College Road Primary School – P.E. skills and knowledge progression

	Foundation		Year 1	Year 2
Athletics	Build up to sports week – Term 5 KS 20 Discuss and practise how to run a flat race. KS 26 Show good control in large movements.	Athletics	Build up to sports week – Term 5 **Declarative Knowledge:** A1. Develop the distance running technique, understanding the difference between sprinting, and running over longer distances. A2 Show understanding and a basic level of control, coordination and consistency when running. A3. Begin to evaluate and improve own performance. **Procedural Knowledge:** A4. Explore and practice a variety of athletic movements and apply athletic skills and techniques to a variety of activities. A5. Experiment with different jumping techniques, showing control, coordination, and consistency throughout. A6. Develop coordination and balance whilst exploring different running, jumping, and throwing techniques. A7. Develop the overarm, underarm and pull throw technique, throwing accurately towards a target.	Build up to sports week – Term 5 **Declarative Knowledge:** A1. Develop the distance running technique, understanding the difference between sprinting, and running over longer distances. A2 Show understanding and a basic level of control, coordination and consistency when running. A3. Begin to evaluate and improve own performance. **Procedural Knowledge:** A4. Explore and practice a variety of athletic movements and apply athletic skills and techniques to a variety of activities. A5. Experiment with different jumping techniques, showing control, coordination, and consistency throughout. A6. Develop coordination and balance whilst exploring different running, jumping, and throwing techniques. A7. Develop the overarm, underarm and pull throw technique, throwing accurately towards a target.

Dance	Dance – Term 2	Dance	Story-telling through Dance – Term 4	Dance – Term 2
	KS 21 Begin to link actions in a sequence. KS 22 Begin to mirror movements with a partner.		D1. To change direction during travelling moves such as skipping, running, walking, tiptoeing. D2. To link travelling moves that change direction (including leaping). D3. To link travelling moves that change level (stretching and bending). D4. To link travelling moves that change in speed. D5. Begin to perform a sequence of simple movement patterns and gestures to music. D6. Respond to music, using simple movement patterns. D7. Work with a partner or groups to create and perform movements together.	**Declarative Knowledge:** D8. Understand that dance phrases are small sections of a dance that make a complete routine. D9. Begin to understand that dance can be used to express and communicate mood, ideas, and feelings, and characters. D10. Watch and describe a performance accurately and recognise what is successful. **Procedural Knowledge:** D11. Respond imaginatively to a range of stimuli. D12. Move confidently and safely in your own and general space, using changes of speed, level, and direction. D13. Perform movement phrases using a range of different body actions and body parts – with control and accuracy. D14. Create linked movements, combining different ways of travelling, with beginnings, middles and ends. D15. Compose short dances that express and communicate mood, ideas, and feelings, varying simple compositional ideas. D16. Explore, remember, and repeat short dance phrases, showing greater control and spatial awareness. D17. Describe phrases and expressive qualities.

Gymnastics	Gymnastics – Term 3 and 4	Gymnastics	Gymnastics – Term 3	Gymnastics – Term 3
	KS 23 Begin to make and hold shapes and balances. KS 24 Travel with confidence over, under, through balancing equipment. KS 25 Jump off an object and land safely.		Declarative Knowledge: G1. I know that fundamental movement skills, such as travelling, balancing, and moving smoothly from one position to another are important gymnastics basics. G2. Watch and describe a performance accurately. G3. Understand and describe changes to your heartrate when playing a game. Procedural Knowledge: G4. Perform basic gymnastic actions, including travelling, rolling, jumping, and staying still. G5. Become increasingly confident and competent, moving safely using changes of speed, level, and direction. G6. Combine different ways of travelling exploring a range of movements and shapes. G7. Create linked movement phrases with beginning, middle and ends. G8. Perform movement phrases using a range of different body actions and body parts. G9. Develop ABC's and fundamental movement skills, combining travelling, balancing and stiffness using both floor and apparatus; and moving smoothly from one position of stiffness to another. G10. Form simple sequences of different actions, using the floor and a variety of apparatus.	Declarative Knowledge: G1. I know that fundamental movement skills, such as travelling, balancing, and moving smoothly from one position to another are important gymnastics basics. G2. Watch and describe a performance accurately. G3. Understand and describe changes to your heartrate when playing a game. Procedural Knowledge: G4. Perform basic gymnastic actions, including travelling, rolling, jumping, and staying still. G5. Become increasingly confident and competent, moving safely using changes of speed, level, and direction. G6. Combine different ways of travelling exploring a range of movements and shapes. G7. Create linked movement phrases with beginning, middle and ends. G8. Perform movement phrases using a range of different body actions and body parts. G9. Develop ABC's and fundamental movement skills, combining travelling, balancing and stiffness using both floor and apparatus; and moving smoothly from one position of stiffness to another. G10. Form simple sequences of different actions, using the floor and a variety of apparatus.

Movement Development	Movement Development – Term 1 and 3 KS 19 Negotiate space successfully, adjusting speed and direction and avoiding obstacles. KS 26 Showing good control in large movements. KS34 Show control in small movements.	Invasion Games	Tag Rugby – Term 6 Declarative Knowledge: IG1. Use simple tactics in game situations, such as deciding when to pass and when to run. IG2. Understand who the attackers and who the defenders are. IG3. Develop understanding of tag rugby and participate in small games. Procedural Knowledge: IG4. Develop control and accuracy when throwing and catching a rugby ball. IG5. Improve movement skills whilst moving with the ball in two hands, progressing to beating a defender. IG6. Learn how to tag and begin tagging players in game situations. IG7. Begin to understand and develop correct technique of passing the ball. IG8. Develop understanding of tag rugby and participate in small games. IG9. Show good awareness of others when playing games.	Football – Term 1 Declarative Knowledge: IG10. Use skills in different ways when playing games. IG11. Recognise space in games and use it to your advantage. IG12. Recognise what is successful. Use actions and ideas you have seen to improve your own skills. Procedural Knowledge: IG13. Explore different ways to use and move with a ball. Show control of a ball with basic actions. IG14. Send/ pass a ball and successfully catch/stop a ball. IG15. Move fluently, changing direction and speed – with and without a ball. Develop fundamental movement skills, becoming increasingly confident and competent. IG16. Perform a variety of skills keeping the ball under control. IG17. Participate in team games – showing good awareness of others.

Me & Myself	Me & Myself – Term 1 KS 13 Manage own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food and drink choices. KS 29 Show some understanding of good practices, with regard to exercise and know the affects this will have on the body. KS 32 Hold equipment and tools safely.	Net & Wall Games		Tennis – Term 4 Declarative Knowledge: NWG1. Choose and use skills and simple tactics to suit different situations. NWG2. Understand and follow the rules of the game. NWG3. Watch and describe a performance accurately. Use actions and ideas you have seen to improve your own skills. Procedural Knowledge: NWG4. Engage in cooperative and competitive physical activities (both against self and against others). NWG5. Explore different ways to use and move with the ball – showing control with simple actions and basic control when striking a ball. (Then add a tennis racket.) NWG6. Perform a range of actions including catching/ gathering skills and sending/passing with control and throw/ hit a ball in different ways e.g. high, low, fast, slow. NWG7. Understand the concept of moving to get in line with a ball to receive it. NWG8. Move fluently, changing direction and speed – showing good awareness of others. NWG9. Use correct skills and basic tactics in games to meet the challenges of the game, or in response to your opponent's actions.

Ball Skills	Ballgames – Term 2, 5 and 6 KS 27 Show good control when bouncing, kicking, pushing, throwing and patting objects such as a bean bag or ball (sometimes into a target). KS 28. Begin to participate in simple team games using the language attack and defend. KS 34 Showing good control in small movements.	Target Games	Dodgeball – Term 2 Declarative Knowledge: TG1. Develop decision making strategies and employ simple tactics in competitive games. TG2. Describe what you have done or seen others doing. TG3. Begin to understand the importance of preparing safely for exercise – warming up. Procedural Knowledge: TG4. Develop catching and striking skills. TG5. Move a ball in different ways. TG6. Pass, send and roll a ball with some accuracy. TG7. Develop ball handling skills. TG8. Develop fundamental movement skills.	

		Striking & Fielding Games		Cricket – Term 6 Declarative Knowledge: SFG1. Understand and follow simple rules for games and compete in physical activities both against self and against others. SFG2. Apply skills and tactics in simple games, including recognizing space and using it to your advantage. SFG3. React to situations in ways that make it difficult for opponents, applying simple tactics like hitting the ball into space to help score more points. Procedural Knowledge: SFG4. Develop fundamental movement skills, becoming increasingly confident and competent, moving fluently, changing direction and speed. SFG5. Throw/hit a ball in different ways e.g. high, low, fast, slow showing basic control. SFG6. Successfully receive (catch/stop) a ball, understanding the concept of moving to get in line with the ball to receive it. SFG7. Show good awareness of others when playing games.

		<u>PE Life Skills</u> (Health, Fitness & Wellbeing; Body Awareness)	<u>Fitness (Marvellous Me) – Term 1</u> LS1. Be able to listen and follow to instructions. LS2. Confidently move around at different speeds finding space and avoiding obstacles and other moving children. LS3. Safely travel in and around obstacle when hopping, skipping, side stepping and on all fours. LS4. Confidently change speed and direction when instructed- start and stop. LS5. Actively notice the effects exercise has on the body. LS6. Explain in basic terms why exercise and healthy diet is good for you. LS7. Understand the need for rules and safety measures. LS8. Develop balance when using apparatus such as travelling along a bench. LS9. Collaborate- perform mirror moving with a partner. LS10. Copy drills using upper and lower body.	

	Year 3	Year 4	Year 5	Year 6 (When Flying Colours are in, only TGS PE is being taught)

Athletics	**Build up to sports week – Term 5** **Declarative Knowledge:** A8. Choose the appropriate running speed to meet the demand of the task. A9. Understand the pace judgement when running over an increased distance, choosing the appropriate speed to meet the demand of the task. **Procedural Knowledge:** A10. Apply and develop a broad range of athletic skills in different ways. A11. Show control, coordination and consistency when running, throwing, and jumping. A12. Combine basic jump actions to form a jump combination, using a controlled jumping technique. **Athletic activities – Triathlon – Term 5 (TGS)** A13. Copy, repeat and evaluate simple athletic skills and actions (run, throw, jump) showing control and co-ordination. A14. Improve skills of running, jumping and throwing. A15. Give reasons for why warming up in athletics is important and athletic activities are good for your health. A16. Observe and describe a partner's running/ throwing/jumping action.	**Build up to sports week – Term 5** **Declarative Knowledge:** A8. Choose the appropriate running speed to meet the demand of the task. A9. Understand the pace judgement when running over an increased distance, choosing the appropriate speed to meet the demand of the task. **Procedural Knowledge:** A10. Apply and develop a broad range of athletic skills in different ways. A11. Show control, coordination and consistency when running, throwing, and jumping. A12. Combine basic jump actions to form a jump combination, using a controlled jumping technique. **Javelin – Term 5** **Javelin, stand and jump- distance and height; Develop strength, technique, control and balance** A17. Lean how to hold a javelin and throw to achieve greater distance. A18. Learn about foot position. A19. Compare run up and throw to standing throw. A20. Learn how run up can enhance distance thrown. A21. Jump for height using arms to assist from standing with increasing consistency. A22. Jump from a standing position. **Pentathlon – Term 5 (TGS)**	**Build up to sports week – Term 5** **Declarative Knowledge:** A27. Choose the appropriate speed to run at for the distance to be covered. A28. Create short warm up routines that follow basic principle e.g. raise body temperature, mobilise joints and muscles. A29. Understand how physical activity can contribute to a healthy lifestyle and the importance of being physically fit. A30. Explain how their body reacts and feels when taking part in different activities and undertaking different roles and understanding how this effects the muscles. A31. Understand appropriate pace judgement for the running distance to be covered. A32. Understand the appropriate throwing and jumping technique to achieve maximum distance and height. A33. Share and discuss athletic techniques with others. A34. Compare their performance with previous ones and demonstrate improvement to achieve their personal best. A35. Be able to describe the importance of being physically fit and explain how their body reacts and feels when taking part in different activities and undertaking different roles. **Procedural Knowledge:**	**Build up to sports week – Term 5** **Declarative Knowledge:** A27. Choose the appropriate speed to run at for the distance to be covered. A28. Create short warm up routines that follow basic principle e.g. raise body temperature, mobilise joints and muscles. A29. Understand how physical activity can contribute to a healthy lifestyle and the importance of being physically fit. A30. Explain how their body reacts and feels when taking part in different activities and undertaking different roles and understanding how this effects the muscles. A31. Understand appropriate pace judgement for the running distance to be covered. A32. Understand the appropriate throwing and jumping technique to achieve maximum distance and height. A33. Share and discuss athletic techniques with others. A34. Compare their performance with previous ones and demonstrate improvement to achieve their personal best. A35. Be able to describe the importance of being physically fit and explain how their body reacts and feels when taking part in different activities and undertaking different roles. **Procedural Knowledge:**

		A23. Copy, repeat and evaluate simple athletic skills and actions (run, throw, jump) showing control and co-ordination. A24. Improve skills of running, jumping and throwing. A25. Give reasons why warming up and cooling down is important and athletic activities are good for personal health and well-being. A26. Observe and describe a partner's running/ throwing/jumping action.	A36. Run, jump, catch, and throw in isolation and combination. Combine and perform skills with control. A37. Communicate, collaborate, and compete with others. Working effectively as part of a team. A38. Demonstrate a range of throwing actions e.g. push, pull, sling, using different equipment. A39. Select and apply skills that meet the needs of the situation, combining and performing each skill with control at speed. A40. Work effectively as part of a team. A41. Successfully run, jump, and throw in isolation and in combination – applying appropriate techniques to achieve personal bests. <u>Athletic Challenges – Heptathlon – Term 5 (TGS)</u> A42. Copy, repeat and evaluate simple athletic skills and actions (run, throw, jump) showing control and co-ordination. A43. Improve skills of running, jumping and throwing. A44. Observe and evaluate a partner's running/ throwing/ jumping action. A45. Select and carry out appropriate warming up and cooling down activities. A46. Recognise how personal health and well-being is promoted through participation in athletic activities.	A36. Run, jump, catch, and throw in isolation and combination. Combine and perform skills with control. A37. Communicate, collaborate, and compete with others. Working effectively as part of a team. A38. Demonstrate a range of throwing actions e.g. push, pull, sling, using different equipment. A39. Select and apply skills that meet the needs of the situation, combining and performing each skill with control at speed. A40. Work effectively as part of a team. A41. Successfully run, jump, and throw in isolation and in combination – applying appropriate techniques to achieve personal bests. <u>Decathlon – Term 5 (TGS)</u> A47. Copy, repeat and evaluate simple athletic skills and actions (run, throw, jump) showing control and co-ordination. A48. Observe and evaluate a partner's running/ throwing/ jumping action. A49. Select and carry out appropriate warming up and cooling down activities. A50. Recognise how personal health and well-being is promoted through participation in athletic activities. A51. Improve knowledge of training methods.

Dance	Solar System Dance – Term 3 (TGS) D18. Improve skills of travelling, jumping, turning, stillness, gesturing changing shape/size/level/direction. D19. Increase the range of body actions; compose, practice and perform actions with control. OR Machines – Term 3 (TGS) D20. Repeat, remember and perform phrases in a dance, improvise freely, translating ideas from a stimulus into movement. D21. Share and create dance phrases with a partner and in a small group. D22. Recognise and talk about the movements used. D23. Suggest improvements to their own and other pupil's dances.	Cold Spaces – Term 3 (TGS) D18. Improve skills of travelling, jumping, turning, stillness, gesturing changing shape/size/level/direction. D19. Increase the range of body actions; compose, practice and perform actions with control. OR Rugby and The Haka – Term 3 (TGS) D24. Develop skills of unison, mirroring, contact, level, speed, direction, control, jumping, turning gesture, action/reaction, formation.	Sun, Sea and Sand – Term 3 (TGS) D25. Develop skills of unison, mirroring, contact, level, speed, direction, control, jumping, turning gesture, action/reaction, and repetition. OR Dance Styles – Term 3 (TGS) D26. To explore and link motifs and movement phrases from different dance styles/eras. D27. Apply choreographic devices of canon, unison, matching and mirroring, speed, direction, order and levels to motifs.	The Match – Term 3 (TGS) D28. Develop skills of unison, mirroring, contact, level, speed, direction, control, jumping, turning gesture, action/reaction, and repetition. OR Why Bully Me? – Term 3 (TGS) D29. Apply choreographic devices of canon, unison, action/ reaction, speed, direction, order and levels to develop motifs. D30. To select and link movements together to create movement phrases. D31. Describe performances using dance terminology.

Gymnastics	Gymnastics – Term 2 (TGS) G11. Develop a broad range of skills. G12. Link actions to make sequences of movement. G13. Understand how to improve and evaluate own success. G14. Develop flexibility, strength, technique, control and balance.	Rhythmic Gymnastics using Ribbon – Term 2 G15. Develop further flexibility, strength, technique, control and balance G16. Move in a clear, fluent and expressive manner- repeating sequences G17. Travel in a variety of ways (e.g: flight by transferring weight to generate power in movement) G18. Understand centre of gravity and can use this to create interesting body shapes and balance positions G19. Think about clear starting and finishing positions Gymnastics – Term 2 (TGS) G11. Develop a broad range of skills. G12. Link actions to make sequences of movement. G13. Understand how to improve and evaluate own success. G14. Develop flexibility, strength, technique, control and balance.	Gymnastics – Term 2 (TGS) G11. Develop a broad range of skills. G12. Link actions to make sequences of movement. G13. Understand how to improve and evaluate own success. G14. Develop flexibility, strength, technique, control and balance.	Body Symmetry – Term 2 (TGS) G11. Develop a broad range of skills. G12. Link actions to make sequences of movement. G13. Understand how to improve and evaluate own success. G14. Develop flexibility, strength, technique, control and balance.

Invasion Games	**Basketball – Term 1** **Declarative Knowledge:** IG18. Explain simple tactics in game situations. **Procedural Knowledge:** IG19. Move the ball keeping it under control whilst changing direction. IG20. Pass, shoot and receive a ball with increasing accuracy, control, and success. Pass in different ways e.g. high, low, fast, slow. IG21. Find and use space in game situations and work well as part of a team. IG22. Apply basic attacking and defending principles. IG23. Use a range of tactics to keep possession of the ball. IG24. Take up spaces/positions that make it difficult for opponents. **Ball Handling Games – Term 1 (TGS)** IG25. Improve skills of travel, travel with, send, chase, receive, aim, chase, dribble avoid, dodge, attack, defend, movement into/out of space.	**Tag Rugby – Term 4** **Declarative Knowledge:** IG26. To begin to understand and follow the rules of tag rugby. IG27. Improve decision making skills and choose the right skills that meet the needs of the situation. **Procedural Knowledge:** IG28. Move in different directions learning to move away from your opponent and keep control of the ball when running. IG29. Learn how to pass in rugby, catching successfully and improving skills whilst on the move. IG30. Move forward to attack as part of a team – running in a line. IG31. To work as part of a team when defending, keeping in a line, and spreading out. IG32. Develop attacking and defending skills within tag rugby, successfully scoring tries, tagging opponents, and passing the ball backwards to a teammate. **Invasion Games: Ball on the Ground – Term 1 (TGS)** IG33. Improve skills of: travel, travel with, send, chase, receive, avoid, dodge, attack, defend, movement into/out of space. IG34. Perform with control and accuracy.	**Tag Rugby – Term 1** **Declarative Knowledge:** IG35. Begin to understand the importance of lines in tag rugby – both for attack and defence. IG36. Use simple tactics in games to achieve success as a team. IG37. Understand the defensive duties in tag rugby and the process of tagging. IG38. To understand the rules of the game and participate in full games. IG39. Understand the importance of keeping in a line in both attacking and defending plays. **Procedural Knowledge:** IG40. Increase accuracy and control when passing and catching whilst moving at speed. IG41. Participate in competitive games, following the rules and playing fair. IG42. Continue to improve different ways to pass – fast, slow, high, low. IG43. Incorporate the rules of the game into small sided games like passing backwards. IG44. To pass and catch the ball whilst running at different speeds. Keep control of the ball when running and passing, ensuring passing is accurate. IG45. Carefully consider the best way to score a try and win the game, remembering to find and use space when running. IG46. Successfully remove tags in accordance with the rules.	**Basketball – Term 2** **Declarative Knowledge:** IG49. Explain how your body reacts and feels when taking part in different activities and undertaking different roles. IG50. Learn how to evaluate and recognise success, explain why a performance is good. IG51. Understand how physical activity can contribute to a healthy lifestyle. IG52. Create short warm up routines that follow the basic principles e.g. raising body temperature, mobilise joints and muscles. IG53. Understand how to improve in different physical activities and sport. **Procedural Knowledge:** IG54. Perform skills (e.g. passing) with accuracy, confidence and control, and increasing speed. IG55. Work effectively as part of a team and keep possession of the ball when faced with opponents. IG56. Apply basic principle for attacking – Using skills to keep possession of the ball. IG57. Begin to apply defending principles in games; Communicating well as a team to regain possession of the ball. IG58. Use the defending principles in game situations, including marking, tracking and covering, to gain possession. IG59. Choose different formations to suit the need of the game.

			<u>Football – Term 1 (TGS)</u> IG47. Improve skills of moving with the ball, with control, passing and shooting with accuracy. IG48. Introduce and develop game play skills of attacking and defending, moving in and out of space.	IG60. Use different skills to keep possession of the ball. Develop control whilst performing skills at speed. IG61. Show good awareness of others in game situations and work effectively as a team, adapting games if needed so everyone has a role to play. <u>Hockey – Term 1 (TGS)</u> IG62. Applying skills and techniques to small and larger game situations. IG63. Using tactics and strategies to improve performance. <u>Tag Rugby – Term 4 (TGS)</u> IG64. Applying skills and techniques to small and larger game situations. Using tactics and strategies to improve performance.

Net & Wall Games	Volleyball – Term 3 Declarative Knowledge: NWG10. Employ simple tactics in game situations and explain why they have used the tactics. NWG11. Apply basic principles suitable for attacking and defending. Procedural Knowledge: NWG12. Choose and perform the basic skills needed for the games with control and accuracy. NWG13. Throw/send the ball using a variety of techniques. NWG14. Send a ball into space at different speeds and heights to make it difficult for the opponent. NWG15. Take up space / positions that make it difficult for the opponents. Intercept and stop the ball consistently. NWG16. Adopt a good 'ready position' to move and catch a ball.	Net Games – Term 4 (TGS) NWG17. Improve skills of travel, travel with, send, receive, attack, defend, movement into/out of space. NWG18. Perform with control and accuracy.	Volleyball – Term 3 Declarative Knowledge: NWG19. Create short warm up routines that follow basic principle e.g. raise body temperature, mobilise joints and muscles. NWG20. Understand how the muscles work e.g. work by getting shorter, relax by getting longer. NWG21. Develop an understanding of how to improve in different physical activities and sports. Recognise part of a performance that could be improved and explain how. NWG22. Learn how to evaluate and recognise their own success. NWG23. Recognise part of a performance that could be improved and explain how. Learn how to evaluate and recognise their own success. NWG24. Understand the importance of being physically fit and how physical activity can contribute to a healthy lifestyle. Procedural Knowledge: NWG25. Adopt a good ready position on court and show good awareness of others in game situations. NWG26. Direct the ball towards the opponent's court or target area. NWG27. Apply basic principles suitable for attacking and defending. Identify spaces and understand the tactic of hitting into gaps.	Tennis – Term 4 Declarative Knowledge: NWG34. Identify spaces and understand the tactic of hitting into gaps. NWG35. Watch and evaluate the success of games, being able to explain why a performance is good, and what part of a performance could be improved and why. NWG36. Explain how your body reacts and feels when taking part in different activities and undertaking different roles. NWG37. Evaluate your own success and areas of improvement, as well as others. NWG38. Create short warm up routines that follow basic principles e.g. raise body temperature, mobilise joints and muscles. Procedural Knowledge: NWG39. Use good footwork that allows the ball to be hit with good technique. NWG40. Play shots on the forehand and backhand side of your body. Direct the ball towards the opponent's court or target area. NWG41. Hit the ball with purpose, varying speed, height, and direction. Direct the ball towards the opponent's court or target area. Perform skills such as forehand and backhand shots with control and confidence. NWG42. Apply the principles of attacking. NWG43. Participate in competitive games, modified where appropriate. NWG44. Adopt a good ready position and show good position on court.

			NWG28. Participate in competitive games, modified, and adapted where appropriate. NWG29. Appy basic principles suitable for defending. Show good position on court. NWG30. Use good footwork that allows the ball to be hit with good technique. <u>Netball – Term 4 (TGS)</u> NWG31. Consistent performance of ball handling skills with control and accuracy within the competitive game situation. NWG32. Application of attacking and defending strategies into small-sided competitive games. NWG33. Accurate evaluation of personal ability in attacking and defending roles.	

Target Games	**Golf – Term 4** **Declarative Knowledge:** TG9. Understand the importance of accuracy when chipping. **Procedural Knowledge:** TG10. Explore the skills required to play golf successfully. TG11. Develop and apply the chipping technique to competitive games. TG12. Develop, explore, and demonstrate the ability to 'putt' accurately and effectively. TG13. Demonstrate good teamwork skills.	**Dodgeball – Term 1** **Declarative Knowledge:** TG14. Understand how finding space can help in game situations. TG15. Use a range of tactics to try win games. **Procedural Knowledge:** TG16. Improve consistency when catching a variety of different shots. TG17. Show control when moving at speed. TG18. Move the ball in different ways – with increasing control and accuracy – whilst moving. TG19. Practise and improve the underarm throw and side shot throw. TG20. Get into good positions to both receive and throw the ball. TG21. Develop the skills needed for games including ball handling, striking, dodging, and catching.	**Golf – Term 4** **Declarative Knowledge:** TG22. Understand the technique to be able to chip at different heights. TG23. Become familiar with golf phrases and the concept of golf. TG24. Compare and evaluate other performances. **Procedural Knowledge:** TG25. Apply both the putting and chipping techniques to competitive games. TG26. Show control and control to make accurate shots. TG27. Begin to develop the driving technique. TG28. Increase accuracy and distance when practicing the driving technique and participate in driving games. TG29. Develop an accurate putting technique, chipping for height technique, and driving for distance technique. TG30. Determine how much speed and power is required when working to a target. TG31. Compete with other in modified golf games.	**Dodgeball – Term 3** **Declarative Knowledge:** TG32. Understand the importance of quick reactions in dodgeball. TG33. Develop an understanding of how to improve when playing games. TG34. Understand how the muscles work. TG35. Explain how physical activity can help contribute to a healthy lifestyle. TG36. Evaluate a performance, Providing constructive feedback. **Procedural Knowledge:** TG37. Participate in games fairly, following the rules. Show good teamwork. Apply appropriate skills and tactics in game situations. TG38. Move quickly (dodge) with good control. Improve control when moving at speed. TG39. Increase accuracy and consistency of throws, including a side shot throw, towards a moving target. TG40. Successfully catch a ball at different heights. TG41. Demonstrate a variety of different throwing techniques with good accuracy, pace, and consistency. TG42. Take part in competitive games, playing fairly and working cooperatively as part of a team. TG43. Use different ways to dodge the ball (jump, gallop, jockey.) TG44. Use appropriate tactics in games and discuss and apply strategies needed to win.

Striking & Fielding Games	**Cricket – Term 6** **Declarative Knowledge:** SFG8. Chose both fielding and striking skills which make it difficult for your opponent. SFG9. Explain the tactics you have used in games. **Procedural Knowledge:** SFG10. Apply and develop a broader range of skills, whilst ensuring basic skills are performed with control and accuracy. SFG11. Throw a ball increasing distances, catch a ball with increasing consistency and hit a ball with correct technique and increasing control. SFG12. Intercept and stop the ball consistently. SFG13. Work well as part of a team, employing simple tactics, particularly when fielding to make it harder for the batter. SFG14. Communicate, collaborate, and compete with others, following the rules of the game. SFG15. Chose both fielding and striking skills which make it difficult for your opponent. Explain the tactics you have used in games. SFG16. Show control, coordination and consistency when throwing and catching a ball. **Striking & Fielding Games – Term 4 (TGS)**	**Striking & Fielding Festival – Term 6 (TGS)**	**Striking & Fielding Festival – Term 6 (TGS)**	**Cricket – Term 1** **Declarative Knowledge:** SFG18. Choose skills and tactics to meet the needs of the situation. (i.e. to outwit opponents when fielding). SFG19. Watch and evaluate the success of games and good performance. SFG20. Understand how physical activity can contribute to a healthy lifestyle and explain how your body reacts and feels when taking part in physical activity. SFG21. Create short warm up routines that follow basic principles e.g. raising body temperature, mobilise joints and muscles. SFG22. Learn how to evaluate and recognise your own success and areas for improvement. SFG23. Develop an understanding of how to improve in different physical activities and sports. **Procedural Knowledge:** SFG24. Develop control and technique whilst performing skills at speed and showing good awareness of others in game situations. SFG25. Hit the ball with purpose, varying speed height and direction, as well as thinking of tactics needed to score more runs. SFG26. Work as part of a team, adapting games and activities making sure everyone has a role to play. SFG27. Perform skills, including retrieve, intercept and stop a ball, with accuracy, confidence, and control.

	SFG17. Improve skills of: travel, travel with, send, chase, receive, avoid dodge, attack, defend, movement into/out of space. Striking & Fielding Festival – Term 6 (TGS)			SFG28. Bowl using an overarm technique, beginning to vary speed and length of delivery. SFG29. Use skills and tactics to outwit opponents when fielding, bowling, and batting. SFG30. Use teamwork when defending to cover areas and make it hard for the batter to score runs. Striking & Fielding Festival – Term 6 (TGS)

Outdoor Adventure & Activity				**Orienteering – Term 6** **Declarative Knowledge:** OAA1. Understand relevant techniques to navigate to and from control points. OAA2. Understand elements and scaling confidently. OAA3. Identify what they have done well and adapt plans for future challenges. OAA4. Plan strategies to complete tasks. Choose sensible skills and approaches for the challenge. **Procedural Knowledge:** OAA5. To orientate themselves and map correctly keeping track of their position with increasing accuracy. OAA6. Work within a team trusting and valuing each other. OAA7. Develop communication skills and use these skills to achieve success. OAA8. Make a map with symbols and legend and begin to understand scale. OAA9. Compete in orienteering events, problem solving with team members. OAA10. Build confidence during team activities. OAA11. Takes part in orienteering events, such as picture orienteering and control orienteering, with success. OAA12. Use a map to confidently orientate yourself around - Use previous knowledge to navigate and design a route to the controls. OAA13. Develop map reading and map building skills.

				OAA14.Develop physical fitness and be able to describe its importance in orienteering.
Swimming & Water Safety		<u>Swimming – Term 6</u> Life centre Swimming programme S1. To develop basic pool safety skills and confidence in water. S2. To develop travel in vertical or horizontal position and introduce floats. S3. To develop push and glides, any kick action on font and back with or without support aids. S4. To develop entry and exit, travel further, float and submerge S5. To develop balance, link S6. Activities and travel further on whole stroke. S7. To show breath control. S8. Introduction to deeper water. S9. Treading water.	<u>Swimming – Term 6</u> Life centre Swimming programme S9. Perform safe self-rescue in different water-based situations S10. Use a range of strokes effectively S11. Swim competently, confidently and proficiently over a distance of at least 25 metres S12. Pace themselves in floating and swimming challenges (Inc. survival)	

PE Life Skills (Health, Fitness & Wellbeing; Body Awareness)	Fitness – Term 2 LS11. Develop lower body strength and fitness. LS12. Understand what aerobic exercise is. LS13. Develop speed and aerobic endurance. LS14. Develop upper body strength and fitness. LS15. Improve balance and body coordination when moving in combination. LS16. Understand the importance of leading healthy, active lifestyles. LS17. Understand what core strength is and complete tasks to develop it. LS18. Demonstrate correct techniques of core strength fitness exercises. LS19. Understand the importance of warming up and cooling down.		Fitness – Term 2 LS11. Develop lower body strength and fitness. LS20. Continue to develop speed and aerobic endurance, while demonstrating stamina. LS21. Understand and explain the importance of good upper body strength. LS22. Recognise the physical and mental benefits of increased activity. LS23. Continue to develop core strength using the correct techniques during tasks. LS24. Develop an appreciation of physical activity as a lifelong habit.	