

PE Knowledge and Skills Progression

Year	National Curriculum	Topic & Trips	Knowledge	Skills	Vocabulary
EYFS			<ul style="list-style-type: none"> • Know and talk about the different factors that support overall health and wellbeing: <ul style="list-style-type: none"> - regular physical activity • To know how to correct stretch muscles in the warm up. • To know how to safely land and finish skills. • To know all basic gymnastics shapes. • To understand that it is important for us to warm up before we start exercise. • To know and can describe how the body feels before, during and after exercise. • To know the importance of stretching and staying hydrated. • To know the difference between running, jumping, skipping, hopping and walking and will be able to demonstrate these. • To know they can throw, kick, roll or bounce to pass and know which movements are necessary to demonstrate this. • To know that they can use their hands or feet to pass a ball. • To know that to throw/kick accurately they need to look at the target and aim. • To know that to catch accurately they need to make a cradle with their hands. 	<p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> - rolling - running - crawling - hopping - walking - skipping - jumping - climbing <ul style="list-style-type: none"> • Progress towards a more fluent style of moving, with developing control and grace. • Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. • Develop overall body strength, balance, coordination and agility. • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 	<p>Follow, Share, Team, Safely, Space, Path, Travel, Listen, Roll, Crawl, Throw, Stop, Kick, Bounce, Catch, Walk, Jump, Skip, Hop, Climb, Forwards, Backwards, Run, Sideways, Direction, Around, Through, Aim</p>

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<p>Year 1 Autumn 1</p>	<p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.</p>	<p>Gymnastics 1 Hit, Catch & Run 1</p>	<ul style="list-style-type: none"> • Identify and use simple gymnastics actions and shapes. • Apply basic strength to a range of gymnastics actions. • Begin to carry simple apparatus such as mats and benches. • To recognise 'like' actions and link them. • Able to hit objects with a hand or bat. • Track and retrieve a rolling ball. • Throw and catch a variety of balls and objects. 	<p>Carry equipment safely. Hurdle step take off. Perform egg roll and log roll. Explore body tension. Linking movements. Rock, spin, turn. Move on, off, over. Point balances h,y, front/back support</p> <p>Use a range of throwing and rolling skills. Return a ball to a base/zone. Work with others to stop players from scoring runs. Self-feed and hit a ball. Run between bases to score points.</p>	
<p>Autumn 2</p>	<p>Participate in team games, developing simple tactics for attacking and defending.</p> <p>Perform dances using simple movement patterns.</p>	<p>Dance 1 Hit, Catch & Run 2</p>	<ul style="list-style-type: none"> • Respond to a range of stimuli and types of music. • Explore space, direction, levels and speeds. • Experiment creating actions and performing movements with different body parts • Develop sending and receiving skills to benefit fielding as a team. • Distinguish between the roles of batters and fielders. • Introduce the concept of simple tactics. 	<p>Exploring storytelling through dance. Use a theme to create a dance. Develop actions to express friendship. Dance with start, middle and end. Perform with feeling. Perform actions to nursery rhymes. March in time. Move and turn as a group. Perform simple cannon and in rounds</p> <p>Use a range of throwing and rolling skills. Return a ball to a base/zone. Work with others to stop players from scoring runs. Self-feed and hit a ball. Run between bases to score points.</p>	
<p>Spring 1</p>		<p>Dance 2</p>	<ul style="list-style-type: none"> • Able to build simple movement patterns from given actions. • Compose and link actions to make simple movement phrases. • Respond appropriately to supporting concepts such as canon and levels 	<p>Exploring storytelling through dance. Use a theme to create a dance. Develop actions to express friendship. Dance with start, middle and end. Perform with feeling. Perform actions to nursery rhymes. March in time. Move and</p>	

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		Send & return 1/2	<ul style="list-style-type: none"> • Able to send an object with increased confidence using hand or bat. • Move towards a moving ball to return it. • Sending and returning a variety of balls/objects such as balloons and beachballs. • Track, intercept and stop a variety of objects such as balls and beanbags. • Select and apply skills to beat the opposition. 	<p>turn as a group. Perform simple cannon and in rounds.</p> <p>Sliding and receiving a ball/beanbag. Explore different ways of sending a ball. Moving towards and returning balls. Scoring points against opposition. Attempt to hit a ball. Basic rally with slow moving objects (balloon). Feeding the ball over a net. Track balls. Develop core strength to send objects from a sitting, kneeling, and standing position.</p>	
Spring 2		Attack, Defend & shoot 1	<ul style="list-style-type: none"> • To practise basic movements including running, jumping, throwing and catching. • To begin to engage in competitive activities. • To experience opportunities to improve agility, balance and coordination. 	Send to targets. Catch and intercept. Bounce ball to self. Defend a target. Attack and defend as a pair. Communicate with partner. Compete in a basic tournament 2v2.	
		Run, Jump & Throw 1	<ul style="list-style-type: none"> • To use agile movements in different activities. • To use different ways to recognise the start and end of an activity e.g. whistle. • To develop stamina when running 	Increase stamina and core strength. Work collaboratively on more complex tasks. Work to improve strength, balance, agility and coordination.	
Summer 1		Gymnastics 2	<ul style="list-style-type: none"> • To perform a variety of basic gymnastics actions showing control. • To introduce turn, twist, spin, rock and roll and link these into movement patterns. • To perform longer movement phrases and link with confidence. • To perform with simple canon and unison. 	Carry equipment safely. Hurdle step take off. Perform egg roll and log roll. Explore body tension. Linking movements. Rock, spin, turn. Move on, off, over. Point balances h,y, front/back support	
		Attack, Defend & shoot 2	<ul style="list-style-type: none"> • To recognise rules and apply them in competitive and cooperative games. • Use and apply simple strategies for invasion games. 	Send to targets. Catch and intercept. Bounce ball to self. Defend a target. Attack and defend as a pair. Communicate with partner. Compete in a basic tournament 2v2.	

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			<ul style="list-style-type: none"> • Preparing for, and explaining the reasons why we enjoy exercise. 		
Summer 2		Swimming	<p>Swim short distances unaided between 5 & 20 metres using one consistent stroke.</p> <ul style="list-style-type: none"> • Propel themselves over longer distances with the assistance of swimming aids. • Move with more confidence in the water including submerging themselves fully. • Enter and exit the water independently. 	<p>Pulling and pushing. Stabilising – feet upright off the ground. Submerging. Prone float. Supine float. Leg action on back. Push, glide, turn. Doggy paddle. Transition from glide to stroke.</p>	
		Run Jump & Throw 2	<ul style="list-style-type: none"> • To develop core strength to improve throwing. • To stride and jump for height. • To choose the best starting position for running quickly. 	<p>Increase stamina and core strength. Work collaboratively on more complex tasks. Work to improve strength, balance, agility and coordination.</p>	
Year 2 Autumn 1	<p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, 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>Perform dances using simple</p>	<p>Gymnastics 1</p> <p>Hit, catch & run 1</p>	<ul style="list-style-type: none"> • Describe and explain how performers can transition and link gymnastic elements. • Perform basic actions with control and consistency at different speeds and levels. • Challenge themselves to develop strength and flexibility. <ul style="list-style-type: none"> • To hit a ball and score points running to cones. • To defend a target by kicking. • To bowl underarm with control. • To hit a ball using different bats and techniques. • To throw accurately to a base. • To hit a ball into space, away from fielders. 	<p>Use start & finish shapes. Power in jumping. Levels and speed. Rhythm in performing. Body management in a range of actions. Arabesque, bridge, japana.</p>	

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Autumn 2	movement patterns.	Dance 1	<ul style="list-style-type: none"> • Describe and explain how performers can transition and link shapes and balances. • Perform basic actions with control and consistency at different speeds and on different levels. • Challenge themselves to move imaginatively responding to music. • Work as part of a group to create and perform short movement sequences to music. 	Dance in solo and duet. Explore creative footwork. Discuss how a dance can develop. Respond to visual stimulus. Comment on contrasting actions. Use the theme of a clockface to develop a dance. Perform 'freestyle' moves. Perform a motif to music. Explore movement pathways.	
		Hit, catch & run 2	<ul style="list-style-type: none"> • To time our run around the bases to stay safe. • To kick a ball into space using different parts of the foot. • To respond to how a ball is being bowled when hitting. • To know about the role of the wicketkeeper. • To know about the role of the backstop and its likeness to the wicketkeeper. • To bowl underarm in a game with accuracy. 		
		Send & return 1			

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Spring 1		Dance 2	<ul style="list-style-type: none"> • Perform using more sophisticated formations as well as an individual. • Explore relationships through different dance formations. • Explain the importance of emotion and feeling in dance. • Use the stimuli to copy, repeat and create dance actions and motifs. 	Dance in solo and duet. Explore creative footwork. Discuss how a dance can develop. Respond to visual stimulus. Comment on contrasting actions. Use the theme of a clockface to develop a dance. Perform 'freestyle' moves. Perform a motif to music. Explore movement pathways.	
Spring 2		Send & return 1/2	<ul style="list-style-type: none"> • Be able to track the path of a ball over a net and move towards it • Begin to hit and return a ball using hands and racquets with some consistency • Play modified net/wall games throwing, catching and sending over a net • Be able to make it difficult for their opponent to score a point. • Begin to choose specific tactics appropriate to the situation. • Improve agility and coordination and use in a game. 	Identify the dominant and non-dominant side. Use basic serving rules in a game. Able to self-feed a ball to a partner using a racquet. Develop agility in isolated challenges. Develop the ready position to receive a ball. Play a variety of roles in a simple game. Throw into space to make it difficult for opponent to return. Play out a point from a serve.	
		Attack, Defend & shoot 1	<ul style="list-style-type: none"> • Can send a ball using feet and can receive a ball using feet. • Refine ways to control bodies and a range of equipment. • Recall and link combinations of skills, e.g. dribbling and passing. 	Kick with inside of foot and stop ball with feet. Control a ball. Bounce the ball to send it. Bounce a ball to begin to dribble. Throw/send a variety of equipment. Pass and move. Intercepting in a game. Play goalkeeper.	
		Run, Jump & Throw 1	<ul style="list-style-type: none"> • To move quickly whilst being aware of others around. • To create power with our legs to turn at speed. • To move through an obstacle course with speed and control. 	Throw and handle a variety of objects. Develop power, agility, coordination and balance. Negotiate obstacles showing increased control.	

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			<ul style="list-style-type: none"> • To choose the best throw for different situations. • To use quick feet whilst sprinting. • To perform static and dynamic balances. 		
Summer 1		Gymnastics 2	<ul style="list-style-type: none"> • Refine and perform a range of point and patch balances. • Develop body management through a range of floor exercises. • Use core strength to link recognised gymnastics elements, e.g., back support and half twist. • Attempt to use rhythm while performing a sequence. 	Use start & finish shapes. Power in jumping. Levels and speed. Rhythm in performing. Body management in a range of actions. Arabesque, bridge, japana.	
		Attack, defend & shoot 2	<ul style="list-style-type: none"> • To select and apply a small range of simple tactics. • Recognise good quality in self and others. • To work with others to build basic attacking play. 	Kick with inside of foot and stop ball with feet. Control a ball. Bounce the ball to send it. Bounce a ball to begin to dribble. Throw/send a variety of equipment. Pass and move. Intercepting in a game. Play goalkeeper.	
Summer 2		Swimming	Swim short distances unaided between 5 & 20 metres using one consistent stroke. <ul style="list-style-type: none"> • Propel themselves over longer distances with the assistance of swimming aids. • Move with more confidence in the water including submerging themselves fully. • Enter and exit the water independently. 	Pulling and pushing. Stabilising – feet upright off the ground. Submerging. Prone float. Supine float. Leg action on back. Push, glide, turn. Doggy paddle. Transition from glide to stroke.	

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		<ul style="list-style-type: none"> • Building improvisation skills to build a narrative around a theme. • Building basic creative choreography skills in travelling, dynamics and partner work through the ocean theme. • Delve deeper into opposing dynamics. 	<p>phrases by linking shorter ones. Introduce start and endings to dances. Perform in solo, duet and group. Apply feedback to improve own performance.</p>	
Spring 2	Tennis	<ul style="list-style-type: none"> • Identify and describe some rules of net/wall games. • Serve to begin a game. • Explore forehand hitting. • Play with some understanding of modified court boundaries. • Show understanding of how sitting volleyball is an inclusive game. 	<p>Tennis – Ready position. Hit to different areas of court. Perform a forehand shot. Move towards the ball to return. Serve with some accuracy to targets.</p>	
	Netball & Basketball	<ul style="list-style-type: none"> • To perform some basic invasion games skills, throwing, catching. • To build attacking/offensive play. • Able to show basic control skills including sending and receiving the ball. • To send the ball with some accuracy to maintain possession and build attacking play. • Able to implement basic rules of modified games e.g. basketball. • Develop motor skills to handle sticks with ease and improve agility. • Show basic skills to maintain possession. • Use space efficiently to build an attack. • Link skills to perform as a team. 	<p>Netball – Chest, shoulder and bounce pass. Role of goal shooter. Dodging to get free. Collecting a loose ball.</p> <p>Basketball – Jump Ball, 2 handed shot. Defensive body position.</p>	
Summer 1	Cricket	<ul style="list-style-type: none"> • To be able to adhere to some of the basic rules of cricket of striking and fielding games. • To develop a range of skills to use in isolation and a competitive context. • To use basic skills with more consistency including striking a bowled ball. 	<p>General – Bowl with some accuracy and consistency. Use the long barrier to collect a rolling ball / collect and return a moving ball.</p> <p>Cricket – Forward drive into space. Foot placement to hit the ball effectively. Use</p>	

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		Athletics	<ul style="list-style-type: none"> • Work cooperatively with others to complete fielding tasks. • Control movements and body actions in response to specific instructions. • Demonstrate agility and speed. • Jump for height and distance with control and balance. • Throw with speed and power and apply appropriate force. 	<p>overarm throw to send ball longer distances. Explore role of wicket keeper.</p> <p>Combination jumps. Recognising and performing different paced runs. Approaching hurdles. Pull action when throwing. Skipping technique. Recording scores accurately</p>	
Summer 2		Swimming	<p>Swim over greater distances, between 10 & 20 meters with confidence in shallow water.</p> <ul style="list-style-type: none"> • Begin to use basic swimming techniques including correct arm and leg action. • Explore and use basic breathing patterns. • Enter and exit the water in a variety of ways. • Take part in problem-solving activities such as group floats and team challenges. 	<p>Jump in from side of pool and submerge. Sink and roll. Front crawl legs. Surface dive. Linking 3 different types of floating technique. Breastroke legs. Somersault in water. Sculling face in water. Kicking while submerged.</p>	
		Rounders	<ul style="list-style-type: none"> • To be able to adhere to some of the basic rules of striking and fielding games. • To develop a range of skills to use in isolation and a competitive context. • To use basic skills with more consistency including striking a bowled ball. • Work cooperatively with others to complete fielding tasks. 	<p>General – Bowl with some accuracy and consistency. Use the long barrier to collect a rolling ball / collect and return a moving ball.</p> <p>Rounders – Consistently hit one handed. Use underarm bowling action to bowl a ‘good’ ball. Selecting best base to throw to get players out. Introduction to the role of the backstop.</p>	
Year 4 Autumn 1	Use running, jumping, throwing and catching in isolation and in combination	Gymnastics	<ul style="list-style-type: none"> • To become increasingly competent and confident to perform skills more consistently. • Able to perform in time with a partner and group. • Independently use compositional ideas in sequences such as changes in height, speed and direction. 	<p>Cartwheel progressions. Using STEP. Judging. Changes in speed. Shoulder roll. Shoulder stand. Showing flow. Fitness through Tabata’s.</p>	

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	<p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Perform dances using a range of movement patterns</p>	Basketball	<ul style="list-style-type: none"> • Develop an increased range of body actions and shapes to include in a sequence. • Define muscles groups needed to support the core of their body. • Refine taking weight on small and large body parts, for example, hand and shoulder. <p>Show increases confidence and perform with more consistency a selection of basic skills such as dribbling, throwing and shooting</p> <ul style="list-style-type: none"> • Develop a wider range of ball handling skills • Use footwork rules in a game situation and explore basic marking. • Passing over longer distance. • Moving towards the ball to receive the pass. • Pass and move with the ball as a team to build attacks. • Apply a small range of tactics in a competitive situation. • Demonstrate increased speed and endurance during game play. • Evaluating skills, tactics and teamplay to aid improvement. 	<p>General – Passing over longer distances, use some marking technique and introduce some defending principles.</p> <p>Basketball - Use footwork rules, explore basic marking, crossover dribble, bounce pass, jump shot, triple threat position.</p>	
Autumn 2	<p>Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>Compare their performances with previous ones and demonstrate</p>	Badminton Handball & Tennis	<ul style="list-style-type: none"> • Explore and use different shots with both the forehand and backhand. • Demonstrate different net/wall skills. • Practise some trick shots in isolation. • Work to return the serve. • Demonstrate different court positions in gameplay. • Start to implement basic volleys rules. 	<p>Badminton - Underarm forehand shot. Overhead/clearance shot. Introducing backhand. Practice racquet handling skills with trick shots. Explain different scoring scenarios. Developing singles play.</p> <p>Handball – Protecting the ball, basic shooting, 3 man weave, turn on the move, 7m throw.</p> <p>Tennis – Correct position to return balls. Consistently send forehand to targets. Introduce backhand. Work cooperatively to score points in simple doubles play.</p>	

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Spring 1	improvement to achieve their personal best.	Dance	<ul style="list-style-type: none"> • Work to include freeze frames in routines. • Practise and perform a variety of different formations in dance. • Develop a dance to perform as a group with a set starting position. • Developing choreography and devising skills in relation to a theme. • Exploring dynamic quality and formations to communicate character. • Concentrating on one simple theme throughout and linking all activities to the communication of this to an audience. 	<p>Develop dance freeze frames. Perform a slide and roll. Replicate a set phrase. Work collaboratively to sequence movements. Create a 5- action routine. Use formations to tell a story. Perform without prompts. Use devices to manipulate movements. Perform contact work as a group. Identify strengths in their performance.</p>	
		Football	<ul style="list-style-type: none"> • Show increases confidence and perform with more consistency a selection of basic skills such as dribbling, throwing and shooting • Develop a wider range of ball handling skills • Use footwork rules in a game situation and explore basic marking. • Passing over longer distance. • Moving towards the ball to receive the pass. • Pass and move with the ball as a team to build attacks. • Apply a small range of tactics in a competitive situation. • Demonstrate increased speed and endurance during game play. • Evaluating skills, tactics and teamplay to aid improvement. 	<p>General – Passing over longer distances, use some marking technique and introduce some defending principles.</p> <p>Football – Dribbling in different directions, defensive tackling, front of player and goal side marking.</p>	
Spring 2		Hockey	<ul style="list-style-type: none"> • Show increases confidence and perform with more consistency a selection of basic skills such as dribbling, throwing and shooting 	<p>General – Passing over longer distances, use some marking technique and introduce some defending principles.</p>	

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		Volleyball	<ul style="list-style-type: none"> • Develop a wider range of ball handling skills • Use footwork rules in a game situation and explore basic marking. • Passing over longer distance. • Moving towards the ball to receive the pass. • Pass and move with the ball as a team to build attacks. • Apply a small range of tactics in a competitive situation. • Demonstrate increased speed and endurance during game play. • Evaluating skills, tactics and teamplay to aid improvement. 	<p>Hockey – Push pass, slap pass, straight dribble, stopping and turning with the ball.</p> <p>Volleyball – Rainbow pass. 3 contacts. Ready position and smooth movement. Moving to the net.</p>	
Summer 1		Tag rugby	<p>Show increases confidence and perform with more consistency a selection of basic skills such as dribbling, throwing and shooting</p> <ul style="list-style-type: none"> • Develop a wider range of ball handling skills • Use footwork rules in a game situation and explore basic marking. • Passing over longer distance. • Moving towards the ball to receive the pass. • Pass and move with the ball as a team to build attacks. • Apply a small range of tactics in a competitive situation. • Demonstrate increased speed and endurance during game play. • Evaluating skills, tactics and teamplay to aid improvement. 	<p>General – Passing over longer distances, use some marking technique and introduce some defending principles.</p> <p>Tag Rugby – Picking up and running with ball, correct ball carrying position, keeping possession.</p>	
		Athletics	<ul style="list-style-type: none"> • Using running, jumping and throwing stations, children investigate in small groups different ways of performing these activities. • Using a variety of equipment, ways of measuring and timing, comparing the 	<p>Aiming at targets. Accelerating over short distances. Taking off from run with one foot to increase distance. Sling action when throwing. Perform baton exchanges.</p>	

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			effectiveness of different styles of runs, jumps and throws.		
Summer 2		Swimming	<p>Swim over greater distances, between 10 & 20 meters with confidence in shallow water.</p> <ul style="list-style-type: none"> • Begin to use basic swimming techniques including correct arm and leg action. • Explore and use basic breathing patterns. • Enter and exit the water in a variety of ways. • Take part in problem-solving activities such as group floats and team challenges. 	<p>Jump in from side of pool and submerge. Sink and roll. Front crawl legs. Surface dive. Linking 3 different types of floating technique. Breastroke legs. Somersault in water. Sculling face in water. Kicking while submerged.</p>	
		Cricket & Rounders	<ul style="list-style-type: none"> • To develop the range of striking and fielding skills they can apply in a competitive context • Choose and use a range of simple tactics in isolation and in a game context. • Consolidate existing skills and apply with consistency. • Strike to ball with intent, use decision making attempt direction. 	<p>General – Directing hit to score runs. Attempt to stop a bouncing ground ball with some success.</p> <p>Cricket – Anticipate when to run to score singles. Bowl overarm from a stationary position. Attempt a pull shot in a game. Intercept the ball with one hand.</p> <p>Rounders – Run at speed to avoid being stumped. Play backstop in small game. Use rounders scoring system. Explain bowling rules. Full and half rounders.</p>	
Year 5 Autumn 1	<p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Play competitive games, modified where appropriate [for example, badminton,</p>	Netball & Basketball	<ul style="list-style-type: none"> • Use strength, agility and coordination when defending. • Increase power and strength of passes, moving the ball accurately in a variety of situations. • Select and apply a range of tactics and techniques and play with consistency. • To play effectively in a variety of positions and formations on the pitch. • Relate a greater number of attacking and defensive tactics to gameplay 	<p>General – Combine basic skills with confidence such as dribbling and shooting. Select and apply appropriate skills in a game situation.</p> <p>Netball – Effective bounce pass in game, use a greater variety of dodging skills, pivot and pass, 2 handed shooting.</p> <p>Basketball – Block, forward pivot, forward pass, push pass, boxing out.</p>	

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			<ul style="list-style-type: none"> • Become more skilful when performing movements at speed. • Select and apply appropriate skill in a game situation. • Play effectively as a team in defence taking individual responsibility for your role. 		
Spring 1		Dance	<ul style="list-style-type: none"> • Perform different styles of dance fluently and clearly. • Refine & improve dances adapting them to include the use of space rhythm & expression. • Worked collaboratively in groups to compose simple dances. • Recognise and comment on dances suggesting ideas for improvement. • Developing choreography and devising skills in relation to a theme. • Exploring dynamic quality and formations to communicate character. • Concentrating on one simple theme throughout and linking all activities to the communication of this to an audience. 	<p>Perform locomotor and nonlocomotor movements in a dance phrase. Describe the key features of line dancing. Work collaboratively in a group of 4. Use basic knowledge of line dancing steps to create own line dance. Copy and perform a specific dance action to communicate a theme. Communicate the idea of a hero. Copy and execute a high energy jump sequence. Create a low-level attack sequence.</p>	
		Football	<ul style="list-style-type: none"> • Use strength, agility and coordination when defending. • Increase power and strength of passes, moving the ball accurately in a variety of situations. • Select and apply a range of tactics and techniques and play with consistency. • To play effectively in a variety of positions and formations on the pitch. 	<p>General – Combine basic skills with confidence such as dribbling and shooting. Select and apply appropriate skills in a game situation.</p> <p>Football – Turning with the ball, running with ball, keeping possession, step over.</p>	

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			<ul style="list-style-type: none"> • Relate a greater number of attacking and defensive tactics to gameplay • Become more skilful when performing movements at speed. • Select and apply appropriate skill in a game situation. • Play effectively as a team in defence taking individual responsibility for your role. 		
Spring 2		Tennis	<ul style="list-style-type: none"> • Use different types of serves in-game and new shots learnt in games. • Play with others to score and defend points in competitive games. • Move confidently around the playing area using footwork techniques. • Develop further ways of playing with others cooperatively and in competition. • Introduce Volley shots and Overhead shots. • Further, explore Tennis service rules. 	Tennis – Volley shots. Clearing from the back of court. Different positioning for doubles games. Approach the ball and forehand and backhand. Conditioned games to encourage using different shot types.	
		Handball	<ul style="list-style-type: none"> • Use strength, agility and coordination when defending. • Increase power and strength of passes, moving the ball accurately in a variety of situations. • Select and apply a range of tactics and techniques and play with consistency. • To play effectively in a variety of positions and formations on the pitch. • Relate a greater number of attacking and defensive tactics to gameplay • Become more skilful when performing movements at speed. • Select and apply appropriate skill in a game situation. 	<p>General – Combine basic skills with confidence such as dribbling and shooting. Select and apply appropriate skills in a game situation.</p> <p>Handball – Jump shot, closing angles, pivoting to pass, set plays</p>	

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			<ul style="list-style-type: none"> • Play effectively as a team in defence taking individual responsibility for your role. 		
Summer 1		Rounders	<ul style="list-style-type: none"> • Link together a range of skills and use in combination. • Collaborate with a team to choose, use and adapt rules in games. • Recognise how some aspects of fitness apply to striking and fielding e.g., power, flexibility, and cardiovascular endurance • Develop retrieving and returning the ball. 	<p>General – Throw for accuracy over short distances. Recognise where to play.</p> <p>Rounders – Body position to catch a ball to stump players out. Apply backwards hit rule, attempt to catch a backward hit. Distinguish between deep and close fielding.</p>	
		Athletics	<ul style="list-style-type: none"> • Sustain pace over short and longer distances such as running 100m and running for 2 minutes. • Able to run as part of a relay team working at their maximum speed. • Perform a range of jumps and throws demonstrating increasing power and accuracy. 	<p>Prepare to run an individual leg. Develop further the principles of pace. Steeplechase and jump for distance. Push action when throwing. Baton exchange within restricted area. Run up for long jump</p>	
Summer 2		Swimming	<ul style="list-style-type: none"> • Bring control and fluency to at least two recognised strokes. • Implement good breathing technique to allow for smooth stroke patterns. • Attempt personal survival techniques as an individual and group with success. • Link lengths together with turns and attempt tumble turn in isolation and during a stroke. 	<p>Relay change over. Mushroom float. Partner support. Crouching dive. Surface dive. Treading water. Tumble turn/tumble under water. Combining fluent breaststroke arm and leg technique. Head out entry to water.</p>	
		Cricket	<ul style="list-style-type: none"> • Link together a range of skills and use in combination. • Collaborate with a team to choose, use and adapt rules in games. 	<p>General – Throw for accuracy over short distances. Recognise where to play.</p> <p>Cricket – Calling for runs with partner. Start to keep wicket. Attempt a bowling with a run up and correct ball grip. Forward defensive shot.</p>	

PE Knowledge and Skills Progression

			<ul style="list-style-type: none"> • Recognise how some aspects of fitness apply to striking and fielding e.g., power, flexibility, and cardiovascular endurance • Develop retrieving and returning the ball. 	Developing knowledge of on and off side as well as specific fielding positions.	
Year 6 Autumn 1	<p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>	<p>Badminton</p> <ul style="list-style-type: none"> • Develop a wider range of shots. • Begin to select and apply more sophisticated tactics such as net play, and offensive and defensive positioning. • Play with fluency with a partner in doubles/partner scenarios. • Develop backhand shots. • Begin to use full scoring systems • Continue developing doubles play and tactics to improve. <p>Handball</p> <ul style="list-style-type: none"> • Apply aspects of fitness to the game such as power, strength, agility and coordination. • Choose and implement a wider range of strategies to play defensively and offensively. • Grasp more technical aspects of the game. • Observe, recognise and analyse good individual and team performances. • Suggest, plan and lead simple drills for given skills. • Combine and perform more complex skills at speed in games. • Use set plays in game situation and explain when and why they are used. • Switch effectively as a team between defence and attack. 	<ul style="list-style-type: none"> • Apply aspects of fitness to the game such as power, strength, agility and coordination. • Choose and implement a wider range of strategies to play defensively and offensively. • Grasp more technical aspects of the game. 	<p>Badminton – Drop and smash shot. Drop shot and recover. Use quick reactions for confident net play. Offensive court positioning. Defensive formations for doubles.</p> <p>General – Compare performances. Comprehend and show why player with the ball should keep moving or be ready to pass quickly.</p> <p>Handball – Screening, organisation around the D, dribbling with precision in game, utilising space.</p>	
Autumn 2	<p>Perform dances using a range of movement patterns</p>	<p>Hockey</p> <ul style="list-style-type: none"> • Apply aspects of fitness to the game such as power, strength, agility and coordination. • Choose and implement a wider range of strategies to play defensively and offensively. • Grasp more technical aspects of the game. 	<ul style="list-style-type: none"> • Apply aspects of fitness to the game such as power, strength, agility and coordination. • Choose and implement a wider range of strategies to play defensively and offensively. • Grasp more technical aspects of the game. 	<p>General – Compare performances. Comprehend and show why player with the ball should keep moving or be ready to pass quickly.</p>	

PE Knowledge and Skills Progression

		Gymnastics	<ul style="list-style-type: none"> • Switch effectively as a team between defence and attack. • Lead group warm-up showing understanding of the need for strength and flexibility. • Demonstrate accuracy, consistency, and clarity of movement. • Work independently and in small groups to make up own sequences. • Arrange own apparatus to enhance work and vary compositional ideas. • Experience flight on and off high apparatus. • Perform increasingly complex sequences. • Combine own ideas with others to build sequences. • Compose and practise actions and relate to music. • Show a desire to improve across a broad range of gymnastics actions. • Perform increasingly complex partner balances 	Prepare for vaulting. Dismounting from height. Flight in unison & cannon. Use music. Create group patterns. Entrance and relationships to one another. Use stimuli such as ribbons and hoops. Perform partner balances.	
Spring 2		Dance	<ul style="list-style-type: none"> • Work collaboratively to include more complex compositional ideas • Develop motifs and incorporate into self composed dances as individuals, pairs & groups • Talk about different styles of dance with understanding, using appropriate language & terminology • Developing group devices and greater use of teamwork. • Demonstrating narrative through contact and relationships • Showing tension through pattern and formation. 	Explore space in a deeper way in relation to dance. Identify appropriate dynamics and group formations for a sports dance. Perform some basic street dance skills. Compose a street dance performance. Create a phrase of gestures that communicate a theme. Describe the meaning/purpose of several different devices. Show formations that create tension and relationships. Create and perform a live aural setting.	

PE Knowledge and Skills Progression

		Tag rugby	<ul style="list-style-type: none"> • Apply aspects of fitness to the game such as power, strength, agility and coordination. • Choose and implement a wider range of strategies to play defensively and offensively. • Grasp more technical aspects of the game. • Observe, recognise and analyse good individual and team performances. • Suggest, plan and lead simple drills for given skills. • Combine and perform more complex skills at speed in games. • Use set plays in game situation and explain when and why they are used. • Switch effectively as a team between defence and attack. 	<p>General – Compare performances. Comprehend and show why player with the ball should keep moving or be ready to pass quickly.</p> <p>Tag rugby – Set play for attacking, take the distance not the time, spaces not faces.</p>	
Summer 1		Cricket	<ul style="list-style-type: none"> • Apply with consistency standard rules in a variety of different styles of games. • Attempt a small range of shots in isolation and in competitive scenarios. • Use a range of tactics for attacking and defending in the role of bowler, batter and fielder. 	<p>General – Demonstrate urgency when acquiring runs/rounders. Track and catch high balls. Work in pairs to field a long ball.</p> <p>Cricket – Ring field positions, mid on, mid off, mid wicket and cover. Bowling short. On drive. Attacking fielding roles slip, silly point and short leg.</p>	
		Athletics	<ul style="list-style-type: none"> • Become confident and expert in a range of techniques and recognise their success. • Apply strength and flexibility to a broad range of throwing, running and jumping activities. • Work in collaboration and demonstrate improvement when working with self and others. • Accurately and confidently measure and time keep for both track and field events. 	<p>Sprint start techniques. Developing the phases of triple jump to jump for distance. Use the heave throw technique. Assess own ability in running tasks. Scissor jump preparation for high jump. Quad track and field competition.</p>	

PE Knowledge and Skills Progression

<p>Summer 2</p>		<p>Swimming</p>	<ul style="list-style-type: none"> • Bring control and fluency to at least two recognised strokes. • Implement good breathing technique to allow for smooth stroke patterns. • Attempt personal survival techniques as an individual and group with success. • Link lengths together with turns and attempt tumble turn in isolation and during a stroke. 	<p>Relay change over. Mushroom float. Partner support. Crouching dive. Surface dive. Treading water. Tumble turn/tumble under water. Combining fluent breaststroke arm and leg technique. Head out entry to water.</p>	
		<p>Rounders</p>	<ul style="list-style-type: none"> • Apply with consistency standard rules in a variety of different styles of games. • Attempt a small range of shots in isolation and in competitive scenarios. • Use a range of tactics for attacking and defending in the role of bowler, batter and fielder. 	<p>General – Demonstrate urgency when acquiring runs/rounders. Track and catch high balls. Work in pairs to field a long ball.</p> <p>Rounders – Play using standard rounders pitch layout. Bowling fast ball. Play tactically to avoid overtaking teammates.</p>	