

## Skills Progression Map

## **Subject – PE**

### Purpose of PE:

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

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives. Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

***Vocabulary- the Key New Vocabulary section acts as an accumulative system.***



**EYFS Knowledge:** The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects.

This document demonstrates which early years outcomes are prerequisite skills for PE within the national curriculum. The table below outlines the most relevant early years outcomes from 30-50 months to ELG, brought together from different areas of the Early Years Foundation Stage, to match the programme of study for PE.

The most relevant early years outcomes for PE are taken from the following areas of learning:

- Physical Development
- Expressive Arts and Design

**KS1 Knowledge**

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: ♣ master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities ♣ participate in team games, developing simple tactics for attacking and defending ♣ perform dances using simple movement patterns.

**KS2 Knowledge**

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: ♣ use running, jumping, throwing and catching in isolation and in combination ♣ 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 ♣ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ♣ perform dances using a range of movement patterns ♣ take part in outdoor and adventurous activity challenges both individually and within a team ♣ compare their performances with previous ones and demonstrate improvement to achieve their personal best.

2 Physical education – key stages 1 and 2

3 Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to: ♣ 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.

EYFS						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Units:	Dance Nursery Rhymes	Gymnastics Rocking and Rolling	Gymnastics Flight, bouncing, jumping and landing	Target Games 1	Locomotion	Athletics
Knowledge:	Simple shapes Space awareness	Transferring weight from one part of your body to another Travelling with confidence and skill	Execute a variety of leaps and jumps with control	Increasing control over an object	Run skilfully and negotiate space	Running and jumping efficiently Different ways of landing
Skills:	Moving safely Different levels (heights) Working in pairs Creating sequences	Jumping, mounting and travelling using a variety of obstacles Rocking on different body parts	Jumping, mounting and travelling using a variety of obstacles in sequences Jump for height Jumping with turns Star jump, pencil jump	Pushing, patting, throwing, catching or kicking an object Throwing a ball underarm Strike a ball with both feet Roll a ball with accuracy with both hands	Twisting and turning Reaching and bending Running skilfully, negotiating space Manipulating objects, control and coordination Dodging, sliding left & right Galloping	Jumping one foot to two feet Jumping two feet to two feet Coordinating a run with a jump Throwing for accuracy and in a variety of ways Running in a lane Jumping for height/clearing an obstacle
Vocabulary:	Travel Create Sequence Shape	Log, egg and dish roll Sideways/forwards Under/over/through Rocking	Sequencing Jumps, leaps Star jump, pencil jump	Throwing Catching Roll Strike Accuracy Underarm Kicking	Dodge Gallop Balance Space Twist/turn Reach/bend	Coordinating Throwing Accuracy

Year 1						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Units:	<b>Dance</b> Under the Sea	<b>Dance</b> Pirates	<b>Gymnastics</b> Pathways - Small & Long	<b>Invasion Games</b> Skills 1	<b>Invasion Games</b> Skills 2	<b>Striking and Fielding</b> Games Skills 1
Knowledge:	To perform, review and improve performance Use pictures as stimulus	To perform, review and improve performance Use pictures as stimulus	Use different pathways within a sequence - mounting and dismounting apparatus	Apply attacking and defending within activities	Apply attacking and defending within activities	Show awareness of boundaries and rules Strike and support fielders
Skills:	Move safely and creatively in space Timing and levels Perform, feedback and improve Variety of travelling movements Move direction in unison Turn action from motif into travelling actions	Move safely and creatively in space Timing and levels Perform, feedback and improve Variety of travelling movements Move direction in unison Turn action from motif into travelling actions	Step gracefully in straight pathways Sequences - sideways, forward and backward stepping Move close to ground - pushing and pulling on different parts of the body Move in triangular pathways on different body parts High means of travelling Variety of turns Jump in different ways Coordination Curved and zig-zag pathways	Chest pass Moving into space after passing Move and turn under control with stick and ball Dribble ball with hands Send and receive Send ball with feet	Using attacking and defending in activities which require them Move to receive a safe pass Turn whilst in control of ball Run quickly and dodge to beat an opponent Tracking & intercept an opponent Catching a ball consistently on the full & after one bounce	Strike ball of a tee Run and hit ball to gather runs Work as group to field the ball Get into a ready position to catch Tracking the flight of the ball to catch Roll a ball to a target accurately Throw underarm accurately Pick up a ball cleanly and roll accurately Pick up and thrown overarm
Vocabulary:	Feedback Perform Stimulus Unison Pathways/directions Travelling Motif	Feedback Perform Stimulus Unison Pathways/directions Travelling Motif	Curved Sequence Pathway Push/pull Sideways, forwards, backwards	Chest pass Dribble Control Stick and ball Space Attack/defend	Attack/defend Bounce Intercept Track Opponent Turn	Accuracy Overarm/underarm Roll Ready position Track Boundaries
Units:	<b>Real PE</b> Social unit	<b>Gymnastics</b> Balancing & Spinning on Points and Patches	<b>Real PE</b> Fitness unit	<b>Real PE</b> Personal unit	<b>Athletics 2</b>	<b>Real PE</b> Cognitive unit
Knowledge:	I can work sensibly with others and take turns in sharing.	Performing spins and balances as part of a wider routine and in different formations	Aware of why exercise is important for good health.	Follow instructions and practise safely. Work on simple tasks independently	Accurately replicate techniques of catching and throwing events	Understand and follow simple rules. Name some things you are good at.
Skills:	I can work sensibly with others and take turns in sharing.  Dynamic balance Static balance	Sequence of spins Symmetrical balances on patches Asymmetrical spins and balances Routines in different formations/partner	Agility Static balance	Co ordination Static balance	Run at different speeds Change direction Adapt speed depending on distance	Dynamic balance Static balance

		Spinning at different levels Changing dynamics Holding balances at different balances Spin out of balances to form a sequence			Different styles of jumping and techniques to increase height and distance Adding running to jumping Replicate throwing events Developing leg and feet placement Evaluate others using technical language	
Vocabulary:	Take turns Share Help Praise Encourage Jumping landing	Sequence Symmetrical/Asymmetrical Patches Balances Routine Formation Dynamics Levels	Sending receiving Reaction Response Control consistency	Footwork Balance Instructions Independent challenge	Speed/direction Adapt Height/distance Change Placement	Stance Line Footwork rules instructions

Year 2						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Units:	<b>Dance</b> Animals	<b>Dance</b> Fire of London	<b>Gymnastics</b> Pathways - Small & Long	<b>Gymnastics</b> Spinning, Turning & Twisting	<b>Striking and Fielding</b> Games Skills 2	<b>Targets Games 3</b>
Knowledge:	To perform, review and improve performance Develop a 32 count Fire of London motif with whole group choreography	To perform, review and improve performance Use pictures as stimulus	Use different pathways within a sequence - mounting and dismounting apparatus	Creating a sequence of movements links with spins, twists and turns which mirrors a partner	Show awareness of boundaries and rules Playing games using skills learned	Apply skills competently and know what success is like in self and others in a variety of activities
Skills:	Use of travel, timing and levels Using words as stimulus Work in unison Using one or two actions from a motif to create a sequence Using different levels and pathways Show use of levels in paired performance Individual, paired and whole class routines Emphasis on transitions Using props as stimulus Evaluate performance to improve	Move safely and creatively in space Timing and levels Perform, feedback and improve Variety of travelling movements Move direction in unison Turn action from motif into travelling actions	Step gracefully in straight pathways Sequences - sideways, forward and backward stepping Move close to ground - pushing and pulling on different parts of the body Move in triangular pathways on different body parts High means of travelling Variety of turns Jump in different ways Coordination Curved and zig-zag pathways	Spin on different patches Devise a sequence of balances and spins Perform a twist and then a roll Change pathways after each roll by spinning Twist in flight Change point of contact in balances, leading into next balance by twisting Twist during inversion Use apparatus to counter-balance Pairs to counter-balance Work efficiently in synchronisation	Catch ball after bounce Strike ball off of tee Bowl overarm Stop the ball as a wicket-keeper Pick up ball one-handed, return underarm Strike ball to leg Make barrier to stop ball struck hard at you	Throw ball underarm with either hand with accuracy at a target Kick, roll, punt, strike a ball with a degree of accuracy
Vocabulary:	Feedback Perform Stimulus Unison Pathways/directions Travelling Motif Transition	Feedback Perform Stimulus Unison Pathways/directions Travelling Motif	Curved Sequence Pathway Push/pull Sideways, forwards, backwards	Synchronisation Apparatus Counter-balance Inversion Twists/turns In-flight	Tee Bounce Wicket-keeper Bowl overarm Barrier Return underarm Chase Boundaries Rules	Punt Kick Roll Strike Overarm Force Target
Units:	<b>Net &amp; Wall</b> Games Skills 2 Short Tennis	<b>Real PE</b> Social unit	<b>Real PE</b> Fitness unit	<b>Movement Skills 2</b>	<b>Movement Skills 3</b>	<b>Real PE</b> Personal unit
Knowledge:	Understanding interpretations of rules and accepted decisions given	Work sensibly with others	Perform a range of skills with some control and consistency	Apply basic skills competently in a range of physical activities	Apply basic skills competently in a range of physical activities (within a defined space)	Follow instructions and practise safely. Try several times if I don't first succeed.

	Sending/receiving ball over net using forehand and backhand					
<b>Skills:</b>	Strike and volley ball with accuracy Keep rally against a wall with a partner Develop good grip, stance and control for short tennis	Dynamic balance to agility Static balance	Agility Static balance	Move with good control following visual and audio instructions Travel backwards safely Balance on one leg Jump in a variety of ways Dodge and move safely with awareness of others Volley and punt	Skipping with rope in a variety of ways Bounce ball and travel with control Receive a ball and trap it Jump for height Catch consistently	Co ordination Static balance
<b>Vocabulary:</b>	Forehand Backhand Stance Grip Strike Volley Accuracy	Jumping Landing Sequences Encourage co operate patience	Sending receiving Reaction Response Control consistency	Visual/audio Dodge Balance Volley/punt Awareness Control	Bounce Space Skip Competently Receive Catch Jump	Footwork safety challenge instructions

Year 3						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Units:	Hockey	Gymnastics Linking Movements Together	Gymnastics Symmetry & Asymmetry (partners)	Netball	Athletics	OAA
Knowledge:	Compete in a hockey tournament by competing effectively in a team	Perform a sequence by taking weight on hands and link with other moves	Combine a range of symmetrical and asymmetrical gymnastic moves to create a sequence with a wide variety of gymnastic moves	Starting to play High 5 netball related games and officiate by taking on roles and responsibilities	Accurately replicate techniques of sporting events in competitive situations	Children learn how to plan and communicate as part of a group before taking on physical challenges
Skills:	Control of hockey stick Dribble ball in a race Dribble and change direction easily Pass ball accurately Control a ball pass Perform a jab-stick tackle	Step through various degrees of turn Move from one balance to another at different levels Show graceful ways of getting from floor to ground (vice-versa) Use a variety of rolls to link a sequence of balances Travel on patches close to the ground and contrasting higher levels	Spin on patches Spins into a sequence Smooth transitions Spin on points at different levels and put spins in a sequence Spin symmetrically/asymmetrically at different levels Rolls at different levels in a sequence Paired balance within a sequence	Passing a ball Defend individually and as part of a team Shoot Evaluate performance Playing games and officiating	Correct technique to start a sprint Develop coordination to improve speed Combine sprinting with low hurdles Consistency of jumps Develop technique of accuracy and consistency of overarm throw Accurately replicate techniques of sporting events	Work as part of a team. Show enthusiasm, determination and resilience Work together in a small group to solve problems. Compete under pressure Negotiate with my group Plan a route map. Work with others to solve problems Follow the rules of an activity Identify areas of the school grounds using a map. Run and think simultaneously to compete in a competition identify where a number of controls are situated around the school grounds via photographic clues. Take photographs of interesting places around the school site
Vocabulary:	Jab-stick Tackle Control Tournament Direction Dribble Race Hockey	90, 180, 270, 360 degrees Graceful Sequence Balance Series Contrasting	Symmetrical Asymmetrical Spins Sequences Rolls Balance Points/patches Transitions	Officiate Rules Attack/defend Passing and shooting Netball	Replicate Competitive Overarm Jumps Sprints Hurdles Coordination Improve speed	Map Controls Symbol Location
Units:	Dance Royal Ballet Workshop	Real PE Social unit	Real PE Personal unit	Swimming	Real PE Cognitive unit	Real PE Creative unit
Knowledge:	To perform, review and improve performance	Help, praise and encourage others. Show patience and support others. Show and tell my ideas to others.	Begin to challenge yourself Know where you are with your learning	Pupils should be able to use a range of strokes and make choices about the strokes they use to achieve different	Can explain what I am doing well I can identify areas for improvement	Make up own rules and versions of activities Respond differently to a variety of tasks



				outcomes and be certain of success. Pupils should know the dangers of water and understand how to act responsibly when playing in or near different		
<b>Skills:</b>	Use of travel, timing and levels Using words as stimulus Work in unison Using one or two actions from a motif to create a sequence Using different levels and pathways Show use of levels in paired performance Individual, paired and whole class routines Emphasis on transitions Using props as stimulus Evaluate performance to improve	Dynamic balance to agility Static balance	Co-ordination - footwork static balance - one leg	swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively perform safe self-rescue in different water-based situations	Dynamic balance- on a line Co-ordination - ball skills	Co-ordination - sending and receiving Counter balance - with a partner
<b>Vocabulary:</b>	Cannon Formation Cooperation Mirror Images Posture Timing Extension Improve/feedback	Jumping Landing Sequences Encourage co operate patience	Balance Control Fluent smooth movements	Stroke Float Front crawl Backstroke Butterfly Breaststroke Flippers Noddle Kick	Balance Marching Lunge Roll	Throw Catch Strike Kick

Year 4						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Units:	Basketball	Dance The Romans	Gymnastics Arching & Bridges	Tennis	Tag Rugby	Rounders
Knowledge:	Compete in a competitive game of Basketball applying skills effectively	To perform, review and improve a finished performance piece 32-48 count in a Roman-themed motif (whole group choreography)	Front and back supports which involve working under and over	Children learn how to move around the court, how to control the ball and to send it across the net using a variety of ground strokes.	Compete in a competitive game of Tag Rugby applying skills effectively	Compete in a competitive game of Rounders applying skills effectively Keep score and officiate games
Skills:	Demonstrate triple threat position Demonstrate basic ball-handling skills Demonstrate dribbling techniques Maintain possession of ball when faced with defender Understanding defensive positioning Develop passing techniques Develop shooting techniques Be able to compete	Show good timing, posture and extension Changes in levels and in pathway Using pictures creatively Use mirror images and changes in levels Working groups to show good cooperation skills Use of cannon and changes in formation Peer feedback	Support body weight using hands and feet only Spin from one means of support to another Create sequence using front/back symmetrical/asymmetrical spinning Sequences with different controlled rolls with front and back supports Create sequences moving seamlessly from front and back supports to other balances Paired sequences showing different formation in unison to a set count	Take up a 'ready position' and move into good positions to strike a ball. Play a game of hand tennis trying to move my opponent around the court Hit consistent forehand returns. Get into consistently good positions to hit the ball after one bounce Get into good positions to play backhand shots. Strike the ball on the backhand with some consistency. Volley a ball on the forehand and backhand striking the ball downwards. Serve from the baseline into my opponents side of the court Move into the correct position to play a variety of shots Use tactics against an opponent	Send and receive a ball under pressure Attacking and defending skills Passing a rugby ball backwards accurately, correctly and dummy passes Pass and create an overlap Pass missing out players in a line	Send and receive tennis ball using correct catching techniques Show tactical awareness Develop basic bowling and batting skills Develop throwing skills Develop ability to hit and make decisions about running Develop ground-fielding techniques Develop awareness of rules Demonstrate leadership skills Develop high catching skills Awareness of tactics
Vocabulary:	Compete Shoot Pass Defence Possession Precision Dribble Ball-handling Triple threat Technique	Cannon Formation Cooperation Mirror Images Posture Timing Extension Improve/feedback	Symmetrical/asymmetrical Sequence Front/back support Controlled Seamlessly Body weight	Forehand Backhand Volley Serve Baseline Court	Passing Dummy passing Overlap Attack/defend Under pressure Send and receive	Tactics High catching Leadership Decision making Bowling Batting Ground-fielding Catching Technique
Units:	Swimming	Swimming	Real PE Social unit	Real PE Fitness unit	Real PE Personal unit	Real PE Physical unit

<b>Knowledge:</b>	Pupils should be able to use a range of strokes and make choices about the strokes they use to achieve different outcomes and be certain of success. Pupils should know the dangers of water and understand how to act responsibly when playing in or near different	Pupils should be able to use a range of strokes and make choices about the strokes they use to achieve different outcomes and be certain of success. Pupils should know the dangers of water and understand how to act responsibly when playing in or near different	Help, praise and encourage others. Show patience and support others. Show and tell others about my ideas. Co operate well with others.	Say how my body feels before during and after exercise. Explain why we need to warm up and cool down. Describe basic fitness component	Know where I am with my learning. Begin to challenge myself. Cope well when things become difficult.	Perform a range of skills with some control. Perform and repeat longer sequences.
<b>Skills:</b>	swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively perform safe self-rescue in different water-based situations	swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively perform safe self-rescue in different water-based situations	Dynamic balance to agility Static balance	Agility Static balance	Co ordination Static balance	Agility Static balance
<b>Vocabulary:</b>	Stroke Float Front crawl Backstroke Butterfly Breaststroke Flippers Noddle Kick	Stroke Float Front crawl Backstroke Butterfly Breaststroke Flippers Noddle Kick	Jumping Landing Sequences Encourage co operate patience	Balance Stance Record Monitor Fitness Exercise Warm up Cool down	Strengths Weaknesses Challenge persevere	Reaction Response Adapt Respond Control Consistency sequence

Year 5						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Units:	Football	Netball	Gymnastics Matching, Mirroring & Contrast	Dance World War 2	Athletics	OAA
Knowledge:	Demonstrate skills within a competitive environment using tactics Cooperate with others to achieve shared goal Demonstrate interpretation of rules and accept decisions given	Participate purposefully in a netball match showing skills, actions and correct sequence of movements Showing awareness of tactics and performance	Matching partners moves using clearly defined starting and finishing positions	To perform, review and improve a finished 48-64 count motif based on World War 2 To improve performance of oneself and others based on feedback	Develop fluency and efficiency in running for speed as a team. How to apply relay changeover skills and appropriate starts and changeover techniques for different events.	This unit involves using non-verbal and verbal communication and team work to solve a variety of team challenges
Skills:	Accept rules and decisions Identify components to pass ball effectively Dribble ball with both feet using different parts of the feet Turn with a football Defend 1:1 Attack and defensive principles in game situation Correct technique for dribbling and passing the ball Combining skills to be able to move whilst maintain control of the ball Keep possession of the football more successfully Identify which shooting technique to use in order to be successful Identify fundamentals to be able to defend against an opponent Identify when and where to exploit space to create goal scoring opportunities	Send and receive a netball in different ways Be aware of specific tactics Link skills to perform actions Compete in full netball games showing tactics, performance and competitiveness Evaluating Officiating	Working in time with partner Contrast partners moves by working at different levels and pathways Mirror partners symmetrical and asymmetrical shapes Perform a sequence whilst still mirroring partner Work in pairs to create routine and moves using mirroring, matching and contrasts	Create imaginative actions based on words in theme related mind-map Develop a 32-count individual challenging section To turn 3-4 actions into a travelling section Include use of level changes, pathway and different directions Use mirror image, changing of levels and direction Work in small groups to start to develop a 32 or 64 count group section using chance choreography Use chance choreography creatively Use of cannon, unison, mirror image and changes in formation, level and direction Provide effective feedback to partners and groups	How to sustain pace over longer distances. How to change pace and run at different tempos. Develop a pull-throw technique Develop accuracy and consistency with overarm throw Control power and accuracy of overarm throw Throw with greater force and for longer distances Consider different throwing implements and use a best technique Organise small groups and assign different roles Ability to explain why strength and power can help performance in other activities Perform correct triple jump technique Increase number of techniques used in jumping Running for speed	Use non-verbal communication to solve problems. Work as part of a team. Work with a partner to navigate successfully across and through obstacles whilst blindfolded. Give clear instructions Stay focusedThink creatively to find solutions to challenges. Work together in a small group to solve problems. Navigate my way around using a map. Demonstrate teamwork and a good level of communication to complete a group taskWork quickly and effectively against the clock. Work with a partner/ group to find a number of controls using a map. Identify the location of a number of controls which relate to specific letters of the alphabet. Communicate positively with the other members of my team
Vocabulary:	Decisions Dribble Turn Attack/defend Exploit Creation	Evaluating Officiating Tactics Send and receive Performance	Mirroring Contrasts Routine Sequence Perform Shape	Cannon Unison Mirror Direction Formation Chance Choreography	Technique Jumping Triple Jump Changeover techniques Strength and power Overarm	Navigate Obstacles Map Instructions Communication Location

	Decisions Possession Shooting Defending Attacking		Symmetrical/asymmetrical Pathways Levels	Pathways World War 2 Creative	Pull-throw Pace Change and sustain Different tempos	Symbols
Units:	<b>Real PE Social unit</b>	<b>Real PE Social unit</b>	<b>Real PE Fitness unit</b>	<b>Real PE Fitness unit</b>	<b>Real PE Personal unit</b>	<b>Real PE Personal unit</b>
Knowledge:	Involve others and motivate those around me to perform better. Give and receive sensitive feedback. Cooperate well with others.	Involve others and motivate those around me to perform better. Give and receive sensitive feedback. Cooperate well with others.	Perform appropriate warm up activities. Record and monitor my activities. I can describe basic fitness components.	Perform appropriate warm up activities. Record and monitor my activities. I can describe basic fitness components.	Know where I am with my learning. Persevere with a task and improve performance. Cope well when things become difficult.	Know where I am with my learning. Persevere with a task and improve performance. Cope well when things become difficult.
Skills:	Dynamic balance Counter balance	Dynamic balance Counter balance	Co ordination agility	Co ordination agility	Co ordination agility	Co ordination agility
Vocabulary:	Feedback co operate patience organise negotiate support	Feedback co operate patience organise negotiate support	Record Monitor Fitness Exercise Warm up Cool down	Record Monitor Fitness Exercise Warm up Cool down	Strengths Weaknesses Challenge persevere	Strengths Weaknesses Challenge persevere

Year 6						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Units:	Tag Rugby	Cricket	Gymnastics Counter-Balance & Counter Tension	Dancing Dance through the Ages	Basketball	Rounders
Knowledge:	Develop game understanding and compete within Tag Rugby.	Link skills and perform in a competitive game of cricket Reflecting on success in oneself and others	Work in groups to perform asymmetrical counter balances in a sequence using cannon or unison	To perform, review and improve a finished performance piece 32-64 count using dances throughout the ages	Compete in a competitive game of Basketball applying skills effectively	Compete in a competitive full game of Rounders taking on different roles and show a variation of tactics
Skills:	Send and receive a ball under pressure Attacking and defending skills Passing a rugby ball backwards accurately, correctly and dummy passes Pass and create an overlap Pass missing out players in a line Communicate effectively during games Tactical awareness Attacking and defending	Catch consistently well under pressure Throw accurately using overarm technique Grip the bat correctly Take a suitable stance and strike the ball consistently Perform a range of fielding techniques confidently and consistently Demonstrate a basic bowling technique consistently Link and apply cricketing skills and techniques effectively	Hold controlled balances on a variety of points and patches on a given number of body parts Hold a range of symmetrical and asymmetrical balances/counter balances with at different levels with weight on a variety of points and patches Understand push and pull forces to perform various counter balances and link in a sequence Work with a partner to perform symmetrical counter tension balances on a variety of body parts Perform a sequence in cannon at different levels, linking asymmetrical counter balances with transitional moves	20's and 30's dance routines - dancing in unison creating imaginative actions using words 40's and 50's dance - to understand rock and roll Include use of level changes and different directions 70's dance - use of level changes and different directions To work in groups using dynamics, cannon, unison, direction and level To perform, review and improve a finished themed performance piece using appropriate and relevant dance vocabulary	Demonstrate triple threat position Demonstrate basic ball-handling skills Manoeuvre ball effectively Pass ball correctly Use pivots and correct footwork to catch and protect basketball and create passing angles Understand zonal and man-marking Find space to take a shot Use screens to help open up space for teammates Demonstrate dribbling techniques Maintain possession of ball when faced with defender Understanding defensive positioning Develop passing techniques Develop shooting techniques Be able to compete	Send and receive tennis ball using correct throwing and catching techniques Develop bowling, batting and ground fielding skills Vary tactics in small group situations
Vocabulary:	Passing Dummy passing Overlap Attack/defend Under pressure Send and receive Tactics Communication	Bowling Technique Consistent Fielding Grip Bat Stance Overarm Accuracy Catching	Transitional moves Counter balances Symmetrical Asymmetrical Cannon Tension balances Levels Push and pull Control	Dynamics Cannon Unison Direction Levels Generational language	Compete Shoot Pass Defence Possession Precision Dribble Ball-handling Triple threat Screens Open space	Tactics High catching Leadership Decision making Bowling Batting Ground-fielding Catching Technique

					Man-marking Zonal marking Footwork Pivots Passing angles Manoeuvre Technique	
Units:	<b>Real PE Physical unit</b>	<b>Real PE Physical unit</b>	<b>Real PE Cognitive unit</b>	<b>Real PE Cognitive unit</b>	<b>Real PE Creative unit</b>	<b>Real PE Creative unit</b>
Knowledge:	Perform and repeat sequences with clear shapes and controlled movement. Link actions together so they flow.	Perform and repeat sequences with clear shapes and controlled movement. Link actions together so they flow.	Understand tactics of attacking and defending. Use awareness of space to make good decisions.	Understand tactics of attacking and defending. Use awareness of space to make good decisions.	Make up my own rules and versions of activities. I can change tactics or rules to make activities more fun. I can respond imaginatively to different situations.	Make up my own rules and versions of activities. I can change tactics or rules to make activities more fun. I can respond imaginatively to different situations.
Skills:	Dynamic balance to agility Static balance	Dynamic balance to agility Static balance	Static balance Co ordination	Static balance Co ordination	Static balance	Static balance
Vocabulary:	Jumping Landing Balance Roll Control consistency	Jumping Landing Balance Roll Control consistency	Stance Footwork Tactics Attacking Defending space	Stance Footwork Tactics Attacking Defending space	Rules Tactics Sequences Adapt adjust	Rules Tactics Sequences Adapt adjust