

## Yerbury PE Curriculum Knowledge and Skills Progression

### EYFS – Early Learning Goals/Development Matters

These are the **Early Learning goals** taken from the **statutory** guidance of the **EYFS profile** – we have these in mind all year and hope that the children will 'achieve' them by the end of Reception. We plan accordingly to offer them opportunities to develop skills and reach these goals:

#### Physical Development ELG:

**Gross Motor Skills** Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

We use guidance from **Development Matters** which supports the children with the following skills:

- Revising and refining the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

Opportunities to develop the skills and knowledge above are offered daily in our outside area as well as the larger, back playground. We provide opportunities for children to run, use bikes, a range of balls (to practise kicking, catching, striking and throwing skills), balancing equipment, climbing – on climbing frames, skipping with ropes as well as adult supported throwing, catching and target games. The children receive Dance lessons with Jess (alternating each half term) that teach them the basics of movement, stretching, fitness and simple choreography including linking movements.

EYFS Dance: Weekly lesson every other half term for the year

#### Dance Skills Progression:

- Copy basic body actions and rhythms.
- Choose and use travelling actions, shapes and balances.
- Travel in different pathways using the space around them.
- Begin to use dynamics and expression with guidance.
- Begin to count to music.

#### Body Management Progression:

- Create shapes showing a basic level of stillness using different parts of their bodies.
- Begin to take weight on different body parts.
- Show shapes and actions that stretch their bodies.
- Copy and link simple actions together.

## National Curriculum

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 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.

Introduction to PE	Fundamental movements and ball skills	Dance	Athletics	Competitive Games	Applying Ball Skills	Dance	Outdoor and Adventurous Activity	Evaluate
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.	Use running, jumping, throwing and catching in isolation and in combination.	Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	Develop flexibility, strength, technique, control and balance through ball sports including football, dodgeball, basketball, tennis, cricket, handball, rounders, netball, hockey.	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.
<b>All schools must provide swimming instruction either in key stage 1 or key stage 2</b>								
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.		

Year 1				
KS1 PE Curriculum End Points	Term	Autumn	Spring	Summer
<p>Dribble a ball with 2 hands on the move.</p> <p>Dribble a ball with some success, stopping it when required.</p> <p>Throw and roll towards a target with some varying techniques.</p> <p>Show balance when kicking towards a stationary target. Catch an object passed to them, with and without a bounce.</p> <p>Move to track a ball land stop it with feet to limited success.</p> <p>Strike a ball using a racket. Run, stop and change direction with balance and control.</p> <p>Move to space to help score goals or limit others scoring. Use simple tactics.</p>	<p><b>Key Knowledge</b></p>	<p><b><u>Autumn 1: Fundamentals</u></b></p> <p>How to use the body to move faster/slower. Use movement skills and balance to dodge and change direction quickly. Use balancing techniques to keep stable when stationary and when moving. Use different types of jumping techniques for different purposes. Learn about timing when skipping.</p> <p><b><u>Autumn 2: Ball Skills</u></b></p> <p>Build on previous Ball Skills unit. Ready position to receive a ball. How a ball moves, slows and bounces. How touching a ball affects its movement, speed and direction. Know how to position the body to receive an oncoming ball.</p>	<p><b><u>Spring 1: Target Games</u></b></p> <p>Different types of throwing technique for different purposes (overarm and underarm). Know how to position and move body to perform different types of throw. Judge distance and strength of throw and adjust accordingly.</p> <p><b><u>Spring 2: Sending and Receiving</u></b></p> <p>Different types of sending and receiving an object (kick, throw, stick, bat, racket). Awareness of receiver when sending. Ready position as receiver (legs bent, hands in front of body, fingers spread). How to grip a stick, bat, racket.</p>	<p><b><u>Summer 1: Athletics</u></b></p> <p>How to use the body to move faster/slower. Use different types of jumping techniques for different purposes. Know when to use balancing techniques to keep stable when stationary and when moving. Understand how balance and rhythm can help with running and jumping. Know when to use a distance throw and accuracy throw technique.</p> <p><b><u>Summer 2: Team Building</u></b></p> <p>Understand need for communication within a team. Know importance of listening and remembering instructions for activities. Know what to say to encourage team mates and keep positive atmosphere. Learn that efficient teamwork can help all members achieve. Plan and strategize as a team to overcome challenges.</p>
	<p><b>Key Skills</b></p>	<p><b><u>Autumn 1: Fundamentals</u></b></p> <p>Balancing; hold arms out and focus on something to help you be still. Use soft knees when hopping and jumping. Running; move arms faster to help you to move forward quickly. Run on the balls of your feet. Push with feet to change direction. Turn skipping rope with wrists.</p> <p><b><u>Autumn 2: Ball Skills</u></b></p> <p>Use soft touches with hands to keep control of ball. Spread fingers when bouncing ball to maintain control. Keep your knees bent and body low when throwing. Release the ball when your fingertips are pointing at your target. Stand with your legs split (one in front of the other) to maintain balance. Point to target with opposite arm when throwing. Use ready position; legs shoulder width apart, legs bent, hands cupped at height ball will come.</p>	<p><b><u>Spring 1: Target Games</u></b></p> <p>Keep your eyes on the target. Opposite hand to point at the target. Stand with your legs split, opposite leg to throwing arm forwards. Throw with your writing hand starting from by ear. Stiff wrist as you release the beanbag for power. Time the release of throw for optimum height and length. Face your body side-on (overarm). The beanbag starts by your ear (overarm). High 5 the sky on follow through.</p> <p><b><u>Spring 2: Sending and Receiving</u></b></p> <p>Bend down low, opposite foot to the arm you release with steps forward. Let go of the ball when your hand is pointing at the target. Finish throw with your hand where you want the ball to go. Make eye and verbal contact before sending the ball – check receiver is ready before sending. Move body in way of oncoming ball. Place your foot behind the ball to cushion it. Use the inside of your foot to pass the ball. Push ball with elbows out and spread fingers behind ball for bounce pass.</p>	<p><b><u>Athletics</u></b></p> <p>Run using opposite leg forward to arm, high knees, head still, forward/backward movement only. Take bigger strides when running faster. Use a slower pace for longer distances. Use whole body to jump (especially arms) and soft knees on landing. Keep chest up when running and jumping. Select appropriate throwing technique for distance (overarm) or accuracy (underarm). Adjust force of throw to distance required.</p> <p><b><u>Team Building</u></b></p> <p>Listen to the instruction and think about the information before completing the action. Discuss and agree a plan of attack before beginning. Listen to all team mates and share ideas before beginning. Use short, clear instructions when explaining plans. Include all team members. Use positive encouragement to keep good team atmosphere.</p>
<u>Dance: Weekly lesson every other half term for the year</u>				
		<p><b><u>Dance Skills:</u></b></p> <p>Copy, remember and repeat actions. Choose actions for an idea. Use changes of direction, speed and levels with guidance. Show some sense of dynamic and expressive qualities. Begin to use counts.</p>		<p><b><u>Body Management:</u></b></p> <p>Perform balances making their body tense, stretched and curled. Take the body weight on hands for short periods of time. Demonstrate poses and movements that challenge their flexibility. Remember, repeat and link simple actions together.</p>

Year 2				
KS1 PE Curriculum End Points	Term	Autumn	Spring	Summer
<p>Dribble a ball with 2 hands on the move.</p> <p>Dribble a ball with some success, stopping it when required.</p> <p>Throw and roll towards a target with some varying techniques.</p> <p>Show balance when kicking towards a stationary target.</p> <p>Catch an object passed to them, with and without a bounce.</p> <p>Move to track a ball land stop it with feet to limited success.</p> <p>Strike a ball using a racket. Run, stop and change direction with balance and control.</p> <p>Move to space to help score goals or limit others scoring. Use simple tactics.</p>	<p><b>Key Knowledge</b></p>	<p><u><b>Autumn 1: Ball Skills</b></u></p> <p>Handle different sized balls in different ways.            Know how a ball rolls and adjust force and aim.            How to keep a ball close when dribbling.            Coordinate moving and ball control at the same time.            Know which part of the foot to kick/control a ball with.            Timing of when to let go of a ball when throwing.</p> <p><u><b>Autumn 2: Fundamentals</b></u></p> <p>How to use the body to alter speed and balance.            Know how the body moves differently when moving at different speeds.            Understand what fluency of movement is and use it to combine jumps and movements smoothly.</p>	<p><u><b>Spring 1: Fitness</b></u></p> <p>Understand the effect of exercise on the body.            Know how training can improve stamina and resilience.            How running longer distances differs from short sprints.            How to move different body parts to hula hoop.            Understand importance of timing and rhythm for skipping.</p> <p><u><b>Spring 2: Invasion</b></u></p> <p>Develop understanding of defence and attack and the movements that accompany them.            Understand what 'being in possession' means.            Who is best to pass to and why when playing against a defender.            Awareness of direction of play and to move/pass in that direction.            Understanding of 'space' and importance to find a space away from a defender.            How to 'mark' and how to 'lose a marker'.</p>	<p><u><b>Summer 1: Net and Wall</b></u></p> <p>Know the best ready position for different striking sports.            Grip the racket correctly.            Understand height and force of hit is important to clear the net.            Know that a rally is good for practising hits.            Become familiar with the bounce of a tennis/sponge ball (height, speed, direction).            Know how objects move through the air in arc when thrown</p> <p><u><b>Summer 2: Striking and Fielding</b></u></p> <p>Understand urgency of fielding skill to limit hitter's score.            Become familiar with movement of ball after being struck (arc in air, bounce, roll, gradually slowing down).            Know how to track a moving ball and stop in quickly with feet or hands.            Rules of getting a hitter 'out' by catching or stumping.</p>
	<p><b>Key Skills</b></p>	<p><u><b>Autumn 1: Ball Skills</b></u></p> <p>Bend down to roll ball with control, hand follows ball.            Use a different ready position according to size of ball and height at which it is sent (legs bent, hand facing out for larger ball, hands cupped for smaller ball).            Adjust speed of hand/foot to touch ball to keep it close.            Use soft hand touches with spread fingers to control a ball with hands.            Use inner and outer side of foot for soft touches when dribbling.            Let go of ball when hand is pointing towards target.</p> <p><u><b>Autumn 2: Fundamentals</b></u></p> <p>Hold arms out and focus on something still to help you balance.            Identify change in body movements at different speeds.            Running technique; head still, elbows in, arms pocket to mouth, chest high, knees high for speed, large strides for speed.            Push off ground with feet in direction of travel to start a run.            Bend knees and look ahead when jumping and landing.            Plan movements and body level to create fluent links between movement sequences.</p>	<p><u><b>Spring 1: Fitness</b></u></p> <p>Use slower pace and less powerful movements for longer distance runs.            Breath with rhythm when running.            Be resilient when tired, take deep breaths when resting            Use different levels and directions when linking hoop skills together.            Use wide fingers to grip hoop.            Nod or count to get rhythm of skipping rope.            Listen for the tap of the rope hitting the floor.            Watch the rope coming as it comes over your head and jump just before it gets to you.</p> <p><u><b>Spring 2: Invasion</b></u></p> <p>Push the ball slightly ahead of you and towards the goal when dribbling at speed.            Move the ball with feet in different ways, step over ball as a feint for a pass/dribble.            Look where defenders are when attacking and move away from them by accelerating into a space after changing direction.            Choose team mate in space to pass to.            Call to team mate to receive or make a pass.</p>	<p><u><b>Summer 1: Net and Wall</b></u></p> <p>Tennis ready position: Feet hip width apart, on tiptoes, knees bent 2 hands on racket grip. racket held out in front, watching ball.            Practise different safe movements with racket around the body, pushing ball on floor, small hits to partner.            One handed firm grip near end of handle, 2 handed for backhand.            Strike ball with centre of racket strings.            Explore ball movements and anticipation of bounce, speed and direction by patting, throwing on floor, against wall, to partner.            Throw different objects over a net/barrier and notice the arc of their flight.</p> <p><u><b>Summer 2: Striking and Fielding</b></u></p> <p>Ball tracking: Get your body low in front of the ball. move your feet to get in line with the ball, watch the ball as it is coming towards you, run in front of ball to stop, pick up with 2 hands, aim direction of run to intercept where the ball <b>will</b> be.            Throwing: Point hand to direction of target, step forward with your opposite foot to your throwing arm.            Striking: Strike the ball using the centre of the racket/bat, watch the ball when it is coming towards you. Follow through with racket/bat in desired direction of ball.</p>
<u>Dance: Weekly lesson every other half term for the year</u>				
<p>Dance Skills:</p> <p>Copy remember and repeat a series of actions.            Select from a wider range of actions in relation to a stimulus.            Use pathways, levels, shapes, speeds and timing with guidance.            Use mirroring and unison when completing actions with a partner.            Show a character through actions dynamics and expression.            Use counts with help to stay in time with the music.</p>			<p>Body Management:</p> <p>Perform balances on different body parts with some control and balance.            Take body weight on different body parts, with and without equipment.            Show increased awareness of extension and flexibility in actions.            Copy, remember, repeat and plan linking simple actions with some control and technique.</p>	

Year 3				
KS2 PE Curriculum End Points	Term	Autumn	Spring	Summer
<p>Use dribbling to change the direction of play with control under pressure.</p> <p>Use a variety of dribbling techniques to maintain possession under pressure.</p> <p>Use a variety of throwing techniques including fake passes to outwit an opponent.</p> <p>Select and apply the appropriate kicking technique with control.</p> <p>Catch and intercept a ball using one and two hands with increasing success in game situations.</p> <p>Receive a ball with consideration to the next move.</p> <p>Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure.</p> <p>Confidently change direction to successfully outwit an opponent.</p> <p>Effectively create and use space for self and others to outwit an opponent. Work collaboratively to create tactics within their team and evaluate the effectiveness of these.</p>	<b>Key Knowledge</b>	<p><b><u>Autumn 1: Fundamentals</u></b></p> <p>Understand efficient running, jumping technique. Know how to change speed and be able to demonstrate good technique when running at different speeds. How to use body parts to change direction smoothly without losing speed. How the body moves differently at different speeds. Know how speed and direction changes can outwit an opponent (what is purpose of sidestep?).</p> <p><b><u>Autumn 2: Ball Skills</u></b></p> <p>How to use different throwing skills for different purposes in a game situation. Know about time limits in some ball sports. Importance of being calm in pressure situations. Use different types of dribble with basketball.</p>	<p><b><u>Spring 1: Netball</u></b></p> <p>Rule of not moving with ball in netball (2 steps then pass). Keep ball within boundaries of court. Netball terms: contact, obstruction, held ball, footwork. What is 'goal side'? (opponent's goal side of ball) Understand that different passes are needed for different situations. Importance of moving the ball towards opponents' goal. Basic principles of attack and defence and accompanying movement (e.g. keeping possession, facing opponent, moving backwards, looking for intercept). Techniques to force a turnover.</p> <p><b><u>Spring 2: Tennis</u></b></p> <p>Know the tennis ready position and return to it after each shot. Understand the basic strokes forehand, backhand, volley and when to do them. Grip the racket correctly (one handed forehand two-handed backhand). Understand that rallying is essential for practising skills.</p>	<p><b><u>Summer 1: Dodgeball</u></b></p> <p>Rules of dodgeball – to hit opponent with ball and avoid being hit. Know dodgeball ready position. How to hit a moving target. Know what body movements can be used to avoid the ball. How to prepare body to catch ball at different heights. Use a ball to defend yourself from being hit.</p> <p><b><u>Summer 2: Handball</u></b></p> <p>Revert to ready position when not in possession or moving. Keep ball within boundaries of court. Use one or two hands to keep possession of ball. What is 'goal side'? (opponent's goal side of ball) Understand that different passes are needed for different situations. Importance of moving the ball towards opponents' goal. Basic principles of attack and defence and accompanying movement (e.g. keeping possession, facing opponent, moving backwards, looking for intercept). Techniques to force a turnover.</p>
		<b>Key Skills</b>	<p><b><u>Autumn 1: Fundamentals</u></b></p> <p>Squeeze muscles to aid balance. Change direction to find new space and avoid others. Take small steps to help you to stop. Notice how the body movement changes at different speeds. Shift body weight when changing direction, keeping legs apart to maintain balance. Turn head, shoulders, hips to face new direction of travel while pushing off ground with feet. Jumping: use your arms to provide momentum, bend your knees on take-off and landing to help you to balance.</p> <p><b><u>Autumn 2: Ball Skills</u></b></p> <p>Practise one handed dribble, V dribble (fingers spread, soft hands, waist height bounce). Chest pass for short range: fingers behind ball, elbows out, push ball towards direction of travel. Overhead pass for height: two hand on ball. Start action from behind head, hands follow ball up and forward. Lob pass: one hand points to direction of target, left foot forward if right handed pass, straight arm, release ball on forward swing, hand follows ball n direction of travel. Use different passes to avoid defenders.</p>	<p><b><u>Spring 1: Netball</u></b></p> <p>Ready position: legs slightly bent, hands out palms facing ball. Catch with 2 hands and bring ball into chest. Use netball footwork: place landing foot down and take one step with other. Pass then move towards opponents' goal. Select appropriate pass for situation; lob pass for distance; one hand points to direction of target, left foot forward if right handed pass, straight arm, release ball on forward swing, hand follows ball n direction of travel, chest pass to team mate nearby. Change direction and speed to lose defender and accelerate into space – move again if defender not lost. Marking: watch and stay near an attacker, track their movements, stand between attacker and ball.</p> <p><b><u>Spring 2: Tennis</u></b></p> <p>Tennis ready position: Feet hip width apart, on tiptoes, knees bent 2 hands on racket grip. racket held out in front, watching ball. One handed firm grip near end of handle, 2 handed for backhand. Tennis stroke: Use circular motion back swing for forehand stroke, finish with the racket over your opposite shoulder in two hands, make contact with the ball when the racket face is facing your partner, swing the racket from low to high. Rallying: small hits so partner can return. Plan where to hit the ball to make it harder for opponent in competitive game.</p>
<b><u>Dance: Weekly lesson every other half term for the year</u></b>				
<b><u>Dance Skills:</u></b>			<b><u>Body Management:</u></b>	
<p>Copy remember and perform a dance phrase. Create short dance phrases that communicate an idea. Use canon, unison and formation to represent an idea. Match dynamic and expressive qualities to a range of ideas. Use counts to keep in time with a partner and group.</p>			<p>Complete balances with increasing stability, control and technique. Demonstrate some strength and control when taking weight on different body parts for longer periods of time. Demonstrate increased flexibility and extension in their actions. Choose actions that flow well into one another both with and without equipment.</p>	

Year 4			
KS2 PE Curriculum End Points	Term	Autumn	Spring
<p>Use dribbling to change the direction of play with control under pressure.</p> <p>Use a variety of dribbling techniques to maintain possession under pressure.</p> <p>Use a variety of throwing techniques including fake passes to outwit an opponent.</p> <p>Select and apply the appropriate kicking technique with control.</p> <p>Catch and intercept a ball using one and two hands with increasing success in game situations.</p> <p>Receive a ball with consideration to the next move.</p> <p>Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure.</p> <p>Confidently change direction to successfully outwit an opponent.</p> <p>Effectively create and use space for self and others to outwit an opponent.</p> <p>Work collaboratively to create tactics within their team and evaluate the effectiveness of these.</p>	<p><b>Key Knowledge</b></p>	<p><b>Autumn 1: Football</b></p> <p>Match way of striking ball to suit situation. Awareness of space, pitch limits, direction of play. Understanding of maintaining 'possession', 'marking' and being 'goal side'. How to track and stop a ball. Pass the ball with accuracy to team mate in space. Basic principles of attack and defence.</p> <p><b>Autumn 2: Yoga</b></p> <p>Know about yoga poses and flows. Importance of connecting breathing and movement. Idea of gratitude and positive energy. How to balance using different parts of the body.</p>	<p><b>Spring 1: Tennis</b></p> <p>Know the tennis ready position and return to it after each shot. Understand the basic strokes forehand, backhand, volley and when to do them. Grip the racket correctly (one handed forehand two-handed backhand). Understand that rallying is essential for practising skills. Simple tactics to outwit an opponent in a rally.</p> <p><b>Spring 2: Hockey</b></p> <p>Know the hockey ready position when stationary and how to grip the stick. Know how to move the ball with the stick effectively when dribbling and passing. Awareness of space and defenders. Know how to use the stick to tackle an opponent. Basic principles of attack, defence and marking.</p>
	<p><b>Key Skills</b></p>	<p><b>Autumn 1: Football</b></p> <p>Dribbling: control the ball with different parts of your foot, push the ball slightly ahead of you when moving but keep close, send the ball ahead slightly to dribble at pace. Kicking: finish with the inside of your kicking foot pointing towards your target, use your arms to balance your body when trying to kick. Look to see your target before passing, move quickly into a new space after passing. Use the first touch to cushion the ball and take the power out of it. Try to slow down your opponent down by moving slowly backwards in the direction that they are moving.</p> <p><b>Autumn 2: Yoga</b></p> <p>Breathing techniques: in through nose, out through mouth. Sit with legs crossed and straight back at rest. Move in time with your breath. Move through each pose slowly, fluidly and with control. Ensure control in then pose by using balance techniques; tensing muscles, focusing on a stationary point.</p>	<p><b>Spring 1: Tennis</b></p> <p>Tennis ready position: Feet hip width apart, on tiptoes, knees bent 2 hands on racket grip, racket held out in front, watching ball. Striking: turn sideways so that your dominant arm is closest to the net, make contact with the ball when your racket face is facing your target, hit the ball when the racket face is facing your partner, the racket starts low with one hand and finishes high over your opposite shoulder with two hands, as the ball approaches, move your feet to get in line with it. Hit the ball away from your opponent to make it hard for them to return. Run to cover space on the court to give you time to prepare to hit.</p> <p><b>Spring 2: Hockey</b></p> <p>Hockey ready position: dominant hand gripping half way down stick, other hand near end of handle, legs bent, feet apart, watching ball. Dribbling: Use flat side of stick to push the ball (this is a rule of hockey) in direction of dribble, control by turning stick to give small pushes with flat side, hit slightly ahead to dribble at pace. Passing: step forward with your opposite foot to push the ball when passing, stick follows ball in direction of travel when passing. To trap the ball and to do an open tackle, keep your stick low to the ground to create a barrier.</p>
<u>Dance: Weekly lesson every other half term for the year</u>			
		<p><b>Dance Skills:</b></p> <p>Copy, remember and adapt set choreography. Choreograph considering structure individually, with a partner and in a group. Use action and reaction to represent an idea. Change dynamics to express changes in character or narrative. Use counts when choreographing short phrases.</p>	<p><b>Body Management:</b></p> <p>Use body tension to perform balances both individually and with a partner. Demonstrate increasing strength, control and technique when taking own and others weight. Demonstrate increased flexibility and extension in more challenging actions. Plan and perform sequences showing control and technique with and without a partner.</p>

Year 5			
KS2 PE Curriculum End Points	Term	Autumn	Spring
<p>Use dribbling to change the direction of play with control under pressure.</p> <p>Use a variety of dribbling techniques to maintain possession under pressure.</p> <p>Use a variety of throwing techniques including fake passes to outwit an opponent.</p> <p>Select and apply the appropriate kicking technique with control.</p> <p>Catch and intercept a ball using one and two hands with increasing success in game situations.</p> <p>Receive a ball with consideration to the next move.</p> <p>Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure.</p> <p>Confidently change direction to successfully outwit an opponent.</p> <p>Effectively create and use space for self and others to outwit an opponent. Work collaboratively to create tactics within their team and evaluate the effectiveness of these.</p>	<p><b>Key Knowledge</b></p>	<p><b>Autumn 1: Football</b></p> <p>Effective dribbling skill. Keep the ball closer when dribbling near defenders. When to decide to dribble and when to pass. Awareness of space between defenders. Defensive principles: closing down/blocking attackers, tracking ball to intercept, tracking attackers' runs (marking) Attacking principles: always moving towards opponent's goal, running into space away from defenders</p> <p><b>Autumn 2: Rounders</b></p> <p>Understand role of the bowler. How to decide where and when to send the ball to stump a batter out. Long and short barriers. Select best fielding technique for different situations – when to use a long and short barrier.</p>	<p><b>Spring 1: Tag Rugby</b></p> <p>Rugby receiving ready position. Run forward (towards opponent try line), pass backward (away from opponent try line). Understand 'stay behind the ball' rule (offside and onside). Know attacking principles with these rules. Tag rules: no blocking or protecting tags, 3 seconds to pass backwards after tag taken.</p> <p><b>Spring 2: Outdoor Adventurous Activities (OAA)</b></p> <p>Understanding of teamwork and cooperation. Know that planning discussions are key in tactical decisions. Basic map reading skills.</p>
	<p><b>Key Skills</b></p>	<p><b>Autumn 1: Football</b></p> <p>Dribbling: soft touches with different parts of foot, adjust force of touch depending on pace, look for space ahead to dribble into. Control: get your body in line with the ball as it comes to you, cushion the ball on your first touch to stop. Move towards the attacker to close down their space. Readjust your angle as the ball moves.</p> <p><b>Autumn 2: Rounders</b></p> <p>Return ball to bowler to then decide where to stump. <b>Striking:</b> eyes on the ball, watch ball to bat, strike through the ball, hit ball to space with no fielders, quickly run after strike. <b>Short barrier:</b> Move your feet to get in line with the ball before attempting to pick it up, use two hands to pick up the ball, place one foot sideways behind your hands to create a barrier so that if the ball is missed, it hits the inside of your foot. <b>Long barrier:</b> track the ball, moving so that your feet and body are behind the ball as it comes towards you, get low to the ground, side on to the ball with one knee touching the heel of the opposite foot creating a long barrier, scoop the ball with two hands. Stump the base that the batter is running towards.</p>	<p><b>Spring 1: Tag Rugby</b></p> <p>'W' hand position with thumbs touching and palms facing out when receiving pass. Look for space between opponents to run through or pass to team mate. Stay in an 'onside' position to receive a pass from a team mate. Use a sidestep to avoid a defender – push off from one foot to quickly change direction. Accelerate into a space in front of you. 'Draw' defender by running towards them then then passing.</p> <p><b>Spring 2: Outdoor Adventurous Activities (OAA)</b></p> <p>Listen carefully to the instructions of an activity. Share ideas and listen to other people in your group then decide on the best solution as a group. Trial ideas before deciding on the most successful solution. Stay calm under pressure. Reflect on what your team did well and what you need to do to improve. Turn the map to orientate yourself as you navigate around.</p>
<u>Dance: Weekly lesson every other half term for the year</u>			
		<p><b>Dance Skills:</b></p> <p>Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing. Choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to a stimulus. Confidently perform choosing appropriate dynamics to represent an idea. Use counts accurately when choreographing to perform in time with others and the music.</p>	<p><b>Body Management:</b></p> <p>Show increasing control and balance when moving from one balance to another. Use strength to improve the quality of an action and the range of actions available. Use flexibility to improve the quality of the actions they perform as well as the actions they choose to link them. Create and perform more complex sequences of actions with a good level of quality, control and technique with and without a partner.</p>

Year 6			
KS2 PE Curriculum End Points	Term	Autumn	Spring
<p>Use dribbling to change the direction of play with control under pressure.</p> <p>Use a variety of dribbling techniques to maintain possession under pressure.</p> <p>Use a variety of throwing techniques including fake passes to outwit an opponent.</p> <p>Select and apply the appropriate kicking technique with control.</p> <p>Catch and intercept a ball using one and two hands with increasing success in game situations.</p> <p>Receive a ball with consideration to the next move.</p> <p>Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure.</p> <p>Confidently change direction to successfully outwit an opponent.</p> <p>Effectively create and use space for self and others to outwit an opponent.</p> <p>Work collaboratively to create tactics within their team and evaluate the effectiveness of these.</p>	<p><b>Key Knowledge</b></p>	<p><u>Autumn 1: Hockey</u></p> <p>Know the hockey ready position when stationary and how to grip the stick.            Know how to dribble and pass to avoid defenders.            Use an accurate push pass to find team mate in space.            Use stick to receive and control the ball.            Know how to use an open stick and jab tackle to gain possession.            Control the ball by keeping it close.            Exercise basic principles of attack, defence and marking.</p> <p><u>Autumn 2: Fitness</u></p> <p>Awareness of what body is capable of.            Understanding of 'stamina' and 'resilience'.            Know that stamina, strength, coordination and speed can be increased by training/drills.</p>	<p><u>Spring 1: Dodgeball</u></p> <p>Know dodgeball ready position.            How to throw and hit a moving target.            Know what body movements can be used to avoid and block the ball.            How to prepare body to catch ball at different heights.            Team tactics to get opponents out.</p> <p><u>Spring 2: Athletics</u></p> <p>Effective sprinting and longer distance running technique with breathing.            Triple jump – hop-skip-jump technique.            Throwing for distance and accuracy technique.            What to look at when giving coaching tips.</p>
	<p><b>Key Skills</b></p>	<p><u>Autumn 1: Hockey</u></p> <p>Hockey ready position: dominant hand gripping half way down stick, other hand near end of handle, legs bent, feet apart, watching ball.            Use Indian dribble technique (using reverse of stick) to give more options for dribbling.            Change direction to get around a defender.            Push pass: keep stick lower than waist height, step forward as you pass to give you more power, follow through with stick head in direction of target.            Keep stick low to the ground when trapping the ball to form an effective stopper.            Open stick tackle: keep stick low to the grounds to form a defensive barrier.            Jab tackle: move the stick quickly in and out like a snake strike.</p> <p><u>Autumn 2: Fitness</u></p> <p>Measurement of speed and noting records.            Sprinting technique: first step forwards, alternate arms and legs to coordinate sprint, still head, elbows in, arms pocket to mouth, chest high, knees high for speed, large strides for speed.            Maintain steady breath for rhythm.            Keep going even when tired (show resilience).            Encourage partners/group members to beat personal records.            Individual, Long Rope and Double Dutch skipping.            Running and quickly changing direction.</p>	<p><u>Spring 1: Dodgeball</u></p> <p>Dodgeball ready position: head up watching throwers, legs bent and ready to move, arms in front of body ready to catch, on balls of feet.            Move as close as possible to opponents before throwing.            One handed throw towards target's feet, hand follows through towards target.            Push off from one foot to dodge quickly.            Hold ball in two hands and put in path of oncoming ball to deflect.            Keep head up and eyes on oncoming balls.            Move body in front of oncoming balls and prepare hands to catch ready position.</p> <p><u>Spring 2: Athletics</u></p> <p>Work collaboratively to coach a partner with sprint, jump, throw technique.            Run at a pace that you can maintain.            Select and apply the best pace for the running event.            Steady your breathing by breathing in through your nose and out through your mouth.            Triple jump technique: Hop: one foot to the same foot; Step; one foot to the other with stretch; Jump: land on two feet.            Throwing for distance: begin throw in balanced stance, finish throw with hand high, use strength and speed to create power, transfer weight from back to your front leg.</p>
<u>Dance: Weekly lesson every other half term for the year</u>			
		<p><b>Dance Skills:</b></p> <p>Perform dances confidently and fluently with accuracy and good timing.            Work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme.            Improvise and combine dynamics demonstrating an awareness of the impact on performance.            Use counts when choreographing and performing to improve the quality of work.</p>	<p><b>Body Management:</b></p> <p>Combine and perform more complex balances with control, technique and fluency.            Demonstrate more complex actions with a good level of strength and technique.            Confidently transition from one action to another showing appropriate control and extension for the complexity of the action.            Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills.</p>