness assessment/test.</p>
Aut 2	Dance Perform dances using a range of movement patterns.	<u>Dance</u> perform choreographed movements and balances that incorporate emotion, expression and characterisation.	<p><u>Dance</u> Perform with high energy. Know what makes an excellent dancer. Make improvements to other pupils' work. Work hard to keep improving their performance.</p>	<p><u>Dance</u> Excellent dancers, expression, creativity, emotion, motif, compositional, rhythm, improvisation, choreography.</p>

Aut 1	Outdoor adventurous activity Take part in these activity challenges both individually and within a team	<u>Outdoor adventurous activity</u> lead others, applying skills essential to working within a team as well as create, evaluate and adapt tactics.	<u>Outdoor adventurous activity: Problem Solving</u> Physically help other pupils. Understand why their role is important if their team is going to be successful Listen to each other's ideas and communicate throughout the challenge Show leadership attributes	Communication, tactics, teamwork, strategy, adapt, listening, support, leadership, team member, trust.
All terms	Compare performance with previous ones and demonstrate improvement to achieve their personal best.	Improve in different physical activities and sports and learn how to evaluate and recognise their own success	Strive to win their game by consistently trying their hardest. Continue to try and improve their own performance. Adapt own tactics to improve performance. Continue to try their best even when their team is losing. Encourage others even when they make a mistake. Keep trying even when they make a mistake.	