



What does it mean to be a physically active? What does it mean to behave and think like a sports person / athlete?

- The ability to acquire new knowledge and skills exceptionally well and develop an in-depth understanding of PE
- The willingness to practice skills in a wide range of different activities and situations, alone, in small groups and in teams and to apply these skills in chosen activities to achieve exceptionally high levels of performance
- High levels of physical fitness
- A healthy lifestyle, achieved by eating sensibly, avoiding smoking, drugs and alcohol and exercising regularly
- The ability to remain physically active for sustained periods of time and an understanding of the importance of this in promoting long-term health and well-being
- The ability to take the initiative and become excellent young leaders, organising and officiating, and evaluating what needs to be done to improve, and motivating and instilling excellent sporting attitudes in others
- Exceptional levels of originality, imagination and creativity in their techniques, tactics and choreography, knowledge of how to improve their own and others' performance and the ability to work independently for extended periods of time without the need of guidance or support
- A willingness to participate eagerly in every lesson, highly positive attitudes and the ability to make informed choices about engaging fully in extra-curricular sport

PE & GAMES - Progression of Skills and Knowledge

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Gymnastics Dance Games OAA Athletics	Gymnastics Dance Games OAA Athletics	Swimming Gymnastics Dance Games (including hockey, football, rounders and tennis) Athletics OAA	Gymnastics Dance Games (including netball, football, hockey, rugby and rounders) Athletics OAA	Gymnastics Dance Games (including netball, football, hockey, rugby, tennis and cricket) Athletics OAA	Gymnastics Dance Games (including netball, football, hockey, rugby, tennis and cricket) Athletics OAA
Games	<i>Invasion Games (hockey, football, rugby and netball)</i>	Throw and catch a ball and with a partner			Know and understand that, in some games, you have to be in the correct position in order to attempt to score	Pass to players who are in a position to shoot at goal	Show an understanding of attacking and defending positions
		Know and understand the term 'feed' Know and understand the term 'intercept'		Attack and defend in a one on one game	Be able to identify and move to a goal scoring position /zone Know and understand that some areas should be defended more carefully within a game Be able to choose priority areas to defend	Be able to pass the ball 3 times before a shot on goal can take place Know and understand that players must pass to others to increase the chances of scoring a goal	Be able to identify opportunities to intercept Know and understand the term 'intercept' Apply knowledge of attacking and defending in rugby
				Know and understand the term 'dribble'	Teach rules of a game making it as safe as possible		Apply knowledge of attacking and defending in hockey
							Apply knowledge of attacking and defending in football Apply knowledge of attacking and defending in netball
	<i>Striking and Fielding Games (cricket and rounders)</i>	Catch a ball before it bounces	Cleanly hit a moving ball with a bat	Hit the ball and run until the ball is returned – bat and run to distant bases	Pass and catch in a team using accurate throws	Hit the ball and run between the wickets to score runs	Anticipate the travel path of a ball

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			Know and understand the term 'bat'	Know and understand how to throw balls at a distance	Be able to select areas to hit the ball to increase number of runs	Score as many runs as possible in one cricket innings as part of a pair	Know and understand that, in cricket, multiple fielders attempt to stop the batter's play
			Know and understand the role of a 'batter'	Know and understand how a batting term is completed once a ball is returned to base Know and understand how hitting the ball further increases the chance of running further distances	Know and understand how a batting term is completed once a ball is returned to base Know and understand how hitting the ball further increases the chance of running further distances Show an understanding of appropriate positions to catch a ball	Be able to bowl for a team player to readily attempt to hit the ball Know and understand the term 'run' and how to score a run Know and understand the term 'innings'	Know and understand that it is advantageous to attempt to field a batter 'out'
					Be able to aim accurately using appropriate throwing technique Know and understand that throws should be different depending on where you want the ball to land Know and understand the difference between throwing 'short and low' and 'long and high'		
	Net Games (tennis)		Throw or hit a ball over a net	Throw or hit a ball over a net and make it bounce twice Know and understand how to position themselves to make defending easier Be able to return a served ball (with one bounce)		Describe the scoring system for tennis and know that ball should only bounce once Play tennis and use a basic tennis scoring system Know and understand where best to stand in preparation for receiving a ball	Be able to move quickly and easily around a narrow playing area Play as part of a pair showing an element of spatial awareness Know and understand that the aim is to hit the ball so it lands in opponents' half of the court
Dance		Display the difference between energetic and emotional movements Know and understand the terms 'energetic' and 'emotional' when used in dance and movement context	Make a dance to show different moods Be able to understand the style of dance which is being performed Be able to guess the mood an individual is dancing	Make a dance that looks like machinery – use changes of speed, strength, level, direction and space Know and understand how to change speeds, strengths, levels and directions to look like a specific process Be able to guess which part of a process an individual is dancing	Create and perform dances based on characters and narrative Know and understand how to teach a sequence to a partner and to perform in time with a partner Know and understand how to sequence movements that move people together and apart	Know and understand that it is advantageous to keep the ball inside the playing area Copy and perform a famous dance – know the name and series of steps Make and perform a dance with 3 sections – understand dance 'patterns' and 'dance phrases'	Make and perform a dance with 3 sections – start, middle and end Use a visual film to inspire dance movement including 'meeting', 'parting', 'unison' and 'canon' Know and understand the dance terms 'meeting', 'parting', 'unison' and 'canon'
Gymnastics		Create and perform up to 4 elements on the floor Perform with a partner – combine 2 sequences using apparatus	Sequence together jumps, shapes and balances Perform with a partner - combine 2 sequences between floor and apparatus	Perform a sequence with 4 elements in time with a partner by starting together and moving apart Perform a sequence with 4 elements in time with a partner	Perform a sequence with 6 elements in time with a partner by starting together and moving apart Perform a sequence with 6 elements in time with a partner	Perform a sequence with 8 elements – using asymmetry, symmetry, mirroring, matching Perform an 8-element sequence on apparatus –	Perform a 10-element sequence in a small group Perform a sequence with 10 elements individually – including 'flight'

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		Know and understand the term 'elements' and be able to identify and link elements	Perform a sequence of contrasting actions	Know and understand how to teach a sequence to a partner and to perform in time with a partner	Know and understand how to teach a sequence to a partner and to perform in time with a partner	include elements at 3 different levels Know and understand the terms: 'asymmetrical', 'symmetrical', 'mirroring' and 'matching'	Know and understand the term 'flight'
		Know and understand how to link floor and apparatus movements together	Perform a sequence of balances and different speeds – choose 3 balances and link with different speeds of travelling	Know and understand how to sequence movements that move people together and apart	Know and understand how to sequence movements that move people together and apart	Know and understand how to perform at different levels	Know and understand how people can be arranged in different ways in 1 sequence
Gymnastics			Know and understand the terms 'contrast' and 'extension'				
Swimming				Be able to swim a distance of 25m To be able to use a range of strokes effectively			
				To perform safe self-rescue in different water-based situations			
OAA		Follow the arrows around a trail	Know and understand how equipment can be used in different ways to perform an activity	Know and understand the terms 'control point' and 'orienteeing'	Devise different methods of communication	Find control points within the time limit	Plan to complete and then complete an orienteeing course – develop an efficient order of finding control points
		Know and understand the word 'trail'	Use a variety of equipment and work in a team to complete an task	Follow a map to find a control point	Use equipment to solve a challenge	Orient a map and set and follow a pace to complete a challenge	Solve a problem as part of a team
			Follow the arrows around a trail		Know and understand how to deliver non-confusing instructions	Direct an individual and a group of people around obstacles	Know and understand how the same principles can be adapted to solve similar challenges
			Know and understand the word 'trail'		Know and understand how to communicate ideas in a team so a challenge is completed	Know and understand what a 'rope maze' is and how to make and lead someone around it	Know and understand how to assess the efficiency and difficulty of travelling to each control point
Athletics		Move beanbags from hoop to hoop – How many can they move in 30 seconds?	How far can they throw? Choose appropriate throwing technique for distance.				
		How many cones can they touch in a time?	How high can they throw? Choose appropriate throwing technique for height.	Try different ways of throwing– use a variety of techniques	Identify effective methods of throwing	Identify effective methods of throwing a tennis ball	
			How accurately can they throw? Throw to the middle of a target		Know and understand the importance of throwing and following through	Know and understand the importance of throwing and following through	Change body position to help improve throwing accuracy – improve initial performance
		Evaluate their performance using time Know and understand quicker and slower ways of travelling	Select appropriate jumping technique to cover a distance in less than 5 jumps Try different ways of running– use a variety of techniques	Try different ways of jumping– use a variety of techniques Try different ways of running– use a variety of techniques (Could you time how long it takes to run 60m?)	Identify effective methods of jumping and set realistic targets Be able to run 60m in 26 seconds	Measure how high and far they can jump using a variety of techniques Be able to run 60m in 22seconds	Consistently perform a legal long jump from optimum run-up Be able to run 60m in 20 seconds
				Know and understand how altering the movement of any parts of the body during performance affects end results	Know and understand the importance of landing with bent knees	Know and understand the importance of landing with bent knees	Know and understand where legal long jumps are measured from and to develop a broader range of skills (use of sand pit and take-off board)

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					Know and understand how runners need to pace themselves	Know and understand how runners need to pace themselves	Know and understand skill elements of starting and accelerating in sprint races