

PE

By the end of Year 6 we want our pupils to:

- **Aspire** to apply and develop a **broader** range of skills.
- Have the **courage** 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, showing **empathy**.
- They should recognise and celebrate **uniqueness**, **fairness** and **respect**.
- They should develop an **understanding** of how to **improve** in different physical activities and sports.
- **Aim high** to evaluate and recognise their own success.



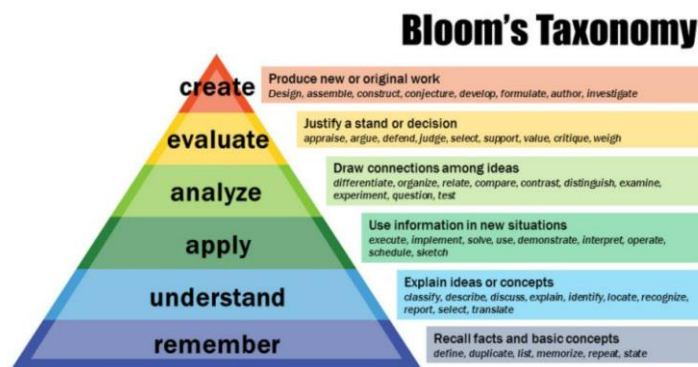
Department
for Education

Physical education programmes of study: key stages 1 and 2

National curriculum in England

Purpose of study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.



Lane 4 PE Publications

Ofsted
raising standards
improving lives

Research and analysis

Research review series: PE

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In this review, we suggest 3 conceptually distinctive but functionally connected pillars of progression that develop competence to participate, that PE can be realistically accountable for to meet the aims of the national curriculum. These are:

1. **motor competence**
 - knowledge of the range of movements that become increasingly sport and physical activity specific
2. **rules, strategies and tactics**
 - knowledge of the conventions of participation in different sports and physical activities
3. **healthy participation**
 - knowledge of safe and effective participation

Curriculum

The PE curriculum is taught through the use of lesson plans produced by Lane 4 Publications, which is in-line with the National Curriculum. They are used to aid teaching staff in their subject knowledge and planning of PE. Teachers are able to adjust and change lessons to suit the needs of their classes but the scheme provides a strong basis of what is expected in each year group/key stage. Each class has two timetabled sessions of physical activity every week. Swimming is run during the summer term and years 4-6 complete sessions but this is determined and organised on a yearly basis.

PE Continuous Professional Development

Each member of staff watches and teaches alongside a sports coach who delivers a unit of PE to improve their subject knowledge and delivery of PE lessons. The teachers choose the area of PE to 'upskill' their knowledge.

Curriculum coverage from Preschool to Year 6

Areas of PE are to be taught at the discretion of the teacher/according to their class needs. <i>The order of PE units below may change.</i>						
Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Preschool	Physical Development	Physical Development	Physical Development	Physical Development	Physical Development	Physical Development
Foundation	Moving and handling	Multi Skills	Gymnastics	Dance	Apparatus	Outdoor adventures
Year 1	Yoga	Ball Games	Archery & Target Activities	Racket Games	Cricket	Athletics
	Multi-skills	Dance & Movement	Invasion Games	CPD by Sports Coach	Gymnastics	Hockey
Year 2	Multi-skills	Ball games	Archery & Target	Racket Games	Cricket	CPD by Sports Coach
	Yoga	Dance & Movement	Invasion Games	CPD by Sports Coach	Gymnastics	Athletics
Year 3	Tag Rugby	(CPD by Sports Coach)	Football	Tennis	Cricket	Athletics
	Gymnastics	Hockey	Dance & Movement	OAA	Yoga	Rounders
Year 4	OAA	CPD by Sports Coach	Hockey	Gymnastics	CPD by Sports Coach	Athletics
	Yoga	Tennis	Dance & Movement	Tag Rugby	Swimming	Cricket / Rounders
Year 5	Dance & Movement	OAA	CPD by Sports Coach	Netball	Swimming	Swimming

	Tag Rugby	Hockey	Tennis	Circuit Training / Gymnastics	Athletics	Cricket / Rounders
Year 6	Dance & Movement	Circuit Training / Gymnastics	CPD by Sports Coach	Tennis	Swimming	Swimming
	Tag Rugby	Hockey	Netball	OAA/Team Building Challenges	Athletics	Cricket / Rounders

Direct links to other curriculum areas within existing year group

SCIENCE / HISTORY / GEOGRAPHY / PSHE /

Progression of vocabulary

	<i>Explanation</i>	<i>Examples</i>	<i>Recommendation for teaching</i>
Tier 1	Everyday words encountered in everyday conversation	dog go happy drink phone play sad	These words do not necessarily need to be explicitly taught, especially in upper grades with native English speakers. <i>Note: Children with learning difficulties or an English as a Second Language background may still benefit from explicit teaching of some Tier 1 words.</i>
Tier 2	Words that are needed in an academic context, and provide access to more complex topics and discussions outside of the everyday. Words that are useful across multiple topic and subject areas .	relative vary formulate specificity accumulate calibrate itemise falsely description hypothesis misfortune dignified faltered distinctly resolve	Teachers should explicitly teach these words , to ensure they can develop their students' understanding and expression of complex ideas. These words are useful for multiple purposes , and their use and understanding reflect and mature understanding of academic language. Students should learn to use Tier 2 words in multiple contexts and for multiple purposes.
Tier 3	Words that are relevant for specific subjects or content-areas . Words that have distinct meanings and purposes, relevant to a specialised topic or discourse.	lava carburettor legislature circumference aorta polyglot sonata isosceles	Students should learn these for the particular content-areas , but <u>should not be preferred over more useful Tier 2 words</u> . Students should learn to use Tier 3 words in the context of the specific subject matter where they are useful.

There is a lot of vocabulary that carries over and across the different areas of PE.

Green = Tier 1 Vocabulary

Orange = Tier 2 Vocabulary

Red = Tier 3 Vocabulary

Area of PE	Preschool / EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health and Self Care	<ul style="list-style-type: none"> • Dress • Undress • Shorts • T-Shirt • Shoes • Pumps • Socks • Dress • Skirt • Trousers • Tights 						
Dance & Movement Including: Yoga Multiskills	<ul style="list-style-type: none"> • Walk • Run • Roll • Crawl • Climb • Jump • Skip • Hop • Slither 	<ul style="list-style-type: none"> • forwards, backwards, • sideways • near, far, in and out, • gallop, skip, jump, • hop, bounce, spring, • turn, spin, freeze • fast, strong, gentle, 	<ul style="list-style-type: none"> • warm up, cool down • words to describe body actions and body parts • high, medium, low • stimulus (the starting point for dance) • words to describe directions • curved, zigzag 	<ul style="list-style-type: none"> • words to describe actions • dynamics, • space and relationship • square, circle, line • partner, copy, follow, • lead 	<ul style="list-style-type: none"> • Character • narrative, costume, • props • describe • question, answer • analyse, • interpret, evaluate • communication • gesture 	<ul style="list-style-type: none"> • dance style, technique • formation, pattern, • gesture, rhythm • pavane, haka • motif, variation 	<ul style="list-style-type: none"> • social dance crazes • style • high energy, fast • footwork • contact work, lean, • push, pull, lift • unison, canon • Lindy Hop,

	<ul style="list-style-type: none"> • Shuffle • Slide 	<ul style="list-style-type: none"> • statue • on the spot, • beginning, middle, end • jolly, stormy 	<ul style="list-style-type: none"> • happy, angry, calm, • excited, sad, lonely • tired, hot, sweaty, • heart rate 	<ul style="list-style-type: none"> • unison, canon, repeat • structure • motif • dance phrase • improvisation, explore 	<ul style="list-style-type: none"> • words to describe • choreographic • devices, eg unison, • canon, repetition, • action and reaction, • myth, legend • mobilise joints • diet 	<ul style="list-style-type: none"> • scarecrow, frog • stamina
<p>Gymnastics</p> <p>Including: Apparatus Circuit training</p>	<ul style="list-style-type: none"> • Run • Walk • Jump • Roll • Skip • Jog • Hop • Balance • Warm up • Cool down • March • Stretch 	<ul style="list-style-type: none"> • jump, land, rock, • roll, grip, hang, • push, pull, bounce, • hop, skip, step, • spring, crawl, slide • stop, still, slowly • tall, long, wide, • narrow • up, down, forwards • high, low • zigzag, straight • feet, hands, toes, • heels, knees, head, 	<ul style="list-style-type: none"> • hang, swing, • sequence, copy, • upside-down, take • off, smooth, quarterturn • fast • twisted, curled, • wide, narrow • medium • backwards, • Sideways • zigzag, angular • legs, arms, hips, • fingers, shoulders, • tummy, sides 	<ul style="list-style-type: none"> • half-turn • flow • combinations • Contrasting • explosive • inverted • sustained 	<ul style="list-style-type: none"> • combine • approaching, • leaving • height • strength, • suppleness, • stamina • inversion • against, towards, away, across • rotation, 90°, 180°, 270° • spinning • axis 	<ul style="list-style-type: none"> • feet apart, feet together • display • matching • flight • crouch • asymmetry • symmetry • inclined • mirrored, canon, • unison, • Flight • aesthetic • counterbalance • counter-tension • tension

		<ul style="list-style-type: none"> • elbows, bottom, • back, tummies • along, around, • across, on, off, over, <ul style="list-style-type: none"> • under, through • tension, extension, • Relaxation 	<ul style="list-style-type: none"> • under, through, • towards, in front, • behind, over 				<ul style="list-style-type: none"> • synchronised
Invasion games Including: Netball Hockey Basketball Tag Rugby Football	<ul style="list-style-type: none"> • Walking • Running • Fast slow <ul style="list-style-type: none"> • Throwing • Catching • Rolling <ul style="list-style-type: none"> • Space • Pushing • Patting • Kicking • Bounce 	<ul style="list-style-type: none"> • court, • Net • Hitting • Body parts <ul style="list-style-type: none"> • Bounce • Scoring points <ul style="list-style-type: none"> • Control • Co-ordination 	<ul style="list-style-type: none"> • court, • Net • Hitting • Body parts <ul style="list-style-type: none"> • Bounce • Scoring points <ul style="list-style-type: none"> • Control • Co-ordination 	<ul style="list-style-type: none"> • dribble, travel with the ball • receive • keeping the ball. <ul style="list-style-type: none"> • keeping possession, • scoring goals, • keeping the score • making space • pass, send <ul style="list-style-type: none"> • back up, support • partners and others in their team 	<ul style="list-style-type: none"> • keep control • make and use • space • support • pass <ul style="list-style-type: none"> • keep possession, • points • goals <ul style="list-style-type: none"> • rules • tactics 	<ul style="list-style-type: none"> • passing • dribbling • shooting <ul style="list-style-type: none"> • keeping possession • shielding the ball <ul style="list-style-type: none"> • width, depth • support • marking, covering 	<ul style="list-style-type: none"> • possession, • repossession • attackers, defenders <ul style="list-style-type: none"> • marking • covering • supporting <ul style="list-style-type: none"> • team play, team • positions
Striking and fielding	<ul style="list-style-type: none"> • Walking 	<ul style="list-style-type: none"> • Overarm throwing 	<ul style="list-style-type: none"> • Aiming 	<ul style="list-style-type: none"> • batting 	<ul style="list-style-type: none"> • batting 	<ul style="list-style-type: none"> • stance 	<ul style="list-style-type: none"> • stance

<p>Games</p> <p>Including: Rounders Cricket Golf</p>	<ul style="list-style-type: none"> • Running • Fast slow <ul style="list-style-type: none"> • Throwing • Catching • Rolling <ul style="list-style-type: none"> • Space • Pushing • Patting • Kicking • Bounce 	<ul style="list-style-type: none"> • bouncing • catching <ul style="list-style-type: none"> • avoiding • tracking a ball • striking <ul style="list-style-type: none"> • free space, own space • opposite • team 	<ul style="list-style-type: none"> • Speed • Direction • Passing • Scoring <ul style="list-style-type: none"> • Shooting • Rebound <ul style="list-style-type: none"> • Tracking or following the movement of a ball • Controlling 	<ul style="list-style-type: none"> • fielding • bowler • Wicket • score <ul style="list-style-type: none"> • tee • base <ul style="list-style-type: none"> • boundary • innings • rounder • backstop 	<ul style="list-style-type: none"> • fielding • bowler • Wicket • score <ul style="list-style-type: none"> • tee • base <ul style="list-style-type: none"> • boundary • innings • rounder • backstop 	<ul style="list-style-type: none"> • non-striker • offside <ul style="list-style-type: none"> • home base • pitch • over <ul style="list-style-type: none"> • Innings • the crease or batting point • leg-side 	<ul style="list-style-type: none"> • non-striker • offside <ul style="list-style-type: none"> • home base • pitch • over <ul style="list-style-type: none"> • Innings • the crease or batting point • leg-side
<p>Net/wall games</p> <p>Including: Tennis Badminton</p>	<ul style="list-style-type: none"> • Walking • Running • Fast slow <ul style="list-style-type: none"> • Throwing • Catching • Rolling <ul style="list-style-type: none"> • Space • Pushing • Patting • Kicking • Bounce 	<ul style="list-style-type: none"> • Overarm throwing • bouncing • catching <ul style="list-style-type: none"> • avoiding • tracking a ball • striking <ul style="list-style-type: none"> • free space, own space • opposite • team 	<ul style="list-style-type: none"> • Overarm throwing • bouncing • catching <ul style="list-style-type: none"> • avoiding • tracking a ball • striking <ul style="list-style-type: none"> • free space, own space • opposite • team 	<ul style="list-style-type: none"> • court, target, net • striking, hitting • defending <ul style="list-style-type: none"> • making it difficult for the opponent <ul style="list-style-type: none"> • tactics • scoring points • opposite team 	<ul style="list-style-type: none"> • court, target, net • striking, hitting • defending <ul style="list-style-type: none"> • making it difficult for the opponent <ul style="list-style-type: none"> • tactics • scoring points • opposite team 	<ul style="list-style-type: none"> • forehand, backhand, volley, overhead • changing direction, • changing speed <ul style="list-style-type: none"> • rally • singles, doubles <ul style="list-style-type: none"> • using width, • using depth, 	<ul style="list-style-type: none"> • forehand, backhand, volley, overhead • changing direction, • changing speed <ul style="list-style-type: none"> • rally • singles, doubles <ul style="list-style-type: none"> • using width, • using depth,

<p>Athletic activities</p> <p>Including: Circuit training Multiskills</p>	<ul style="list-style-type: none"> • Walk • Run • Roll • Crawl • Climb • Jump • Skip • Hop • Slither • Shuffle • Slide 	<ul style="list-style-type: none"> • run • catch • hop • skip • step • sideways, forwards, backwards • throw high, low, far, near, straight • aim • drop • bounce • fast, medium, slow • safely 	<ul style="list-style-type: none"> • run • catch • hop • skip • step • sideways, forwards, backwards • throw high, low, far, near, straight • aim • drop • bounce • fast, medium, slow • safely 	<ul style="list-style-type: none"> • sprint, jog • steady, fast, medium, slow • sling, push, pull • power • speed • safety • Stamina • relay • time • measure • record 	<ul style="list-style-type: none"> • sprint, jog • steady, fast, medium, slow • sling, push, pull • power • speed • safety • Stamina • relay • time • measure • record 	<ul style="list-style-type: none"> • race • run-up • time, measure • record • set targets • suppleness • safety and rules • relay take-over area • position of feet on last stride • pacing, stamina • strength and speed = power 	<ul style="list-style-type: none"> • race • run-up • time, measure • record • set targets • suppleness • safety and rules • relay take-over area • position of feet on last stride • pacing, stamina • strength and speed = power
<p>Outdoor and adventurous activities</p>	<ul style="list-style-type: none"> • Listen • maps • pictures • follow a trail • explore 	<ul style="list-style-type: none"> • symbols • seek and find • plan and do • challenges • problem solving • plan, do and talk about 	<ul style="list-style-type: none"> • symbols • seek and find • plan and do • challenges • problem solving • plan, do and talk about 	<ul style="list-style-type: none"> • maps, diagrams • symbols, scale • orienteering • controls • challenges, problem solving • plan alone, plan in pairs and groups 	<ul style="list-style-type: none"> • maps, diagrams • symbols, scale • orienteering • controls • challenges, problem solving • plan alone, plan in pairs and groups 	<ul style="list-style-type: none"> • maps, diagrams • orienteering • planning a journey • challenges, problem solving • plan - strategies and approaches • do - try, review and try again or improve 	<ul style="list-style-type: none"> • maps, diagrams • orienteering • planning a journey • challenges, problem solving • plan - strategies and approaches • do - try, review and try again or improve

				<ul style="list-style-type: none"> do - try, think about and try again review - talk about an activity and decide how to do better 	<ul style="list-style-type: none"> do - try, think about and try again review - talk about an activity and decide how to do better 	<ul style="list-style-type: none"> review - talk about and agree good ways of working team work - collaborate and take on roles and responsibilities 	<ul style="list-style-type: none"> review - talk about and agree good ways of working team work - collaborate and take on roles and responsibilities
Swimming	N/A	N/A	N/A		<ul style="list-style-type: none"> Shallow Deep <ul style="list-style-type: none"> Turning Rolling Metres Glide Front Back <ul style="list-style-type: none"> Style Horizontally Vertically Front crawl Back stroke Float 	<ul style="list-style-type: none"> Shallow Deep <ul style="list-style-type: none"> Turning Rolling Metres Glide Front Back <ul style="list-style-type: none"> Style Horizontally Vertically Front crawl Back stroke Float 	<ul style="list-style-type: none"> Shallow Deep <ul style="list-style-type: none"> Turning Rolling Metres Glide Front Back <ul style="list-style-type: none"> Style Horizontally Vertically Front crawl Back stroke Float

Substantive knowledge and disciplinary knowledge (skills) progression KS1 and KS2

<u>Subject: PE</u>	<u>Area of learning or unit title: Dance & Gymnastics</u>				
<p><u>Year 1</u></p> <p><u>Substantive knowledge</u></p> <p>I know some basic dance movements</p> <p>I know that you can jump in different ways</p> <p>I know that a good balance has some control</p> <p>I know that you can make different shapes with your body</p>	<p><u>Year 2</u></p> <p><u>Substantive knowledge</u></p> <p>I know that you can repeat basic dance movements</p> <p>I know that dance movements need to be remembered</p> <p>I know dance movements can be linked to develop short expressions</p> <p>I know that jumping can include turning, spinning and twisting</p> <p>I know that you can balance on different parts of the body</p> <p>I know some basic rolls</p>	<p><u>Year 3</u></p> <p><u>Substantive knowledge</u></p> <p>I know that dance movements can be adapted and improvised</p> <p>I know that dance movements can be sequences for short and longer performances</p> <p>I know the vocabulary used to compare and improve my performances</p> <p>I know that you can jump straight or with a variety of shapes</p> <p>I know that you can roll straight or with variations</p>	<p><u>Year 4</u></p> <p><u>Substantive knowledge</u></p> <p>As year 3 plus: I know that dance movements can be adapted and improvised</p> <p>I know that dance movements can be sequences for short and longer performances</p> <p>I know the vocabulary used to compare and improve my performances</p> <p>I know that you can jump straight or with a variety of shapes</p> <p>I know that you can roll straight or with variations</p>	<p><u>Year 5</u></p> <p><u>Substantive knowledge</u></p> <p>I know that dance movements can be exaggerated; when moving with expression</p> <p>I know that movements can be mirrored</p> <p>I know that balances can be symmetrical / asymmetrical</p> <p>I know that you can jump straight or with a variety of shapes</p> <p>I know that you can roll straight or with variations</p> <p>I know that you can travel synchronised, mirrored and matching</p>	<p><u>Year 6</u></p> <p><u>Substantive knowledge</u></p> <p>As year 5 plus: I know that balances have counter balance / counter tension</p> <p>I know that balances can involve shoulder stands and handstands</p> <p>I know that you can jump using vaults</p> <p>I know that you can roll straight or with variations</p> <p>I know that you can travel synchronised, mirrored and matching</p>

<u>Disciplinary knowledge</u>	<u>Disciplinary knowledge</u>	<u>Disciplinary knowledge</u>	<u>Disciplinary knowledge</u>	<u>Disciplinary knowledge</u>	<u>Disciplinary knowledge</u>
<p>I know how to copy movements, linked to a suitable stimulus, working individually and with a partner / group, to create short performances.</p> <p>I know how to copy skills and begin to link these together to form short sequences.</p> <p>I know how to develop basic control of my movements.</p>	<p>I know how to copy, repeat and link phrases, in response to a stimulus.</p> <p>I know how to perform movements with control and precision working individually, with a partner or in a group.</p> <p>I know how to copy and repeat skills and link these together with movement to create fluent sequences with a variety of simple dynamics.</p> <p>I can show basic control and body tension with use of some dynamics within sequences.</p>	<p>I know how to remember and repeat movements on a theme through a developing range of phrases which show a variety of dynamics as well as control and precision.</p> <p>I know how to perform repeated movements individually and with a partner.</p> <p>I know how to link balances, rolls and jumps together to form a sequence individually and with a partner which demonstrate matching and contrasting shapes using a variety of apparatus.</p> <p>I know how to show some body tension, control and precision when balancing, rolling, and jumping when performing actions individually and in a sequence.</p>	<p>I know how to remember and adapt choreographed phrases, individually and with a partner, to represent an idea.</p> <p>I know how to use pathways, levels, shapes, directions and timings to express and show a change to show variety with developing fluency and control in response to a stimulus.</p> <p>I know how to link balances, rolls and jumps together to form more complex sequences, with a wider variety of travelling actions, including apparatus working individually and with a partner.</p> <p>I know how to sequence actions that require weight to be taken on different parts of the body through inverted movements and varying dynamics when performing with a partner.</p>	<p>I know how to accurately, remember and adapt choreographed phrases, individually and with a partner, to represent an idea.</p> <p>I know how to use pathways, levels, shapes, directions and timings to express and show a change to show variety with fluency and control in response to a stimulus.</p> <p>I know how to link balances, rolls and jumps together to form longer sequences, which include more complex actions that require weight to be taken through inverted movements</p> <p>I know how to show good body tension, control and precision when balancing, rolling, and jumping when performing actions individually and in a sequence</p>	<p>I know how to use knowledge of different gymnastic actions and dynamics, combine and link actions in a group which include a variety of formations, combining the use of apparatus.</p> <p>I know how to show consistent body tension, control and precision when balancing, rolling, and jumping when performing actions individually and in a sequence</p>

			I know how to show body tension, control and precision when balancing, rolling, and jumping when performing actions individually and in a sequence.		
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Substantive knowledge and disciplinary knowledge (skills) progression KS1 and KS2

Subject: PE	Area of learning or unit title: Games: Invasion / Striking & Fielding / Net & Wall				
<u>Year 1</u> <u>Substantive knowledge</u> I know that a ball can be handled in different ways I know that a ball can be sent/passed in different ways I know that a ball can be received in different ways I know that a ball can be chased after	<u>Year 2</u> <u>Substantive knowledge</u> (As year 1) I know that a ball can be handled in different ways I know that a ball can be sent/passed in different ways I know that a ball can be received in different ways I know that a ball can be chased after	<u>Year 3</u> <u>Substantive knowledge</u> I know that a ball can be tracked and I can follow its movement I know that a ball can be thrown in different ways I know that a ball can be caught in different ways I know that a ball can be dribbled in different ways	<u>Year 4</u> <u>Substantive knowledge</u> I know that you can have a direct hit in cricket to get an opponent out I know that you can run between the wickets to score in cricket I know that there are different shots used to strike a ball	<u>Year 5</u> <u>Substantive knowledge</u> I know that there are fielding positions for attacking and defending I know that you can track the ball in order to catch it I know that I can bowl different lengths I know that there are different shots used to strike a ball	<u>Year 6</u> <u>Substantive knowledge</u> (As year 5) plus: I know that you can use a partner to field a long ball I know that in doubles you need to use communication I know that lob shots can be an effective way to score points

		<p>I know what a forehand & backhand movement / stroke is in racket sports</p> <p>I know that I have to be in a ready position to receive a ball</p> <p>I know what an underarm / overarm bowl is</p>	<p>I know that I have to be in a ready position to receive a ball</p> <p>I know what a forehand & backhand movement / stroke is in racket sports</p> <p>I know that I have to move to return a serve / shot (in tennis)</p> <p>I know some of the ways you score points in tennis</p> <p>I know that I can pick up the ball and run with it</p> <p>I know that I can keep possession of the ball</p> <p>I know that I can evade defenders to keep possession</p> <p>I know that I need to run into space to get a better chance of receiving the ball</p>	<p>I know that there are rules of cricket</p> <p>I know that volley shots and overhead shots can be an effective way to score points</p> <p>I know that there are different ways to approach the ball</p> <p>I know that you can tag opposition to stop them advancing</p> <p>I know that you can run and pass accurately</p> <p>I know that passes can be named e.g. a pop pass</p>	<p>I know some of the ways you score points in tennis and the basic rules</p> <p>I know that I can support the play with/without the ball</p> <p>I know there are set plays</p> <p>I know that there is a transition from attack to defence</p> <p>I know that I can observe and analyse the game to inform me of my options and to gain an advantage for me team</p>
<p><u>Disciplinary knowledge</u></p> <p>I know how practice and develop co-ordination of movement and skills.</p>	<p><u>Disciplinary knowledge</u></p> <p>I know how to use a variety of equipment</p>	<p><u>Disciplinary knowledge</u></p> <p>I know how to practice and apply skills in a range of small sided non-competitive and</p>	<p><u>Disciplinary knowledge</u></p> <p><u>Striking and Fielding</u></p> <p>I know how to:</p>	<p><u>Disciplinary knowledge</u></p> <p><u>Striking and Fielding</u></p> <p>I know how to:</p>	<p><u>Disciplinary knowledge</u></p> <p><u>Striking and Fielding</u></p> <p>I know how to:</p>

	<p>I know how to practice and develop co-ordination of movement and skills with increasing precision, control and accuracy</p> <p>I know how to apply skills and movement, in small sided non-competitive and competitive games.</p>	<p>competitive games showing control and precision, developing tactics and strategies to be successful.</p>	<p>choose where to direct a hit from a bowled ball</p> <p>use and apply basic rules of the game</p> <p>apply speed and decision</p> <p>play confidently in a variety of roles: fielder, bowler etc</p> <p>track and intercept the ball</p> <p>bowl with consistency</p> <p><u>Net/Wall Games</u></p> <p>I know how to:</p> <p>choose ways to send the ball to make it difficult for the opponent</p> <p>play the role of umpire</p> <p>explore shots on both sides of the body</p> <p>use a small range of racquet/hand skills</p> <p>use basic defensive tactics</p>	<p>strike and field with flexibility and power</p> <p>use a range of tactics in game</p> <p>use and apply basic rules fairly</p> <p>choose where to hit the ball to maximise scores</p> <p>use a variety of shots in game situations</p> <p>throw with accuracy</p> <p>track the flight of the ball with accuracy</p> <p>begin bowling techniques Work with others</p> <p><u>Net/Wall Games</u></p> <p>I know how to:</p> <p>cooperate with others</p> <p>play a range of basic shots</p> <p>play modified games with confidence</p> <p>apply control with the ball</p>	<p>apply with consistency standard rules</p> <p>use a range of tactics for attacking and defending</p> <p>strike a ball using a range of shots</p> <p>attempt to track and catch high balls in isolation and in game</p> <p>demonstrate control in fielding</p> <p>play within small sided games</p> <p>work in a team</p> <p><u>Net/Wall Games</u></p> <p>I know how to:</p> <p>make appropriate choices in games for the best shot to use</p> <p>apply tactics effectively</p> <p>use a range of shots in isolation</p> <p>use a range of shots in game</p>
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			<p>work with a partner/small group to return the ball</p> <p>play competitively</p> <p><u>Invasion Games</u></p> <p>I know how to:</p> <p>work with a team mate to make it difficult for the opposition</p> <p>use defensive tactics</p> <p>play using marking techniques</p> <p>send and receive the ball with accuracy</p> <p>keep possession of the ball and run</p> <p>show speed and endurance</p> <p>use and apply the basic rules of the game</p>	<p>apply a range of techniques to score points</p> <p>demonstrate a variety of service shots in isolation and game play</p> <p>keep track of my own scores</p> <p>suggest warm ups to prepare the body.</p> <p><u>Invasion Games</u></p> <p>I know how to:</p> <p>play in formations and execute game plans</p> <p>explain the need for different tactics</p> <p>know and apply the rules in a game</p> <p>able to combine dribbling and passing</p> <p>able to select which skill to use</p> <p>move balls over longer distances accurately</p>	<p>start games with the appropriate serve</p> <p>be to use full scoring systems</p> <p>develop double play</p> <p><u>Invasion Games</u></p> <p>I know how to:</p> <p>choose and implement a range of strategies to attack and defend</p> <p>suggest and lead a warm up</p> <p>make quicker decisions in game</p> <p>use and apply boundary rules</p> <p>build upon set plays</p> <p>use a variety of techniques for passing</p> <p>play in a variety of positions</p> <p>consistently catch/control a ball</p>
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				<p>play in different positions with success</p> <p>mark goal side when appropriate</p> <p>use appropriate language to explain their attacking and defensive play.</p>	<p>able to track and control a rebound</p> <p>work in a team to keep possession</p>
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Substantive knowledge and disciplinary knowledge (skills) progression KS1 and KS2

<u>Subject: PE</u>	<u>Area of learning or unit title: Outdoor & Adventurous Activities (OAA)</u>				
<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
N/A	N/A	<p><u>Substantive knowledge</u></p> <p>I know that it is important to follow and give simple instructions to my team.</p> <p>I know that I have to apply the rules correctly.</p> <p>I know that map/ diagrams have to be followed (orientation)</p>	<p><u>Substantive knowledge</u></p> <p>I know that it is important to follow and give simple instructions to my team.</p> <p>I know that I have to identify specific key symbols to follow a diagram/map</p> <p>I know that I have to apply strategies to solve problems</p>	<p><u>Substantive knowledge</u></p> <p>I know that clear communication will develop leadership skills and apply rules</p> <p>I know that maps can be used to orientate/navigate a course.</p> <p>I know that I have to plan and apply strategies to</p>	<p><u>Substantive knowledge</u></p> <p>As year 5 plus: I know that each activity will have feedback opportunities.</p>

		<p>I know that I may have to plan before I can attempt to solve problems.</p> <p>I know that I have to analyse my performances</p>	<p>I know that offering feedback as a team will improve opportunities to improve specific skills</p>	<p>solve more complex problems</p> <p>I know the importance of constructive feedback</p>	
N/A	N/A	<p><u>Disciplinary knowledge</u></p> <p>I know how to develop the skills needed to work collaboratively in my team.</p> <p>I know how to use different strategies to solve problems while giving and receiving instructions.</p> <p>I know how to develop my orientation skills by following a variety of different diagrams and maps to complete tasks</p> <p>I know how to receive and take on board feedback to improve a particular skill</p> <p>I know how to offer feedback to others</p>	<p><u>Disciplinary knowledge</u></p> <p>I know how to develop skills to successfully collaborate in teams and be successful in completing a range of problem solving tasks.</p> <p>I know how to follow and understanding rules.</p> <p>I know how to use skills of orientation by following a variety of different diagrams and maps to complete a task using a key and its symbols accurately.</p> <p>I know how to use a simple criteria set for a specific activity to peer assess</p>	<p><u>Disciplinary knowledge</u></p> <p>I know how to use skills to successfully collaborate and developing leadership, in teams and be successful in completing a range of more complex problems, while following and understanding rules.</p> <p>I know how to use skills of orientation by following a map to navigate a course.</p> <p>I know how to offer feedback in partners</p> <p>I know how to offer feedback as a class and opportunities to improve that specific skill</p>	<p><u>Disciplinary knowledge</u></p> <p>I know how to use criteria set for a specific activity to peer and self-assess</p> <p>I know how to then act on that feedback to improve.</p>

Substantive knowledge and disciplinary knowledge (skills) progression KS1 and KS2

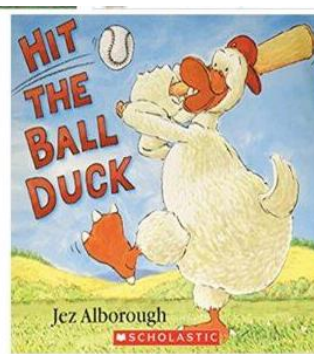
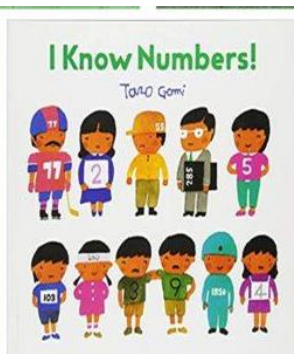
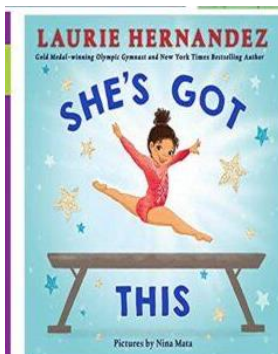
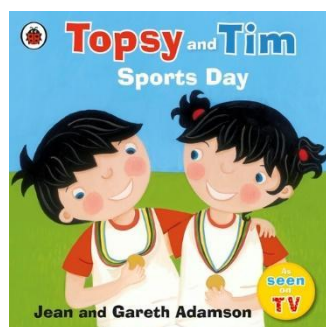
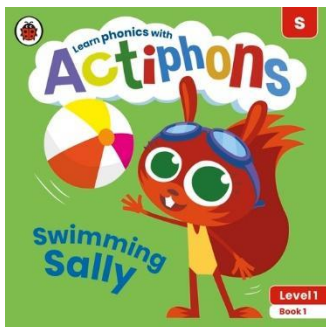
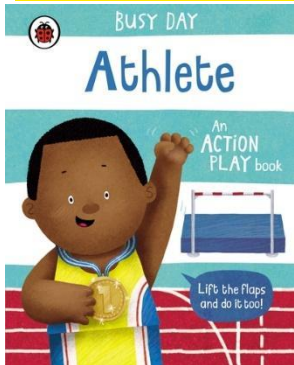
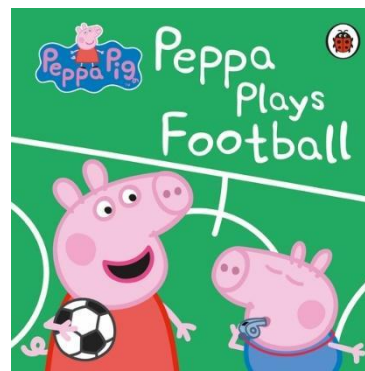
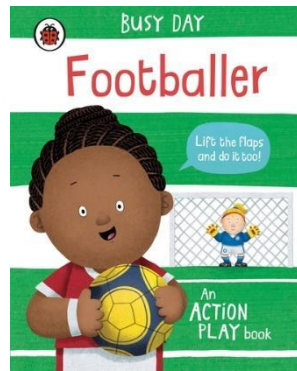
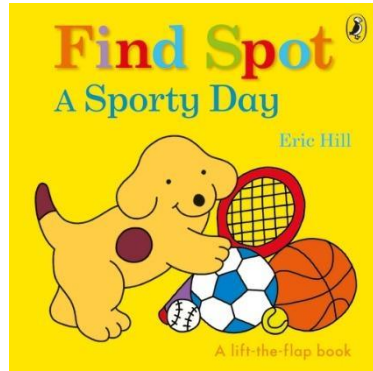
<u>Subject: PE</u>	<u>Area of learning or unit title: Athletic Activities: To update</u>				
<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Substantive knowledge</u>	<u>Substantive knowledge</u>	<u>Substantive knowledge</u>	<u>Substantive knowledge</u>	<u>Substantive knowledge</u>	<u>Substantive knowledge</u>
I know that	I know that	I know that	I know that	I know that	I know that
<u>Disciplinary knowledge</u>	<u>Disciplinary knowledge</u>	<u>Disciplinary knowledge</u>	<u>Disciplinary knowledge</u>	<u>Disciplinary knowledge</u>	<u>Disciplinary knowledge</u>
I know how to	I know how to	I know how to	I know how to	I know how to	I know how to

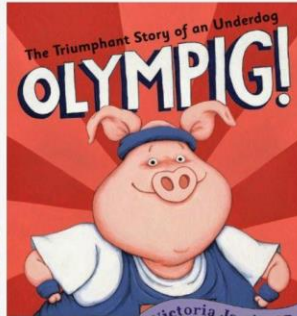
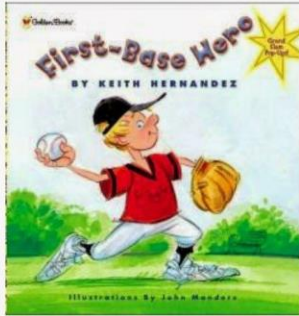
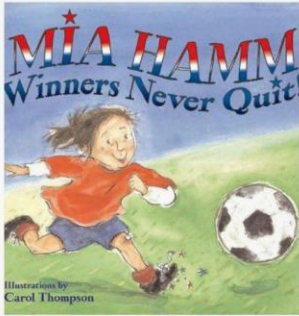
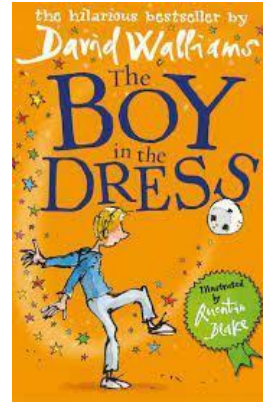
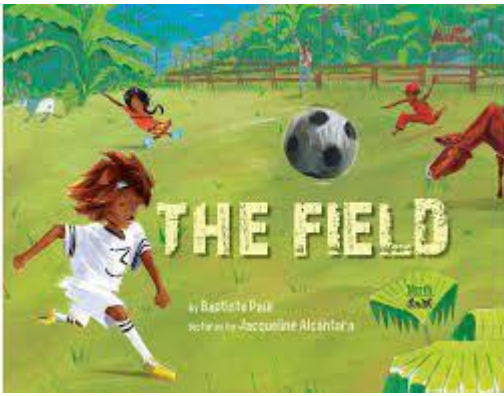
Substantive knowledge and disciplinary knowledge (skills) progression KS1 and KS2

<u>Subject: PE</u>	<u>Area of learning or unit title: Swimming</u>		
<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4, 5 & 6</u>
N/A	N/A	N/A	<u>Substantive knowledge</u>
			I know that confidence is needed in deep water.
			I know the basic swimming strokes.
			I know that endurance is needed to swim longer distances or for longer periods of time.

			<p>I know that water has hazards</p> <p>I know that I can rescue myself from potential danger</p>
N/A	N/A	N/A	<p><u>Disciplinary knowledge</u></p> <p>I know how to develop my confidence water including: face in the water, floating, push & glide, jumping in, swimming underwater.</p> <p>I know how to use different strokes effectively to achieve different outcomes.</p> <p>I know how to alternate and adapt my strokes for a range of purposes and outcomes.</p> <p>I know how to swim for at least 25m using a consistently strong range of strokes.</p> <p>I know how to perform safe self-rescue in different water based situations and I can recall some water hazards</p>

Potential literacy texts to link





Books For Kids About Sportsmanship

