



PE CURRICULUM

	Autumn		Spring		Summer	
Year 1	Balance and Coordination Throwing and Catching Skills	Dance 1 Moving with a ball - dribbling	Gymnastics 1 Passing and Movement Skills – moving to receive	Gymnastics 2 Striking Skills	Dance 2 Athletics	Outdoor and Adventurous Team Games –Attacking and Defending
Year 2	Agility Skills (Short unit) Throwing and Catching Skills (Short unit)	Dance 1 (Short unit) Moving with a ball – dribbling (Short unit) Swimming (10 weeks)	Gymnastics 1 Passing and Movement Skills – moving to receive	Gymnastics 2 Striking Skills	Dance 2 Athletics (inc Sports Day Practise)	Outdoor and Adventurous Team Games - Attacking and Defending
Year 3	Dance (Short unit) Tag Rugby (Short unit)	Basketball (Short unit) Swimming (10 weeks)	Gymnastics Golf	Gymnastics Tennis – Striking Skills	Dance Athletics	Outdoor and Adventurous Cricket – Striking and Fielding Skills
Year 4	Athletics Tag Rugby	Dance Basketball	Gymnastics Golf	Gymnastics Tennis	Dance Athletics	Outdoor and Adventurous Cricket
Year 5	Athletics Tag Rugby	Dance Netball	Badminton Hockey	Gymnastics Volleyball	Gymnastics Athletics	Outdoor and Adventurous Cricket
Year 6	Athletics Tag Rugby	Dance Netball	Gymnastics Hockey	Gymnastics Volleyball	Badminton Athletics	Outdoor and Adventurous Cricket

Agility Skills

Recognise and describe how the body feels during and after different physical activities.

Explain what they need to stay healthy.

Lesson objective	Disciplinary Knowledge	Substantive Knowledge	Subject clarity / Fingertip knowledge	Vocabulary
<p>Can I use different running techniques over different distances?</p>	<p>Develop and modify running, jumping, throwing and catching techniques to make outcomes more successful, with increasing balance, agility and coordination.</p> <p>Running – run at different paces over varying distances, explore using arms and keeping head still when running, complete an obstacle course, combine running with jumping over hurdles</p>	<p>Techniques in running, jumping, throwing and catching can be developed and modified to improve performance.</p> <p>Running – run at different paces over varying distances, explore using arms and keeping head still when running, complete an obstacle course, combine running with jumping over hurdles</p>	<p>Change recap knowledge of different ways of running. Work on the transition between different speeds. Children understand when they would use different speeds of running.</p>	<p>Run Sprint Jog Walk</p>
<p>Can I shift my weight onto different legs to carry out a dodge step?</p>	<p>Develop and modify running, jumping, throwing and catching techniques to make outcomes more successful, with increasing balance, agility and coordination.</p> <p>Running – run at different paces over varying distances, explore using arms and keeping head still when running, complete an obstacle course, combine running with jumping over hurdles</p>	<p>Running – run at different paces over varying distances, explore using arms and keeping head still when running, complete an obstacle course, combine running with jumping over hurdles</p>	<p>Children understand that a dodge is used in many sports and games to trick or avoid capturing.</p> <p>Children understand that the success of a dodge is the defender not being sure which way the attacker is going to go.</p> <p>Children can take off both feet to dodge.</p> <p>Children think about how they can use their eyes.</p>	<p>Dodge Attacker Defender</p>

	Change direction and speed to dodge past a defender.			
Can I pick the best path to avoid being caught?	<p>Running – run at different paces over varying distances, explore using arms and keeping head still when running, complete an obstacle course, combine running with jumping over hurdles</p> <p>Change direction and speed to dodge past a defender.</p>	<p>Running – run at different paces over varying distances, explore using arms and keeping head still when running, complete an obstacle course, combine running with jumping over hurdles</p>	<p>Children understand that the best way to get somewhere is not always to run straight.</p> <p>Children understand that sometimes you have to pick a longer route to get somewhere more successfully.</p> <p>Children understand that slowing down can help to make decisions.</p> <p>Leaders make decisions quickly and think about strategy. They can explain to others how they can help each other.</p>	Straight Route
Can I slow and speed up to avoid being caught?	<p>Running – run at different paces over varying distances, explore using arms and keeping head still when running, complete an obstacle course, combine running with jumping over hurdles</p> <p>Change direction and speed to dodge past a defender.</p>	<p>Running – run at different paces over varying distances, explore using arms and keeping head still when running, complete an obstacle course, combine running with jumping over hurdles</p>	<p>Children understand that just running as fast as they can is not the best way to avoid being caught because they will become tired.</p> <p>Children understand that periods of slow will allow them to make decisions about what they do next.</p> <p>Leaders make decisions quickly and think about strategy. They can explain to others how they can help each other.</p>	Speed Change Decisions

<p>Can I move sideways, backwards and forwards to keep sight of an attacker?</p>	<p>Running – run at different paces over varying distances, explore using arms and keeping head still when running, complete an obstacle course, combine running with jumping over hurdles</p> <p>Change direction and speed to dodge past a defender.</p>	<p>Running – run at different paces over varying distances, explore using arms and keeping head still when running, complete an obstacle course, combine running with jumping over hurdles</p>	<p>Children understand that when defending there is a problem if the attacker can see your back. This is because the defender can't react to what the attacker is doing.</p> <p>Children think about their body position and how they can move to keep sight of the attacker.</p>	<p>Attacker Defender Sight Position</p>
<p>Can I transfer my weight to avoid obstacles and to take off over obstacles?</p>	<p>Running – run at different paces over varying distances, explore using arms and keeping head still when running, complete an obstacle course, combine running with jumping over hurdles</p> <p>Change direction and speed to dodge past a defender.</p>	<p>Running – run at different paces over varying distances, explore using arms and keeping head still when running, complete an obstacle course, combine running with jumping over hurdles</p>	<p>Children understand that they need to get their feet and weight sorted to allow them to take off and land without losing speed.</p> <p>Children can alter their speed to get themselves ready to take off.</p>	<p>Weight Speed Balance</p>

Throwing and Catching Skills

Recognise and describe how the body feels during and after different physical activities.

Explain what they need to stay healthy.

Lesson objective	Disciplinary Knowledge	Substantive Knowledge	Subject clarity / Fingertip knowledge	Vocabulary
Can I throw and catch a variety of equipment using an underarm throw?	<p>Move my body when needed, to catch a variety of balls and equipment safely.</p> <p>Throw a variety of equipment a short distance to a partner.</p> <p>Throw a variety of equipment underarm towards a target.</p>	<p>Move my body when needed, to catch a variety of balls and equipment safely.</p> <p>Throw a variety of equipment a short distance to a partner.</p> <p>Throw a variety of equipment underarm towards a target.</p>	<p>Children have covered underarm throws but they should be able to work on developing accuracy in throwing and confidence in catching. Focus on readjusting the body to make the catch easier.</p>	<p>Catch Adjust Throw Underarm</p>
Can I throw and catch a variety of equipment using an overarm throw?	<p>Move my body when needed, to catch a variety of balls and equipment safely.</p> <p>Throw different objects overarm for distance.</p>	<p>Move my body when needed, to catch a variety of balls and equipment safely.</p> <p>Throw different objects overarm for distance.</p>	<p>Children should understand the benefit of an overarm throw is distance but that it is less accurate. Both the thrower and the catcher will need to adjust their body.</p>	<p>Catch Adjust Throw Overarm</p>
Can I use different techniques for distance, accuracy or both?	<p>Throw different objects overarm for distance.</p> <p>Throw a variety of equipment underarm towards a target.</p>	<p>Throw different objects overarm for distance.</p> <p>Throw a variety of equipment underarm towards a target.</p>	<p>Children can play simple games which require different throws for different parts of the game. They understand why an overarm or underarm throw would be more effective.</p>	<p>Catch Adjust Throw Underarm Overarm</p>
Can I pass using a bounce pass?	<p>Throw a variety of equipment a short distance to a partner.</p> <p>Bounce pass a netball/basketball a short distance to a partner.</p>	<p>Throw a variety of equipment a short distance to a partner.</p> <p>Bounce pass a netball/basketball a short distance to a partner.</p>	<p>Children understand that when a ball is thrown it can come at different heights. A bounce pass is a way of passing so that the ball arrives at the person catching at a better height.</p> <p>Children understand that where the ball bounces will affect how easy it is to catch.</p>	<p>Catch Adjust Throw Bounce</p>

			Children understand when they would use a bounce pass in a game and when they would not.	
Can I pass sideways and backwards with a rugby ball?	Throw a variety of equipment a short distance to a partner. Pass a rugby ball sideways to a partner.	Throw a variety of equipment a short distance to a partner. Pass a rugby ball sideways to a partner.	Children understand that in different sports there are different shaped balls. Round balls are easier to catch and are more predictable when they bounce. Rugby balls are difficult because of their shape and their bounce. Children understand that in some sports there are rules about a ball is passed.	Rules Shape Bounce

Swimming

Recognise and describe how the body feels during and after different physical activities.

Explain what they need to stay healthy.

Lesson objective	Disciplinary Knowledge	Substantive Knowledge	Subject clarity / Fingertip knowledge	Vocabulary
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These are objectives that all children are working towards. Children are grouped for swimming based on a pre-assessment by qualified swimming teachers.

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- Perform safe self-rescue in different water-based situations

Dance 1

Recognise and describe how the body feels during and after different physical activities.

Explain what they need to stay healthy.

Lesson objective	Disciplinary Knowledge	Substantive Knowledge	Subject clarity / Fingertip knowledge	Vocabulary
<p>Can I put a sequence together with the 5 actions from year 1?</p>	<p>Actions: Should be able to showed controlled movements that express simple emotions and feeling. Understand that these movements can be improved when you consider extension, shape and the intent of the move. Basic dance actions include:</p> <ul style="list-style-type: none"> • Jump • Turn • Travel • Stillness/ balance • Gesture • Levels 	<p>Actions: Should be able to showed controlled movements that express simple emotions and feeling. Understand that these movements can be improved when you consider extension, shape and the intent of the move. Basic dance actions include:</p> <ul style="list-style-type: none"> • Jump • Turn • Travel • Stillness/ balance • Gesture • Levels 	<p>Children recap the different actions from year one and how they can be put together.</p> <p>Children recap the idea of tempo and pulse and how that affects what actions look like.</p>	<p>Actions Tempo Pulse</p>
<p>Can I explore how different actions can be completed at different levels?</p>	<p>Actions: Should be able to showed controlled movements that express simple emotions and feeling. Understand that these movements can be improved when you consider</p>	<p>Actions: Should be able to showed controlled movements that express simple emotions and feeling. Understand that these movements can be improved when you consider</p>	<p>Children recap actions can be completed on different levels. Children understand that levels will make the action look different and make it more interesting to watch a piece of dance.</p>	<p>Levels Actions</p>

	<p>extension, shape and the intent of the move. Basic dance actions include:</p> <ul style="list-style-type: none"> • Jump • Turn • Travel • Stillness/ balance • Gesture • Levels 	<p>extension, shape and the intent of the move. Basic dance actions include:</p> <ul style="list-style-type: none"> • Jump • Turn • Travel • Stillness/ balance • Gesture • Levels 		
<p>Can I carry out the 6 actions along different pathways?</p>	<p>Movements can be performed along different pathways (straight, curved or zigzag), levels, speeds and directions. This can help performers to express different ideas, emotions or feelings. For example, if creating a dance about a storm, movements may be fast, with lots of changes of direction. Perform movements to express ideas, emotions or feelings, varying level, speed and direction.</p> <p>Actions: Should be able to showed controlled movements that express simple emotions and feeling. Understand that these movements can be improved when you consider</p>	<p>Movements can be performed along different pathways (straight, curved or zigzag), levels, speeds and directions. This can help performers to express different ideas, emotions or feelings. For example, if creating a dance about a storm, movements may be fast, with lots of changes of direction. Perform movements to express ideas, emotions or feelings, varying level, speed and direction.</p> <p>Actions: Should be able to showed controlled movements that express simple emotions and feeling. Understand that these movements can be improved when you consider</p>	<p>Children know that in dance there are different actions. They now need to think about how actions can be carried out along different pathways to make a dance look more interesting. They should consider whether in a group they move along the same pathway or mirror each other's.</p>	<p>Pathways Levels Actions</p>

	<p>extension, shape and the intent of the move. Basic dance actions include:</p> <ul style="list-style-type: none"> • Jump • Turn • Travel • Stillness/ balance • Gesture • Levels 	<p>extension, shape and the intent of the move. Basic dance actions include:</p> <ul style="list-style-type: none"> • Jump • Turn • Travel • Stillness/ balance • Gesture • Levels 		
<p>Can I learn a routine that includes the 6 different actions, along different pathways and at different levels?</p>	<p>Movements can be performed along different pathways (straight, curved or zigzag), levels, speeds and directions. This can help performers to express different ideas, emotions or feelings. For example, if creating a dance about a storm, movements may be fast, with lots of changes of direction. Perform movements to express ideas, emotions or feelings, varying level, speed and direction.</p> <p>Actions: Should be able to showed controlled movements that express simple emotions and feeling. Understand that these movements can be</p>	<p>Movements can be performed along different pathways (straight, curved or zigzag), levels, speeds and directions. This can help performers to express different ideas, emotions or feelings. For example, if creating a dance about a storm, movements may be fast, with lots of changes of direction. Perform movements to express ideas, emotions or feelings, varying level, speed and direction.</p> <p>Actions: Should be able to showed controlled movements that express simple emotions and feeling. Understand that these movements can be</p>	<p>Children should be able to learn a simple routine with all of the different year 2 actions in and movement along different pathways.</p> <p>Leaders in dance often can be the person who comes up with the ideas or the person that people copy.</p> <p>Leaders think about the feelings of those around them. They give honest feedback but try to be as kind and positive as possible.</p>	<p>Pathways Levels Actions Improvements</p>

	<p>improved when you consider extension, shape and the intent of the move. Basic dance actions include:</p> <ul style="list-style-type: none">• Jump• Turn• Travel• Stillness/ balance• Gesture• Levels <p>Improve means to get better at doing something. Performance in PE can be described using different vocabulary, such as tried hard, found it a challenge, listened carefully and could improve. Use appropriate vocabulary to comment on performance and opportunities for improvement.</p>	<p>improved when you consider extension, shape and the intent of the move. Basic dance actions include:</p> <ul style="list-style-type: none">• Jump• Turn• Travel• Stillness/ balance• Gesture• Levels		
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Moving with a ball – Dribbling

Recognise and describe how the body feels during and after different physical activities.

Explain what they need to stay healthy.

Lesson objective	Disciplinary Knowledge	Substantive Knowledge	Subject clarity / Fingertip knowledge	Vocabulary
Can I dribble a ball with my foot along the floor in different directions?	Dribble a ball along the floor in different directions	Dribble a ball along the floor in different directions	<p>Children have covered this in year 1. Looking for a refinement of technique looking at how far ahead of them to push the ball with their foot and which part of their foot to use.</p> <p>Children taught how to change direction quickly with a turn.</p> <p>Children taught to dribble with their foot and look up.</p>	<p>Turn Direction Technique</p>
Can I carry a ball in two hands as I run and move to a position ready to throw on the move?	Move at speed with a rugby ball held at chest height.	Move at speed with a rugby ball held at chest height.	<p>Children have caught and thrown a rugby ball. Progress to how the ball is held when running to then being ready to throw the ball. Children understand why they can't run with the ball being ready to be thrown as it is likely to be dropped.</p>	<p>Hold</p>
Can I move to receive a pass in space calling and pointing to where I want it to be?	Find open spaces to receive a pass in a game situation.	Find open spaces to receive a pass in a game situation.	<p>Children have covered this in year one but will need to practise this skill again as it is vital for most sports.</p> <p>Children should be able to use verbal and non-verbal instructions for where they want the ball to go.</p>	<p>Verbal Non-verbal Catching Adjust</p>

			<p>Children will need to refine the skill of catching the ball whilst on the move. They will need to adjust their body.</p> <p>Leaders can communicate what they are planning to do but also are good listeners.</p>	
Can I dribble a ball in a straight line with different hands and change direction?	Experiment with bouncing and dribbling a ball, beginning to use left and right hands.	Experiment with bouncing and dribbling a ball, beginning to use left and right hands.	<p>Children have dribbled the ball in year 1 but this a good chance to consolidate this skill. Focus on dribbling between their two hands and in preparation for basketball only using one hand at a time.</p> <p>Children should be able to quickly change direction by using the appropriate hand to move the ball. Children should be able to bounce the ball so that a defender is not easily able to get to it by putting it on the other side of their body.</p>	<p>Dribbling Alternate Bounce Defender Attacker Change Direction</p>
Can I use a stick to dribble a ball on the floor in all directions?	Move a hockey ball along the floor in different directions, using a plastic racket.	Move a hockey ball along the floor in different directions, using a plastic racket.	<p>Children focussed on dribbling in straight lines in year 1. Children need to understand how to move the stick to allow them to quickly change direction.</p> <p>Children to recap about how far they push the ball ahead of themselves to keep the ball under control.</p>	<p>Dribbling Change Direction</p>

Gymnastics 1

Recognise and describe how the body feels during and after different physical activities.

Explain what they need to stay healthy.

Lesson objective	Disciplinary Knowledge	Substantive Knowledge	Subject clarity / Fingertip knowledge	Vocabulary
Can I retrieve prior learning about how we can travel in gymnastics and refine my control?	Travelling and Linking Actions – Tip-toe Step, Jump, Hop, Hopscotch, Skipping, Galloping	Travelling and Linking Actions – Tip-toe Step, Jump, Hop, Hopscotch, Skipping, Galloping	Recap the gymnastic units from YR1.	Yr1 Gymnastics vocabulary
Can I complete a range of different jumps, taking off in different ways and controlling my landing?	Jumps – Straight Jump, Tuck Jump, Star Jump	Jumps – Straight Jump, Tuck Jump, Star Jump Improve means to get better at doing something. Performance in PE can be described using different vocabulary, such as tried hard, found it a challenge, listened carefully and could improve. Use appropriate vocabulary to comment on performance and opportunities for improvement.	Children recap the jumps covered in year 1 and introduce the start jump. Children are reminded that gymnastics is different to athletics where the aim is to jump high and far. They need to concentrate on the jumps looking good. Children to think about how they can make the take off and landing of their jumps look better. Children think about how jumps can be done in synchronised pairs. <i>Leaders think about the feelings of those around them. They give honest feedback but try to be as kind and positive as possible.</i>	Jumps Landing Take off Synchronised
Can I vault and jump in different ways?	Vaults – Hurdle Step onto Springboard , Straight Jump off Springboard, Tuck Jump off Springboard	Vaults – Hurdle Step onto Springboard , Straight Jump off Springboard, Tuck Jump off Springboard	Children to be introduced to a springboard and how this helps gymnasts to jump but also needs you to think about how to control the jump more.	Vault Springboard
Can I complete a range of different balances on and off apparatus?	Balances – standing balances, kneeling balances, large body part balances, front support,	Balances – standing balances, kneeling balances, large body part balances, front support,	Children understand that different balances are harder on apparatus.	Balance Apparatus Stable

	<p>back support, balances on apparatus</p>	<p>back support, balances on apparatus</p> <p>Two or more different body shapes, performed and held in a steady position one after the other, are called a sequence of linked balances. Different body parts can support a balance.</p> <p>Improve means to get better at doing something. Performance in PE can be described using different vocabulary, such as tried hard, found it a challenge, listened carefully and could improve. Use appropriate vocabulary to comment on performance and opportunities for improvement.</p>	<p>Children recap from year 1 how to improve balancing so that they are stable.</p> <p>Leaders think about the feelings of those around them. They give honest feedback but try to be as kind and positive as possible.</p>	
<p>Can I come to a sudden stop into a balance from speed?</p>	<p>Balances – standing balances, kneeling balances, large body part balances, front support, back support, balances on apparatus</p>	<p>Balances – standing balances, kneeling balances, large body part balances, front support, back support, balances on apparatus</p> <p>Different body parts can support a balance.</p> <p>Improve means to get better at doing something. Performance in PE can be described using different vocabulary, such as tried hard, found it a challenge, listened carefully and could improve. Use appropriate</p>	<p>Children should be able to go from moving from speed to stopping in a balanced position. Part of a balance is being able to hold is still. This can be more difficult when done from speed.</p> <p>Leaders think about the feelings of those around them. They give honest feedback but try to be as kind and positive as possible.</p>	<p>Speed Balanced Still</p>

		vocabulary to comment on performance and opportunities for improvement.		
Can I complete a range of different rolls as a way of travelling?	Rolls – Log Roll, Teddy Bear Roll, Rocking Forward Roll, Crouched Forward Roll to Pike (seated)	Rolls – Log Roll, Teddy Bear Roll, Rocking Forward Roll, Crouched Forward Roll to Pike (seated) Improve means to get better at doing something. Performance in PE can be described using different vocabulary, such as tried hard, found it a challenge, listened carefully and could improve. Use appropriate vocabulary to comment on performance and opportunities for improvement.	Children have covered travelling in dance and gymnastics previously so have understanding of what it means. They have talked about rolls and levels too. Children should be able to complete the year 2 rolls and use them as travels between balances and jumps. Leaders think about the feelings of those around them. They give honest feedback but try to be as kind and positive as possible.	Balance Roll Jumps Travel

Passing and movement skills – moving to receive				
Recognise and describe how the body feels during and after different physical activities.				
Explain what they need to stay healthy.				
Lesson objective	Disciplinary Knowledge	Substantive Knowledge	Subject clarity / Fingertip knowledge	Vocabulary
Can I move to create space for myself and others on my team to receive a pass? (thrown, kicked and stick pass)	Change direction and speed to dodge past a defender. In small teams, players move into space to catch a netball/basketball. Pass the	Change direction and speed to dodge past a defender. In small teams, players move into space to catch a netball/basketball. Pass the	Children should be able to experiment with different ways of creating space for themselves. This should be in a range of different sporting contexts. Children should think about where on a pitch there is	Space Movement

	<p>netball/basketball on to someone in a space.</p> <p>Find open spaces to receive a pass in a game situation.</p> <p>Use spaces to move away from a defender when being marked in a game situation.</p>	<p>netball/basketball on to someone in a space.</p> <p>Find open spaces to receive a pass in a game situation.</p> <p>Use spaces to move away from a defender when being marked in a game situation.</p>	<p>the most space and how when they move it creates more space for other people.</p> <p>Leaders can communicate what they are planning to do but also are good listeners.</p>	
<p>Can I dodge, weave and fake to get in front of a defender to receive a ball? (thrown, kicked and stick pass)</p>	<p>Change direction and speed to dodge past a defender.</p> <p>In small teams, players move into space to catch a netball/basketball. Pass the netball/basketball on to someone in a space.</p> <p>Dodge around a defender to receive a rugby ball from a partner. Move forward to score a point by placing the ball with two hands over a line.</p> <p>Find open spaces to receive a pass in a game situation.</p> <p>Use spaces to move away from a defender when being marked in a game situation.</p>	<p>Change direction and speed to dodge past a defender.</p> <p>In small teams, players move into space to catch a netball/basketball. Pass the netball/basketball on to someone in a space.</p> <p>Dodge around a defender to receive a rugby ball from a partner. Move forward to score a point by placing the ball with two hands over a line.</p> <p>Find open spaces to receive a pass in a game situation.</p> <p>Use spaces to move away from a defender when being marked in a game situation.</p>	<p>Children should understand that there are different ways to find and create space.</p> <p>Children should understand that as an attacker they sometimes have to move towards the teammate with the ball to be able to receive it.</p> <p>Leaders can communicate what they are planning to do but also are good listeners.</p>	<p>Weave</p> <p>Dodge</p> <p>Fake</p> <p>Receive</p>
<p>Can I pick the right person to pass to in a game situation? (thrown, kicked and stick pass)</p>	<p>Pass the ball to a player in a space in a game situation.</p>	<p>Pass the ball to a player in a space in a game situation.</p>	<p>Children should understand that in a game situation there will be more than one person to pass to.</p> <p>Children should understand that short passes are safest for</p>	<p>Long</p> <p>Short</p> <p>Chances</p> <p>Option</p> <p>Defender</p> <p>Attacker</p>

			<p>keeping the ball but do not necessarily create chances to score. Longer passes are a bigger risk but might make it easier to score if they work.</p> <p>Children should understand that moving the ball quickly often is the best option as it means the defenders can't get back in time.</p> <p>Leaders can communicate what they are planning to do but also are good listeners.</p> <p>Leaders make difficult decisions quickly and accept that sometimes they will get it wrong.</p> <p>Leaders help sort the mistakes of their teammates without needing to blame them.</p>	
<p>Can I pass a ball into a space instead of to a person for the to collect? (thrown, kicked and stick pass)</p>	<p>Make multiple passes to other players in a game situation.</p>	<p>Make multiple passes to other players in a game situation.</p>	<p>Children understand that if people are marked in a game, then sometimes you have to aim for the space to run into instead of the actual player.</p> <p>Children understand that it is important to communicate when doing this so that both thrower and catcher (kicker/hitter/receiver) are thinking the same idea.</p>	<p>Space Communicate</p>

			Leaders can communicate what they are planning to do but also are good listeners.	
Can I choose when it is the right time for a short or a long pass? (thrown, kicked and stick pass)	Make multiple passes to other players in a game situation.	Make multiple passes to other players in a game situation.	<p>Children understand that a pass can be long or short but can also make choices about when they are going to use each one. They can explain why they are doing each type of pass.</p> <p>Leaders can communicate what they are planning to do but also are good listeners.</p> <p>Leaders make difficult decisions quickly and accept that sometimes they will get it wrong.</p> <p>Leaders help sort the mistakes of their teammates without needing to blame them.</p>	Long Short Decision

Gymnastics

Recognise and describe how the body feels during and after different physical activities.

Explain what they need to stay healthy.

Lesson objective	Disciplinary Knowledge	Substantive Knowledge	Subject clarity / Fingertip knowledge	Vocabulary
Can I complete a t-lever and scissor kick thinking about my body position, shape and different ways to land?	Handstands, Cartwheels and Round-offs – Bunny-hop, Front Support Wheelbarrow, T’Lever, Scissor Kick	<p>Body shapes can include a star, straight line, bridge, arch, tuck and crab.</p> <p>Improve means to get better at doing something. Performance in PE can be described using different vocabulary, such as tried hard, found it a challenge, listened carefully and could improve. Use appropriate vocabulary to comment on performance and opportunities for improvement.</p>	Children to really focus on technique and the understanding that gymnastics is about control and making movements look pleasing.	Sequence Position Shape Landing Improvement
Can I experiment with how speed effects control and accuracy of jumps, levers, kicks and travels?	<p>Handstands, Cartwheels and Round-offs – Bunny-hop, Front Support Wheelbarrow, T’Lever, Scissor Kick</p> <p>Jumps – Straight Jump, Tuck Jump, Star Jump</p> <p>Travelling and Linking Actions – Tip-toe Step, Jump, Hop, Hopscotch, Skipping, Galloping</p>	<p>Improve means to get better at doing something. Performance in PE can be described using different vocabulary, such as tried hard, found it a challenge, listened carefully and could improve. Use appropriate vocabulary to comment on performance and opportunities for improvement.</p>	Children to really focus on technique and the understanding that gymnastics is about control and making movements look pleasing.	Sequence Position Shape Landing Improvement Speed
Can I adopt a range of different body shapes and hold them in a steady position and then link them to make a sequence?	Demonstrate a sequence of linked balances, creating a variety of body shapes.	Body shapes can include a star, straight line, bridge, arch, tuck and crab.	Children to really focus on technique and the understanding that gymnastics is about control and making movements look pleasing.	Sequence Position Shape Landing Improvement

		Improve means to get better at doing something. Performance in PE can be described using different vocabulary, such as tried hard, found it a challenge, listened carefully and could improve. Use appropriate vocabulary to comment on performance and opportunities for improvement.		Balance
Can I copy a sequence of balances, jumps and travels at different levels and on different pathways?	<p>Demonstrate a sequence of linked balances, creating a variety of body shapes.</p> <p>Handstands, Cartwheels and Round-offs – Bunny-hop, Front Support Wheelbarrow, T'Lever, Scissor Kick</p> <p>Jumps – Straight Jump, Tuck Jump, Star Jump</p>	<p>Body shapes can include a star, straight line, bridge, arch, tuck and crab.</p> <p>Improve means to get better at doing something. Performance in PE can be described using different vocabulary, such as tried hard, found it a challenge, listened carefully and could improve. Use appropriate vocabulary to comment on performance and opportunities for improvement.</p>	<p>Children to really focus on technique and the understanding that gymnastics is about control and making movements look pleasing.</p> <p>Leaders think about the feelings of those around them. They give honest feedback but try to be as kind and positive as possible.</p>	<p>Sequence</p> <p>Position</p> <p>Shape</p> <p>Landing</p> <p>Improvement</p> <p>Travel</p> <p>Balance</p> <p>Pathway</p>

Striking skills

Recognise and describe how the body feels during and after different physical activities.

Explain what they need to stay healthy.

Lesson objective	Disciplinary Knowledge	Substantive Knowledge	Subject clarity / Fingertip knowledge	Vocabulary
Can I hit a ball off a tee in different directions and at different heights?	Can hold a bat correctly and hit a ball off a tee in different directions.	There are different ways to send an object from one place to another, such as hitting, patting, throwing, rolling and kicking.	Children have hit off a tee before but they should be able to control the direction much more effectively.	<p>Strike</p> <p>Height</p> <p>Direction</p> <p>Position</p>

			They should be able to explain how their body position affects the height of the shot.	
Can I hit a ball off a tee to avoid a fielder and for someone to be able to catch?	<p>Can hold a bat correctly and hit a ball off a tee in different directions.</p> <p>Catch a variety of objects with control, using two hands.</p> <p>Stop a ball using one or two hands.</p>	There are different ways to send an object from one place to another, such as hitting, patting, throwing, rolling and kicking.	<p>Children should be able to use their striking skills and decision making to think about where they hit the ball to not be caught.</p> <p>Children should be able to think about good positions to field in. This could be where the ball has been before or one side that someone keeps hitting the ball to.</p>	Fielding Batting Caught
Can I bounce a ball and a hit a ball at different heights of the bounce in different directions?	<p>Can hold a bat correctly and hit a ball off a tee in different directions.</p> <p>Throw an object underarm to a partner.</p> <p>Throw an object overarm for distance.</p>	There are different ways to send an object from one place to another, such as hitting, patting, throwing, rolling and kicking.	<p>Children should be able to move their feet so that they are able to hit a ball at different heights. They should understand that they do not want the ball too close or too far away from their body to hit successfully.</p> <p>Children should understand that changing the position of their body and what they are striking with will affect where the ball travels.</p>	Position Heights Striking
Can I hit a ball that is moving towards me in different directions and at different heights?	<p>Tap a ball to partner (who is catching the ball) using a racket.</p> <p>Throw an object underarm to a partner.</p> <p>Throw an object overarm for distance.</p>	There are different ways to send an object from one place to another, such as hitting, patting, throwing, rolling and kicking.	Children should understand that at some points in a sport you want to hit the ball along the floor so that people can't catch it. This means it will not go as far as the grass or floor slows it down. Other times you will want to hit the ball in the air but this means that	High Low Hit Decision Option

			someone could catch it. Children need to choose which is the better option.	
Can I play simple games with a bowler, fielder and batter?	<p>Play a simple 3-position game, bowler, batter, fielder with children running between cones to score points.</p> <p>Roll a ball with control and accuracy to a partner.</p> <p>Stop a ball using one or two hands.</p> <p>Throw an object underarm to a partner.</p> <p>Throw an object overarm for distance.</p>	There are different ways to send an object from one place to another, such as hitting, patting, throwing, rolling and kicking.	<p>Children should be able to take on different roles in a game and apply the correct skills.</p> <p>Leaders can take on different roles in a team and can help to organise people in roles which they are not doing.</p>	<p>Batter</p> <p>Bowler</p> <p>Fielder</p>

Dance

Recognise and describe how the body feels during and after different physical activities.

Explain what they need to stay healthy.

Lesson objective	Disciplinary Knowledge	Substantive Knowledge	Subject clarity / Fingertip knowledge	Vocabulary
Can I retrieve my knowledge of actions, levels and pathways?	Movements can be performed along different pathways (straight, curved or zigzag), levels, speeds and directions. This can help performers to express different ideas, emotions or feelings.	Movements can be performed along different pathways (straight, curved or zigzag), levels, speeds and directions. This can help performers to express different ideas, emotions or feelings.	Children to retrieve knowledge from year 2 dance unit 1	<p>Actions</p> <p>Levels</p> <p>Pathways</p>
Can I learn a simple dance routine with different actions, levels and pathways?	Actions: Should be able to showed controlled movements that express simple emotions and	Actions: Should be able to showed controlled movements that express simple emotions	Children to retrieve and create/ learn a simple dance.	<p>Actions</p> <p>Levels</p> <p>Pathways</p>

	<p>feeling. Understand that these movements can be improved when you consider extension, shape and the intent of the move.</p> <p>Basic dance actions include:</p> <ul style="list-style-type: none">• Jump• Turn• Travel• Stillness/ balance• Gesture• Levels <p>Movements can be performed along different pathways (straight, curved or zigzag), levels, speeds and directions. This can help performers to express different ideas, emotions or feelings.</p>	<p>and feeling. Understand that these movements can be improved when you consider extension, shape and the intent of the move. Basic dance actions include:</p> <ul style="list-style-type: none">• Jump• Turn• Travel• Stillness/ balance• Gesture• Levels <p>Movements can be performed along different pathways (straight, curved or zigzag), levels, speeds and directions. This can help performers to express different ideas, emotions or feelings.</p> <p>Improve means to get better at doing something. Performance in PE can be described using different vocabulary, such as tried hard, found it a challenge, listened carefully and could improve. Use appropriate vocabulary to comment on performance and opportunities for improvement.</p>		
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<p>Can I adapt my movements to show the sustained movement dynamic?</p>	<ul style="list-style-type: none"> • Sustained movements are slow, smooth, continuous and even. 	<p>Dynamics: Explore, improvise and combine dynamics to express ideas fluently and effectively both on their own, with a partner or in a small group. Understand that changes in dynamics allows you to tell a story to the audience</p> <p>Movements can be performed along different pathways (straight, curved or zigzag), levels, speeds and directions. This can help performers to express different ideas, emotions or feelings. For example, if creating a dance about a storm, movements may be fast, with lots of changes of direction. Perform movements to express ideas, emotions or feelings, varying level, speed and direction.</p>	<p>Children to think about how dynamics affect the story telling in a dance. Children to apply sustained movement dynamic to the travels, actions and pathways they already know.</p> <p>Leaders think about the feelings of those around them. They give honest feedback but try to be as kind and positive as possible.</p>	<p>Sustained Travels Actions Pathways</p>
<p>Can I adapt my movements to show the percussive and vibratory dynamics?</p>	<ul style="list-style-type: none"> • Percussive movements are sudden, sharp, choppy and jagged. • Vibratory movements include a shake, tremble or wiggle. 	<p>Dynamics: Explore, improvise and combine dynamics to express ideas fluently and effectively both on their own, with a partner or in a small group. Understand that changes in dynamics allows you to tell a story to the audience</p> <p>Movements can be performed along different pathways (straight, curved or zigzag),</p>	<p>Children to think about how dynamics affect the story telling in a dance. Children to apply percussive and vibratory movement dynamic to the travels, actions and pathways they already know.</p> <p>Leaders think about the feelings of those around them. They give honest feedback but try to be as kind and positive as possible.</p>	<p>Percussive Vibratory Travels Actions Pathways</p>

		<p>levels, speeds and directions. This can help performers to express different ideas, emotions or feelings. For example, if creating a dance about a storm, movements may be fast, with lots of changes of direction. Perform movements to express ideas, emotions or feelings, varying level, speed and direction.</p>		
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Athletics				
Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.				
Lesson objective	Disciplinary Knowledge	Substantive Knowledge	Subject clarity / Fingertip knowledge	Vocabulary
Can I alter my running technique between sprinting and running a lap of the track?	<p>Running – run at different paces over varying distances, explore using arms and keeping head still when running, complete an obstacle course, combine running with jumping over hurdles</p> <p>Collect data over time to show how repetition improves overall performance.</p>	<p>Running – run at different paces over varying distances, explore using arms and keeping head still when running, complete an obstacle course, combine running with jumping over hurdles</p> <p>Skills are learned in PE and then improved by practising (doing something repeatedly to become better). Information can be collected over time to show how practice improves performance.</p>	<p>Children understand that if they were to run a longer distance they could not sprint for the whole race as they will get too tired. Children might be able to sprint at the end of the race.</p> <p>Leaders have to be disciplined with themselves. They have to think a race through and be realistic about what they can do.</p>	Sprint Pace

<p>Can I hurdle efficiently to maintain a higher speed?</p>	<p>Running – run at different paces over varying distances, explore using arms and keeping head still when running, complete an obstacle course, combine running with jumping over hurdles</p> <p>Collect data over time to show how repetition improves overall performance.</p>	<p>Running – run at different paces over varying distances, explore using arms and keeping head still when running, complete an obstacle course, combine running with jumping over hurdles</p> <p>Skills are learned in PE and then improved by practising (doing something repeatedly to become better). Information can be collected over time to show how practice improves performance.</p>	<p>Children can combine running fast but also clearing hurdles. Children understand that if they just run as fast as they can they are likely to fall over.</p> <p>Children will have a foot that they prefer to take off on.</p> <p>Leaders learn from what they have done before and change to improve.</p>	<p>Take off Sprint Hurdle</p>
<p>Can I jump for distance taking off and landing in different ways and thinking of how to use my whole body?</p>	<p>Jumping – perform and compare different types of jumps (two feet to two feet, two feet to one foot, one foot to two feet), jump for distance from a standing position (introduce using arms for take-off)</p> <p>Collect data over time to show how repetition improves overall performance.</p>	<p>Jumping – perform and compare different types of jumps (two feet to two feet, two feet to one foot, one foot to two feet), jump for distance from a standing position (introduce using arms for take-off)</p> <p>Skills are learned in PE and then improved by practising (doing something repeatedly to become better). Information can be collected over time to show how practice improves performance.</p>	<p>Children can improve parts of their standing long jump technique to improve the distance that they can jump.</p> <p>Leaders learn from what they have done before and change to improve.</p>	<p>Technique Improve Jump</p>

<p>Can I investigate how the height of a throw effects distance and accuracy?</p>	<p>Throwing – throw a variety of equipment overarm and underarm for both accuracy and distance, throw a ball underarm towards a target, throw a ball overarm to reach a designated distance, begin to investigate ways to alter throwing technique to achieve a greater distance</p> <p>Collect data over time to show how repetition improves overall performance.</p>	<p>Throwing – throw a variety of equipment overarm and underarm for both accuracy and distance, throw a ball underarm towards a target, throw a ball overarm to reach a designated distance, begin to investigate ways to alter throwing technique to achieve a greater distance</p> <p>Skills are learned in PE and then improved by practising (doing something repeatedly to become better). Information can be collected over time to show how practice improves performance.</p>	<p>Children can improve parts of their technique to improve the distance they can throw equipment.</p> <p>Leaders learn from what they have done before and change to improve.</p>	<p>Throw Improve Technique</p>
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Outdoor and Adventurous

Recognise and describe how the body feels during and after different physical activities.

Explain what they need to stay healthy.

Lesson objective	Disciplinary Knowledge	Substantive Knowledge	Subject clarity / Fingertip knowledge	Vocabulary
<p>Can I complete an obstacle course that requires movements of under, over and through?</p>	<p>Move over, under and through spaces and obstacles outdoors.</p> <p>Develop the ability to work with a variety of partners, whilst creating an obstacle course.</p>	<p>Obstacles can be overcome by moving into spaces around, over, under or through them.</p> <p>Skills are learned in PE and then improved by practising (doing something repeatedly to become better). Information can be collected over time to show how practice improves performance.</p>	<p>Children to think of different techniques to get through an obstacle course and how to do this in a quick and efficient manner.</p> <p>Children to reflect on how they have completed it the first time and how they could improve.</p>	<p>Reflect Improve</p>

			Leaders learn from what they have done before and change to improve.	
Can I use compass directions to follow instructions around a route?	Begin to use co-ordinates and confidently navigate through a map using North, South, East and West	Begin to use co-ordinates and confidently navigate through a map using North, South, East and West	Children understand the fundamental basics of orienteering that a map have north points on them and that we use compass directions. Leaders are good at telling and listening.	Compass Maps
Can I find solutions to problems as a team?	Develop the ability to work with a variety of partners, whilst creating an obstacle course. Develop basic communication skills through directing a blindfolded partner around the school grounds	Skills are learned in PE and then improved by practising (doing something repeatedly to become better). Information can be collected over time to show how practice improves performance.	Children understand that a solution could have more than one problem and that a good team listens. Children can then work together to pick the best solution to a problem. Leaders put their ideas forward but also listen to the ideas of others. Great leaders help others fix problems instead of criticising.	Solution Problem Teamwork
Can I complete tasks to build individual leadership skills?	Begin to develop individual leadership qualities whilst completing tasks as part of a team. Work within a team to find solutions to complete a task	Skills are learned in PE and then improved by practising (doing something repeatedly to become better). Information can be collected over time to show how practice improves performance.	Children are given tasks to complete where different children have to take on the role of leader and think about what it means to be the leader. All of us are leaders but people do it in different ways. Being the loudest does not make you the best leader.	Solution Problem Teamwork Leader

Team Games Attacking and Defending

Recognise and describe how the body feels during and after different physical activities.

Explain what they need to stay healthy.

Lesson objective	Disciplinary Knowledge	Substantive Knowledge	Subject clarity / Fingertip knowledge	Vocabulary
Can we organise a defence to mark 1 to 1 / can we lose our 1 to 1 marker to find space?	<p>Use spaces to move away from a defender when being marked in a game situation.</p> <p>Move with a player to mark them.</p> <p>Use eye-contact to communicate with other players in a game.</p>	<p>Use spaces to move away from a defender when being marked in a game situation.</p> <p>Move with a player to mark them.</p> <p>Use eye-contact to communicate with other players in a game.</p>	<p>Children understand that one way of marking is to match people to specific players. This means when they are defending, they follow that player everywhere and stop them from getting space or the ball.</p> <p>Children can exploit this to move defenders around to create space for others or themselves.</p> <p>Leaders have to be able to organise themselves and others.</p>	<p>Space Marking Defender Attacker</p>
Can we defend by slowing an attack down and making the attackers pass backwards?	<p>Use spaces to move away from a defender when being marked in a game situation.</p> <p>Move with a player to mark them.</p> <p>Use defending skills to stop other teams scoring points in a game.</p>	<p>Use spaces to move away from a defender when being marked in a game situation.</p> <p>Move with a player to mark them.</p> <p>Use defending skills to stop other teams scoring points in a game.</p>	<p>Children understand that part of defending is slowing an attacker down so that other members of their team can get back to help defend.</p> <p>Children understand how they position their body to do this.</p> <p>Leaders do what is best for the team.</p>	<p>Space Marking Defender Attacker Position</p>
Can we choose when to play a safe or risky pass / can we choose when to attempt an interception?	<p>Choose the best pass to use in a game.</p> <p>Intercept a ball as it is passed between attackers.</p>	<p>Choose the best pass to use in a game.</p> <p>Intercept a ball as it is passed between attackers.</p>	<p>Children understand that when they are closer to scoring it is safer to take risks because there are defenders back if you lose the ball.</p>	<p>Intercept Risk Space Marking Defender</p>

			<p>Children understand that near to their own goal they should avoid taking risks as if it goes wrong there is a high chance the other team will score.</p> <p>Children understand that trying to intercept comes with a risk that you are out of position and there are times when it is better to risk this.</p> <p>Leaders have to make brave choices and are supportive when other people try things and they go wrong.</p>	Attacker Position
Can we score in a range of different ways?	<p>Use attacking skills to score points in a game.</p> <p>Scoring into goals/targets using various types of equipment in isolation and mini game situations – beanbags thrown into hoops, rackets to push a ball through cones, kicking a ball between 2 cones, soft ball thrown into a container</p>	<p>Use attacking skills to score points in a game.</p> <p>Scoring into goals/targets using various types of equipment in isolation and mini game situations – beanbags thrown into hoops, rackets to push a ball through cones, kicking a ball between 2 cones, soft ball thrown into a container</p>	<p>Children understand that in most sports there is a way of scoring.</p> <p>Children understand that depending on how you score will affect how you attack and defend.</p>	Score Space Marking Defender Attacker Position
Can we implement a simple tactic to make it harder to defend?	Use defending skills to stop other teams scoring points in a game.	Use defending skills to stop other teams scoring points in a game.	Children can come up with a tactic which makes it harder for the defender. This could be an overload of a side of a pitch. It could be a crossover or switch in position. It could be a planned running line which their team know but the defender does not.	Space Marking Defender Attacker Position Tactic Overload

			Leaders organise and come up with tactics.	
Can we move from attacking to defending quickly and vice-versa?	To use attacking and defending skills in a variety of adapted games.	To use attacking and defending skills in a variety of adapted games.	<p>Children can reorganise themselves to be ready to defend after attacking. They understand that the priority is to get back into a position instead of worrying about the ball or other players.</p> <p>Children understand that they will have different positions when they attack and defend.</p> <p>Leaders organise and come up with tactics.</p>	<p>Space</p> <p>Marking</p> <p>Defender</p> <p>Attacker</p> <p>Position</p>