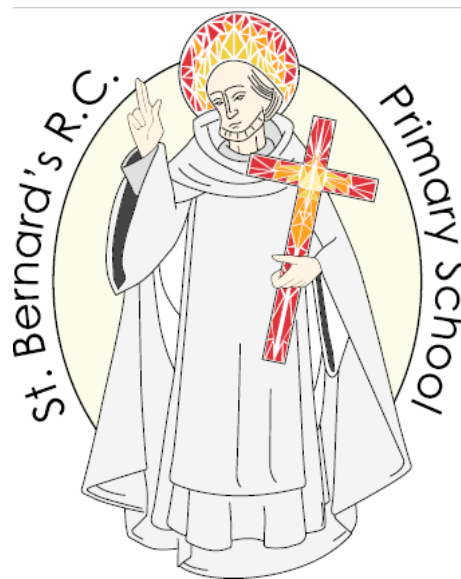


PE Curriculum

KeyPE
sports



Year 1

KeyPE
sports

Year 1 PE Overview



Y1		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lesson 1	Lesson 2	Fundamental movements Develop fundamental movement skills including running and jumping. Navigate through moving children safely at a variety of speeds. Apply agility, balance and coordination skills, individually and with others. Become increasingly physically confident. Start to develop a knowledge of a variety of skills.	Gymnastics Develop fundamental movement skills Become increasingly physically confident. Create a variety of shapes using their body. Perform basic sequences using space safely. Recognise technical words that link to gymnastics. Become increasingly competent and confident.	Dance Repeat dance phrases. Become increasingly physically confident. Become increasingly competent and confident. Use expression and emotion when performing. Perform dances using simple movement.	Sending and Receiving Pat, throw, kick, stop/receive a variety of objects/equipment . Enjoy tasks set out. Become increasingly physically confident. Start to develop a knowledge of a variety of skills. Recognise speed and weight when sending a variety of objects.	Athletics Throw a range of equipment at different targets. Begin to understand when to change speeds according to length of run/distance. Jump with both feet from a standing position. Show determination and begin to show resilience when competing against self and others .	Competitive Compete in modified sport/activities. Compete against yourself and/or others Possibly inter-school competitions. 

Year 1 Knowledge Organisers



Knowledge Organiser

Year 1

Attack and Defend		
Children will play in a variety of sporting activities and modified sports competing against others whilst developing their knowledge of Attacking and Defending as well as their resilience and determination. Defending, children will have to create and apply ideas of how to guard space and equipment. Attack, Children will develop awareness of space and also develop their fundamental movements when changing direction and speed.		
Skills/knowledge	How?	Vocabulary
• Apply simple attacking and defending techniques • Quick changes of direction • Changes of speeds • Awareness of others and space • Effective uses of changes of direction and speed • Participate in team games, which develop simple tactics for attacking and defending • Compete against others as individuals and in small teams • Maintain control and balance whilst competing against others • Begin to contribute to discussions and suggest some tactics to improve	• Compete against others, Individually and as a group • Apply simple tactics and strategies when competing against others • Contribute in discussions • Change direction maintaining control and balance • Show determination and begin to show resilience when competing against self and others • Demonstrate a climate of joy, freedom, respect and celebration • Children should show enjoyment in achieving tasks set out • Enjoy communication, collaboration and competition with others	• Change of speed • Change direction • Target • Distance • Travel • Dribble • Vary • Move • Control • Space

Psychomotor (physical)
Cognitive (mental & psychological)
Affective (social & emotional)

Knowledge Organiser

Year 1

Gymnastics		
Children will learn a variety of gymnastic skills including shapes, rolls and a number of different movements. Children will increase their strength and flexibility through using a variety of skills. They will begin to understand how to extend their own and others performances. Children will also begin to show enjoyment in tasks given and work together in pairs or small groups whilst creating small routines.		
Skills/Knowledge	How?	Vocabulary
• Move confidently and safely around others and apparatus/equipment. • Apply balance agility and coordination whilst performing gymnastic skills • Performed a variety of gymnastic skills: Pencil roll •Star shape •Tuck •Straddle •Pike •Front and back support •Jumps • Perform simple movement patterns	• Explain how we can extend different gymnastics skills • Begin to show the fundamental movements when performing gymnastic skills • Demonstrate a climate of joy, freedom, respect and celebration • Children should show enjoyment in achieving tasks set out • Enjoy communication, collaboration and competition with others • Travel safely around others whilst using equipment and apparatus	• Move • shape • Balance • Control • Support • Space

Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)

Knowledge Organiser

Year 1

Awareness		
Children will perform basic foot patterns through equipment, such as ladders or hurdles, with a good level of accuracy, begin show good use of space and be able to control a variety of equipment. They will become increasingly confident when travelling through small spaces or moving past guards/defenders, whilst showing resilience and determination.		
Skills/knowledge	How?	Vocabulary
• Show awareness of space and other children • Use equipment safely • Travel with awareness whilst maintaining control of a ball/equipment • Travel with a ball/equipment showing changes of speed and direction • Master basic movements, including running and jumping	• Travel in small and large areas past moving children (traffic) • Demonstrate/explain the importance of using equipment safely • Travelling with awareness of others whilst maintaining control of ball/equipment • Change direction maintaining control and balance • Show determination and begin to show resilience when competing against self and others • Demonstrate a climate of joy, freedom, respect and celebration • Children should show enjoyment in achieving tasks set out • Enjoy communication, collaboration and competition with others	• Awareness • Direction • Decisions • Control • Respect • Communication • Effective

Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)

Knowledge Organiser

Year 1

ABC		
Children will begin to feel increasingly confident using a variety of equipment, while improving their agility balance and co-ordination. Agility- Children will begin to show more control over their limbs when changing direction Balance- Children will be able to negotiate small spaces while maintaining control. Co-ordination- Children will be able to perform a variety of tasks at the same time, such as moving in a given space whilst moving through traffic (other children), or controlling equipment, for example a hockey stick and hockey ball.		
Skills/Knowledge	How?	Vocabulary
• Show body control when travelling • Travel with awareness of others • Show coordination and balance within small and big movements • Show coordination, control and balance when travelling through equipment • Apply agility, balance and coordination, individually and with others • Master basic movements, including running and jumping	• To be able to move limbs in coordination • Travel in limited spaces avoiding contact with other children • Demonstrate a flowing motion when travelling through equipment • Complete simple patterns and sequences • Change direction maintain control and balance • Show determination and begin to show resilience when competing against self and others • Demonstrate a climate of joy, freedom, respect and celebration • Show enjoyment in achieving tasks set out • Enjoy communication, collaboration and competition with others	• Coordination • Demonstrate • Target • Direction • Patterns • Travel

Knowledge Organiser

Year 1

Send and Receive

Children will become increasingly confident when sending and receiving a variety of equipment such as beanbags. When sending children will be able to aim and show good technique. Receiving- Children will be able to explain how to receive a pass off a partner. They will show resilience and determination when aiming at targets and competing against others.

Skills/knowledge	How?	Vocabulary
• Throw to a target • Throw a wide range of equipment at different targets • Use a variety of equipment to send and receive to a partner • Begin to demonstrate and understand receiving techniques • Know and understand how to use equipment safely and with control • Repetition	• Start to show consistency and some basic technique when throwing a range of equipment at a target • Begin to explain receiving techniques • Use and recognise why we use equipment safely • Demonstrate a climate of joy, freedom, respect and celebration • Children should show enjoyment in achieving tasks set out • Enjoy communication, collaboration and competition with other	• Decisions • Heights • Distances • Speeds • Possession • Target • Receive • Range

Knowledge Organiser

Year 1

SAQ

Children will complete a variety of different challenges and begin to feeling increasingly confident when using a variety of SAQ equipment.

Speed - Children will be able to select the correct speed when using equipment or when moving in tight areas.

Agility - Children will begin to show good control when changing direction given a certain situation.

Quickness – Children will be able to slow down and accelerate with good control.

Skills/knowledge	How?	Vocabulary
• Show body control when travelling • Travel with awareness of others • Recognise when to speed up and when to slow down when using equipment • Show coordination and balance within small and big movements • Show coordination, control and balance when travelling through equipment • Apply agility, balance and coordination, individually and with others • Master basic movements, including running and jumping • Travel with control when travelling through equipment	• Move limbs in coordination • Travel in limited spaces avoiding contact with other children • Apply effective use of speed when using a variety of equipment • Demonstrate a flowing motion when travelling through equipment • Complete simple patterns and sequences • Change direction maintaining control and balance • Show determination and begin to show resilience when competing against self and others • Demonstrate a climate of joy, freedom, respect and celebration • Children should show enjoyment in achieving tasks set out • Enjoy communication, collaboration and competition with others	• Respect • Speed • Control • Balance • Direction • Movements • Travel • Individually • Determination

Knowledge Organiser

Year 1

Dance

Children will begin to develop movement patterns and show control and rhythm when given a piece of music.

Clapping in time to music, using expressions and emotions, and develop small patterns/routines will all be a part of them working with partners and within larger groups, showing respect and sharing ideas.

Skills/Knowledge	How?	Vocabulary
• Follow simple dance patterns • Perform basic dance actions • Apply control and fluency to actions • Use expression when dancing • Combine actions to make simple dance patterns	• Copy a simple pattern • Create simple patterns as individuals and as a group • Link actions to make a dance phase • Perform a wide range of actions when dancing to music • Demonstrate a climate of joy, freedom, respect and celebration • Children should show enjoyment in achieving tasks set out • Enjoy communication, collaboration and competition with others	• Timing • Rhythm • Strength • Control • Balance • Sequences • Develop • Range • Improvements • Perform • Patterns

Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)

Knowledge Organiser

Year 1

Athletics		
Children will begin to develop basic movements such as running, jumping and throwing in isolation or in combination with each other. They will begin to understand how to develop their own technique.		
Children will be introduced to new equipment and feel increasingly confident in using them, such as javelin, hurdles, shotput.		
They will engage in competitive games and situations against others whilst maintaining respect for each other.		
Skills/knowledge	How?	Vocabulary
• Develop awareness of speed and distance • Run at different speeds and durations • Awareness of distance when throwing objects • Travel with coordination and control • Throw with an appropriate force • Throw a range of equipment at different targets • Master basic movements, including running, jumping, throwing and catching • Develop balance, agility and coordination and begin to apply these in a range of activities	• Begin to start to select the appropriate speed for the distance travelled • Begin to select appropriate force when throwing at a target • To be able to move limbs in coordination • Change direction maintaining control and balance • Show determination and begin to show resilience when competing against self and others • Demonstrate a climate of joy, freedom, respect and celebration • Show enjoyment in achieving tasks set out • Enjoy communication, collaboration and competition with others	• Speed • Target • Balance • Throwing • Travel • Distance

Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)

Knowledge Organiser

Year 1

Fundamental Movements		
Children will be given the opportunity to succeed when using a variety of different equipment. They will engage in individual and group activities and feel increasingly confident when performing basic actions and movements. They will be able to complete basic movements in isolation and in combination with each other whilst showing resilience and a determination.		
Skills/Knowledge	How?	Vocabulary
Develop fundamental movement skills including running and jumping. Navigate through moving children safely at a variety of speeds. Start to develop a knowledge of a variety of skills. Apply agility, balance and coordination skills, individually and with others.	- Throw a wide range of equipment at different targets - Use a variety of equipment to send and receive to a partner - Begin to demonstrate and understand receiving techniques - Know and understand how to use equipment safely and with control - Repetition of sending and receiving a variety of equipment - Competition - throwing a variety of equipment at a variety of targets - Racing against a clock to see how many times you can hit a target successfully - Competing against others, 1v 1 or in small groups	- Skills - Running - Jumping - Catching - Agility - Balance - Coordination

Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)

Knowledge Organiser

Year 1

ABC		
Children will travel through a variety of equipment, gaining knowledge of how to move limbs in combination whilst travelling in a flowing motion. Children will begin to increase their confidence when using equipment such as ladder and hurdles and recognise when to use fast or slow movements.		
Skills/knowledge	How?	Vocabulary
• Show body control when travelling • Travel with awareness of others • Show coordination and balance within small and big movements • Show coordination, control and balance when travelling through equipment • Apply agility, balance and coordination, individually and with others • Master basic movements, including running and jumping	• Travel in limited spaces avoiding contact with other children • Demonstrate a flowing motion when travelling through equipment • Complete simple patterns and sequences • Change direction maintain control and balance • Show determination and begin to show resilience when competing against self and others • Demonstrate a climate of joy, freedom, respect and celebration • Show enjoyment in achieving tasks set out • Enjoy communication, collaboration and competition with others	• Body • Control • Travel • Balance • Movements • Space

Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)

Knowledge Organiser

Year 1

Competitive

Children will have the opportunity to succeed and excel whilst competing in a variety of opportunities, for example, 1 v1 games, beating personal bests, racing against the clock and competing in small teams. Children will be able to compete in an environment that encourages collaboration, good communication, whilst being competitive against others.

Skills/Knowledge	How?	Vocabulary
• Defend an area when faced with an opponent • Attack an area when faced with an opponent • Compete against yourself and/or others • Apply ABC skills where appropriate	• Travel past guards successfully when attacking an area • Pick up appropriate positions when defending an area • Show determination and begin to show resilience when competing against self and others • Demonstrate a climate of joy, freedom, respect and celebration • Children should show enjoyment in achieving tasks set out • Enjoy communication, collaboration and competition with others	• Defend • Compete • Attack • Area • Skills

Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)

End of Year Expectations and Assessment



Key Stage 1

End of Year Expectations

End of Year Expectations	Year1	Year 2
Dance	Repeat dance phrases. Become increasingly physically confident. Become increasingly competent and confident. Perform dances using simple movement.	Create simple movement patterns showing an awareness of rhythm. Perform own dance routine. Use expression and emotion when performing.
Gymnastics	Develop fundamental movement skills Complete a forward roll from a low starting position. Become increasingly physically confident. Create a variety of shapes using their body. Perform basic sequences using space safely.	Start to develop a knowledge of a variety of skills. Recognise technical words that link to gymnastics. Travel under over and through a variety of equipment/apparatus. Distinguishing a good performance of skills. Become increasingly competent and confident.
Sending and Receiving	Pat, throw, kick, stop/receive a variety of objects/equipment. Enjoy tasks set out. Start to develop a knowledge of a variety of skills. Recognise speed and weight when sending a variety of objects.	Master sending and receiving different objects (height, weight, distance) Engage in competitive sports and activities. Become increasingly competent and confident.

Key Stage 1

End of Year Expectations

End of Year Expectations	Year1	Year 2
Swimming	Swim short distances using a buoyancy aid. Become more confident in the water.	Swim between 10-20m unaided. Become confident to travel under water.
Athletics	Throw a range of equipment at different targets . Begin to understand when to change speeds according to length of run/distance. Jump with both feet from a standing position.	Understand running speeds depending on distance and equipment. Throw with coordination force, distance, control and accuracy. Show determination and begin to show resilience when competing against self and others.
Fundamental movements	Develop fundamental movement skills including running and jumping. Navigate through moving children safely at a variety of speeds. Start to develop a knowledge of a variety of skills. Apply agility, balance and coordination skills, individually and with others.	Master basic movements including running and jumping. Become increasingly competent and confident. Engage in competitive sports and activities.



Key Stage 1

End of Year Expectations

End of Year Expectations	Year 1	Year 2
Competing	Show enjoyment in achieving tasks set out. Compete against self and/or others . Develop competence to excel in a broad range of physical activities.	Know and explain key skills of a good performance. Enjoy communication, collaborating and competing with others . Defend an area when faced with an opponent. Attack an area when faced with an opponent .

PE Assessment

Class

[illegible]

Above expectations

A*

A

Meeting expectations

M+

M

Working
towards
expectations

WT

Below
expectations

B

PE Assessment

Class

[illegible]

Above expectations

A*

A

Meeting expectations

M+

M

Working
towards
expectations

WT

Below
expectations

B

Year 1 Medium Term Plans



Learning Intentions	Learning Activities/Experience	Success Criteria
Show body control when travelling Travel with awareness of others Show coordination and balance within small and big movements Show coordination, control and balance when travelling through equipment Apply agility, balance and coordination, individually and with others Master basic movements, including running and jumping	Passing through SAQ equipment as individuals or as large groups Games that include guards/defenders/taggers Travelling past lots of children (traffic) in small and large spaces Games include change of direction and change of speed Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	To be able to move limbs in coordination Travel in limited spaces avoiding contact with other children Demonstrate a flowing motion when travelling through equipment Complete simple patterns and sequences Change direction maintain control and balance Show determination and begin to show resilience when competing against self and others Demonstrate a climate of joy, freedom, respect and celebration Show enjoyment in achieving tasks set out Enjoy communication, collaboration and competition with others

Year 1

Athletics

Learning Intentions	Learning Activities/Experience	Success Criteria
Develop awareness of speed and distance Run at different speeds and durations Awareness of distance when throwing objects Travel with coordination and control Throw with an appropriate force Throw a range of equipment at different targets Master basic movements, including running, jumping, throwing and catching Develop balance, agility and coordination and begin to apply these in a range of activities	Obstacle course showing variations of speed Races in small groups Competition – personal best, against others, against the clock, measuring distance Travelling at speed in a variety of areas •Showcase Inspirational athletes and their achievements/records. Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	Begin to understand when to change speeds according to length of run/distance Begin to start to select the appropriate speed for the distance travelled Begin to select appropriate force when throwing at a target To be able to move limbs in coordination Change direction maintaining control and balance Show determination and begin to show resilience when competing against self and others Demonstrate a climate of joy, freedom, respect and celebration Show enjoyment in achieving tasks set out Enjoy communication, collaboration and competition with others KeyPE sports

Year 1 Attack and Defend

Intentions	Learning Activities/Experience	Success Criteria
Apply simple attacking and defending techniques • quick changes of direction • changes of speeds • awareness of others and space • effective uses of changes of direction and speed Participate in team games, which develop simple tactics for attacking and defending Compete against others as individuals and in small teams Maintain control and balance whilst competing against others Begin to contribute to discussions and suggest some tactics to improve •Begin to play with confidence and a freedom to take risks.	Tag games Games that include guards or defenders Games that race against the clock, for example, encourages quick play Basic dodge ball games that recognise space, distance and awareness of others Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	Compete against others, individually and as a group Apply simple tactics and strategies when competing against others Contribute in discussions Change direction maintaining control and balance Show determination and begin to show resilience when competing against self and others Demonstrate a climate of joy, freedom, respect and celebration Children should show enjoyment in achieving tasks set out Enjoy communication, collaboration and competition with others

Year 1

Awareness

Learning Intentions	Learning Activities/Experience	Success Criteria
Show awareness of space and other children Use equipment safely Travel with awareness whilst maintaining control of a ball/equipment Travel with a ball/equipment showing changes of speed and direction Master basic movements, including running and jumping	Variety of games using SAQ equipment Variety of games using guards Relays travelling through and with equipment Competing against others, groups and against the clock Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	Travel in small and large areas past moving children (traffic) Demonstrate/explain the importance of using equipment safely Travelling with awareness of others whilst maintaining control of ball/equipment Change direction maintaining control and balance Show determination and begin to show resilience when competing against self and others Demonstrate a climate of joy, freedom, respect and celebration Children should show enjoyment in achieving tasks set out Enjoy communication, collaboration and competition with others

Year 1 Competitive

Learning Intentions	Learning Activities/Experience	Success Criteria
Defend an area when faced with an opponent Attack an area when faced with an opponent Compete against yourself and/or others Apply ABC skills where appropriate •Begin to play with confidence and a freedom to take risks.	Competing against others, individuals, groups and against the clock Improving personal best 1 V 1 games Small teams games for example, games that include moving on to the next level that increase in difficulty •Showcase Inspirational athletes and their achievements/records. Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	Travel past guards successfully when attacking an area Pick up appropriate positions when defending an area Show determination and begin to show resilience when competing against self and others Demonstrate a climate of joy, freedom, respect and celebration Children should show enjoyment in achieving tasks set out Enjoy communication, collaboration and competition with others KeyPE sports

Year 1 Dance

Learning Intentions	Learning Activities/Experience	Success Criteria
Follow simple dance patterns Perform basic dance actions Apply control and fluency to actions Use expression when dancing Combine actions to make simple dance patterns Begin to play with confidence and a freedom to take risks	Teacher led activities Small group work creating actions Clapping and performing actions to music Discussions in small and large groups •Showcase Inspirational athletes and their achievements/records. Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	Copy simple dance patterns Create simple patterns as individuals and as a group Link actions to make a dance phase Perform a wide range of actions when dancing to music Demonstrate a climate of joy, freedom, respect and celebration Children should show enjoyment in achieving tasks set out Enjoy communication, collaboration and competition with others KeyPE sports

Year 1 Gymnastics

Learning Intentions	Learning Activities/Experience	Success Criteria
Move confidently and safely around others and apparatus/equipment. Apply balance agility and coordination whilst performing gymnastic skills Performed a variety of gymnastic skills: •Pencil roll •Star shape •Tuck •Straddle •Pike •Front and back support •Jumps Perform simple movement patterns	Travelling under, over and through different pieces of equipment/ apparatus Performing small movement patterns/sequences as an individual and in small groups Model basic floor work •Showcase Inspirational athletes and their achievements/records. Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	Travel safely around others whilst using equipment/apparatus Explain how we can extend different gymnastics skills Begin to show the fundamental movements when performing gymnastic skills Demonstrate a climate of joy, freedom, respect and celebration Children should show enjoyment in achieving tasks set out Enjoy communication, collaboration and competition with others KeyPE sports

Learning Intentions	Learning Activities/Experience	Success Criteria
Show body control when travelling Travel with awareness of others Recognise when to speed up and when to slow down when using equipment Show coordination and balance within small and big movements Show coordination, control and balance when travelling through equipment Apply agility, balance and coordination, individually and with others Master basic movements, including running and jumping Travel with control when travelling through equipment	Passing through SAQ equipment as individuals or as large groups Games that include guards/defenders/taggers Travelling past lots of children (traffic) in small and large spaces Games include change of direction and change of speed Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	To be able to move limbs in coordination Travel in limited spaces avoiding contact with other children Apply effective use of speed when using a variety of equipment Demonstrate a flowing motion when travelling through equipment Complete simple patterns and sequences Change direction maintaining control and balance Show determination and begin to show resilience when competing against self and others Demonstrate a climate of joy, freedom, respect and celebration Children should show enjoyment in achieving tasks set out Enjoy communication, collaboration and competition with others

Year 1 Send and Receive

Learning Intentions	Learning Activities/Experience	Success Criteria
Throw to a target Throw a wide range of equipment at different targets Use a variety of equipment to send and receive to a partner Begin to demonstrate and understand receiving techniques Know and understand how to use equipment safely and with control	Repetition of sending and receiving a variety of equipment Competition - throwing a variety of equipment at a variety of targets Racing against a clock to see how many times you can hit a target successfully Competing against others, 1v 1 or in small groups •Boccia Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	Start to show consistency and some basic technique when throwing at a target Start to show consistency and some basic technique when throwing a range of equipment at a target Begin to explain receiving techniques Use and recognise why we use equipment safely Demonstrate a climate of joy, freedom, respect and celebration Children should show enjoyment in achieving tasks set out Enjoy communication, collaboration and competition with others KeyPE sports

Year 2

KeyPE
sports

Year 2 PE Overview



Y2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Lesson 1	Fundamental movements Apply agility, balance and coordination skills, individually and with others. Become increasingly physically confident. Start to develop a knowledge of a variety of skills. Master basic movements including running and jumping. Become increasingly competent and confident. Engage in competitive sports and activities.	Gymnastics Perform basic sequences using space safely. Recognise technical words that link to gymnastics. Become increasingly competent and confident. Start to develop a knowledge of a variety of skills. Travel under, over and through a variety of equipment/apparatus. Distinguish a good performance of skills.	Dance Use expression and emotion when performing. Perform dances using simple movement. Create simple movement patterns showing an awareness of rhythm. Perform their own dance routine. Know and explain key skills of a good performance.	Sending and Receiving Become increasingly physically confident. Start to develop a knowledge of a variety of skills. Recognise speed and weight when sending a variety of objects. Master sending and receiving different objects (height, weight, distance) Engage in competitive sports and activities. Become increasingly competent and confident.	Athletics Jump with both feet from a standing position. Show determination and begin to show resilience when competing against self and others. Understand running speeds depending on distance and equipment Throw with coordination force, distance, control and accuracy. Enjoy communication, collaborating and competing with others.	Tactics and Strategies Compete in modified sport/activities. Develop simple tactics for attacking and defending. Apply simple tactics for attacking and defending. Start to develop a knowledge of a variety of skills. Competitive Start to develop a knowledge of a variety of skills Develop competence to excel in a broad range of physical activities Know, apply and understand key skills of a good
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Year 2 Knowledge Organisers



Knowledge Organiser

Year 2

Attack and Defend

Children will compete in individual activities and team games to develop an understanding of attacking and defending principles, as well as improving their resilience and determination. Children will be able to communicate with others when sharing ideas, through this they will build character and good sportsmanship. Children will be working on their own and with others while guarding spaces.

Skills/knowledge	How?	Vocabulary
• Attack with speed and maintain body control • Recognise space to attack • Defend an area 1 V 1 • Apply simple attacking and defending techniques • Demonstrate an awareness of others and space to attack • Develop competence to excel in a broad range of physical activities • Know, apply and understand key skills of a good performance	• Apply simple tactics and strategies when competing against others • Contribute in discussions • Change direction maintaining control and balance • Show determination and begin to show resilience when competing against self and others • Demonstrate a climate of joy, freedom, respect and celebration • Children should show enjoyment in achieving tasks set out • Know and explain key skills of a good performance • Enjoy communication, collaboration and competition with others • Compete against others, individually and as a group	• Increase • Change of speed • Change direction • Target • Receive • Distance • Travel • Dribble • Move • Variety • Control • Space

Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)

Knowledge Organiser

Year 2

Autumn 1		
Gymnastics		
Children will start to develop a knowledge of a variety of gymnastic skills and begin to identify a good performance. Children will be encouraged to use different equipment and apparatus as well as creating small sequences within a floor routine. Children will be beginning to feel increasingly competent and confident in their physical literacy in gymnastics.		
Skills/Knowledge	How?	Vocabulary
• Move confidently and safely around others and apparatus/equipment. • Apply balance agility and coordination whilst performing gymnastic skills • Perform a variety of gymnastic skills: •Pencil roll •Star shape •Tuck •Straddle •Pike •Front and back support •Jumps • Perform simple movement patterns • Demonstrate a variety of rolls: pencil roll, tuck roll, teddy bear roll, rock and roll and forward roll • Perform simple sequences as an individual and with a partner • Develop competence to excel in a broad range of physical activities • Know, apply and understand key skills of a good performance	• Explain how we can extend different gymnastics skills • Begin to show the fundamental movements when performing gymnastic skills • Demonstrate a climate of joy, freedom, respect and celebration • Show enjoyment in achieving tasks set out • Complete a forward roll from a low starting position • Perform a simple routine with good timing and flow • Know and explain key skills of a good performance • Enjoy communication, collaboration and competition with other • Travel safely around others whilst using equipment and apparatus	• Move • shape • Balance • Control • Demonstrate • Support • Space

Knowledge Organiser

Year 2

Awareness		
Children will gain the confidence to create different foot patterns through equipment, such as ladders or hurdles, with a high level of accuracy, show good use of space and be able to control a variety of equipment. They will become physically confident when travelling through small spaces or moving past guards/defenders, whilst showing resilience and determination. Children will be able to share ideas through communicating with others and know how to identify a good performance.		
Skills/knowledge	How?	Vocabulary
- Children to use good awareness of other children in small and large areas with safety - Effective use of change of speed and direction - Demonstrate quick decisions and good use of timing when travelling past others and when using equipment - Travel with good awareness whilst maintaining good control of equipment - Show good awareness when competing against others - Know, apply and understand key skills of a good performance	- Travel in small and large areas past moving children - Demonstrate/explain the importance of using equipment safely - Travelling with awareness of others whilst maintaining control of ball/equipment - Change direction maintaining control and balance - Show determination and begin to show resilience when competing against self and others - Demonstrate a climate of joy, freedom, respect and celebration - Show enjoyment in achieving tasks set out - Know and explain key skills of a good performance - Enjoy communication, collaboration and competition with others	- Awareness - Direction - Decisions - Control - Respect - Communication - Effective

Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)

Knowledge Organiser

Year 2

ABC		
Children will have the confidence to use a variety of equipment, whilst using their agility, balance and co-ordination.		
Agility- Children will show more control over their limbs when changing direction during an individual task or team game.		
Balance- Children will be able to negotiate small spaces while maintaining control of equipment.		
Co-ordination- Children will be able to perform a variety of tasks at the same time, such as moving in a given space whilst moving through traffic (other children), or controlling equipment, for example dribbling a football past defenders or through cones.		
Skills/Knowledge	How?	Vocabulary
• Demonstrate quick changes of direction whilst maintaining coordination and balance • Demonstrate changes of direction whilst maintaining control of equipment (balls) • Maintaining control when completing small and large foot patterns/movements • Apply effective changes of directions of speed when competing against others • Master basic fundamental movements (running, hopping, jumping and skipping) • Show control when travelling through equipment • Apply effective decision making when competing against others • Select and apply correct running techniques when travelling • Know, apply and understand key skills of a good performance	• Move limbs in coordination easily • Travel in limited spaces avoiding contact with other children • Demonstrate a flowing motion when travelling through equipment • Complete simple patterns and sequences • Change direction maintaining control and balance • Show determination and begin to show resilience when competing against self and others • Explain and describe running techniques • Apply correct techniques for fundamental movements • Demonstrate a climate of joy, freedom, respect and celebration • Know and explain key skills of a good performance • Enjoy communication, collaboration and competition with others	• Travel • Coordination • Demonstrate • Target • Direction • Patterns

Knowledge Organiser

Year 2

Send and Receive		
Children will become increasingly confident when sending and receiving a variety of equipment to a target, partner or team-mate. When sending, children will be able to select the correct technique, the correct height and correct weight. Receiving- Children will be able to explain and demonstrate how to receive a pass off a partner. They will show resilience and determination when aiming at targets and competing against others.		
Skills/knowledge	How?	Vocabulary
• Throw to a target • Throw a wide range of equipment at different targets • Use a variety of equipment to send and receive to a partner • Demonstrate and understand receiving techniques • Demonstrate and understand sending techniques • Know and understand how to use equipment safely and with control • Master throwing and catching techniques • Know, apply and understand key skills of a good performance	• Start to show consistency and some basic technique when throwing a range of equipment at a target • Explain receiving techniques • Use and recognise why we use equipment safely • Demonstrate a climate of joy, freedom, respect and celebration • Show enjoyment in achieving tasks set out • Demonstrate sending techniques • Know and explain key skills of a good performance • Enjoy communication, collaboration and competition with others	• Decisions • Heights • Distances • Speeds • Possession • Target • Receive • Range

Knowledge Organiser

Year 2

SAQ		
Children will start to master basic movements including running and jumping. Children will be encouraged to transfer their technical skills in to competitive sports and activities.		
Skills/knowledge	How?	Vocabulary
• Show body control when travelling • Travel with awareness of others • Recognise when to speed up and when to slow down when using equipment • Show coordination and balance within small and big movements • Show coordination control and balance when travelling through equipment • Apply agility, balance and coordination, individually and with others • Master basic movements, including running and jumping • Travel with control when travelling through equipment • Know, apply and understand key skills of a good performance	• Move limbs • Travel in limited spaces avoiding contact with other children • Apply effective use of speed when using a variety of equipment • Demonstrate a flowing motion when travelling through equipment • Completing simple patterns and sequences • Change direction maintaining control and balance • Show determination and begin to show resilience when competing against self and others • Demonstrate a climate of joy, freedom, respect and celebration • Know and explain key skills of a good performance • Enjoy communication, collaboration and competition with other	• Respect • Speed • Control • Balance • Direction • Movements • Travel • Individually • Determination

Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)

Knowledge Organiser

Year 2

Dance		
Children will begin to develop movement patterns and show control and rhythm when given a piece of music.		
Clapping in time to music, using expressions and emotions, and develop small patterns/routines will all be a part of them working with partners and within larger groups, showing respect and sharing ideas.		
Children will be encourage to create their own ideas, actions and routines.		
Skills/Knowledge	How?	Vocabulary
- Follow simple dance patterns - Perform basic dance actions - Apply control and fluency to actions - Use expression when dancing - Combine actions to make simple dance patterns - Master simple fundamental movements - Create short sequences with a partner - Develop competence to excel in a broad range of physical activities - Know, apply and understand key skills of a good performance	- Complete simple patterns - Create simple patterns as individuals and as a group - Link actions to make a dance phase - Perform a wide range of actions when dancing to music - Demonstrate a climate of joy, freedom, respect and celebration - Show enjoyment in achieving tasks set out - Use control, coordination and timing when completing small sequences with a partner - Demonstrate movements to music using flow, timing, coordination and balance - Know and explain key skills of a good performance - Enjoy communication, collaboration and competition with other	- Timing - Rhythm - Strength - Control - Balance - Sequences - Develop - Range - Improvements - Perform - Patterns

Knowledge Organiser

Year 2

Athletics

Children will begin to show an understanding of running at different speeds depending on the distance. Children will also, start to throw a variety of equipment demonstrating good use of force, accuracy and control.

They will engage in competitive games and situations against others whilst maintaining respect for each other.

Skills/knowledge	How?	Vocabulary
- Understand running speeds depending on distance and equipment - Throw with coordination force, distance, control and accuracy - Select appropriate speed when travelling at a variety of distances - Compete against others in a variety of distances - Apply effective use of balance, agility and coordination when competing against others - Become increasingly competent and confident in a broad range of activities - Develop competence to excel in a broad range of physical activities - Know, apply and understand key skills of a good performance	- Begin to understand when to change speeds according to distance/length - Begin to start to select the appropriate speed for the distance you are travelling - Begin to select appropriate force when throwing at a target - To be able to move limbs in coordination - Change direction maintaining control and balance - Show determination and begin to show resilience when competing against self and others - Show resilience and determination when competing against others - Showing values of respect for others when winning and losing - Demonstrate a climate of joy, freedom, respect and celebration - Know and explain key skills of a good performance	- Speed - Target - Balance - Throwing - Travel - Distance - Coordination - Confidence - Skills

Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)

Knowledge Organiser

Year 2

Fundamental Movements

Children will be given the opportunity to succeed and excel when using a variety of different equipment. They will engage in competitive activities both as an individual and as part of a small group and feel increasingly confident when performing basic actions and movements. They will be able to complete movements in isolation and in combination with each other whilst showing resilience and a determination.

Skills/Knowledge	How?	Vocabulary
Master basic movements including running and jumping. Become increasingly competent and confident. Engage in competitive sports and activities.	- Travelling under/over and through different pieces of equipment/ apparatus - Performing small movement patterns/sequences as an individual and in small groups - Model basic floor work - Travelling along a variety of apparatus - Show determination and begin to show resilience when competing against self and others - Demonstrate a climate of joy, freedom, respect and celebration - Know and explain key skills of a good performance - Enjoy communication, collaboration and competition with other	- Skills - Running - Jumping - Catching - Agility - Balance - Navigate - Movement - Develop

Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)

Knowledge Organiser

Year 2

ABC		
Children will travel through a variety of equipment, gaining knowledge of how to move limbs in combination and with co-ordination, whilst travelling in a flowing motion. Children will begin to increase their confidence when using equipment such as ladder and hurdles and recognise when to use fast or slow movements.		
Skills/knowledge	How?	Vocabulary
• Demonstrate quick changes of direction whilst maintaining coordination and balance • Demonstrate changes of direction whilst maintaining control of equipment (balls) • Maintaining control when completing small and large foot patterns/movements • Apply effective changes of directions of speed when competing against others • Master basic fundamental movements (running, hopping, jumping and skipping) • Show control when travelling through equipment • Apply effective decision making when competing against others • Select and apply correct running techniques when travelling • Know, apply and understand key skills of a good performance	• Travel in limited spaces avoiding contact with other children • Demonstrate a flowing motion when travelling through equipment • Complete simple patterns and sequences • Change direction maintaining control and balance • Show determination and begin to show resilience when competing against self and others • Explain and describe running techniques • Apply correct techniques for fundamental movements • Demonstrate a climate of joy, freedom, respect and celebration • Know and explain key skills of a good performance • Enjoy communication, collaboration and competition with others	• Body • Control • Travel • Balance • Movements • Space • Maintaining • Effective • Competing

Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)

Knowledge Organiser

Year 2

Competitive		
Children should succeed and excel whilst competing in a variety of activities or small sided games, for example, 2v2 games, beating personal bests, racing against the clock and competing in small teams. Children will be able to compete in an environment that encourages collaboration, good communication, whilst being competitive against others. Children will be encouraged to show good sportsmanship and a level of resilience and determination.		
Skills/Knowledge	How?	Vocabulary
- Defend an area when faced with an opponent - Attack an area when faced with an opponent - Compete against yourself and/or others - Apply ABC skills where appropriate - Compete against others using a variety of equipment - Start to develop a knowledge of a variety of skills - Develop competence to excel in a broad range of physical activities - Know, apply and understand key skills of a good performance	- Travel past guards successfully when attacking an area - Pick up appropriate positions when defending an area - Show determination and begin to show resilience when competing against self and others - Demonstrate a climate of joy, freedom, respect and celebration - Children should show enjoyment in achieving tasks set out - Know and explain key skills of a good performance - Enjoy communication, collaboration and competition with others	- Defend - Compete - Attack - Area - Skills - Develop - Range

Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)

End of Year Expectations and Assessment



Key Stage 1

End of Year Expectations

End of Year Expectations	Year1	Year 2
Dance	Repeat dance phrases. Become increasingly physically confident. Become increasingly competent and confident. Perform dances using simple movement.	Create simple movement patterns showing an awareness of rhythm. Perform own dance routine. Use expression and emotion when performing.
Gymnastics	Develop fundamental movement skills Complete a forward roll from a low starting position. Become increasingly physically confident. Create a variety of shapes using their body. Perform basic sequences using space safely.	Start to develop a knowledge of a variety of skills. Recognise technical words that link to gymnastics. Travel under over and through a variety of equipment/apparatus. Distinguishing a good performance of skills. Become increasingly competent and confident.
Sending and Receiving 	Pat, throw, kick, stop/receive a variety of objects/equipment. Enjoy tasks set out. Start to develop a knowledge of a variety of skills. Recognise speed and weight when sending a variety of objects.	Master sending and receiving different objects (height, weight, distance) Engage in competitive sports and activities. Become increasingly competent and confident.

Key Stage 1

End of Year Expectations

End of Year Expectations	Year1	Year 2
Swimming	Swim short distances using a buoyancy aid. Become more confident in the water.	Swim between 10-20m unaided. Become confident to travel under water.
Athletics	Throw a range of equipment at different targets . Begin to understand when to change speeds according to length of run/distance. Jump with both feet from a standing position.	Understand running speeds depending on distance and equipment. Throw with coordination force, distance, control and accuracy. Show determination and begin to show resilience when competing against self and others.
Fundamental movements	Develop fundamental movement skills including running and jumping. Navigate through moving children safely at a variety of speeds. Start to develop a knowledge of a variety of skills. Apply agility, balance and coordination skills, individually and with others.	Master basic movements including running and jumping. Become increasingly competent and confident. Engage in competitive sports and activities.

Key Stage 1

End of Year Expectations

End of Year Expectations	Year1	Year 2
Attack & Defend	Compete against others, individually and as a group Apply simple tactics and strategies when competing against others Show determination and begin to show resilience when competing against self and others	Compete against others, individually and as a group Apply and explain simple tactics and strategies used when competing against others Encourage others to show good sportsmanship when competing against others
Awareness	Travelling with awareness of others whilst maintaining control of ball/equipment Show determination and begin to show resilience when competing against self and others	Travel in small and large areas past moving children (traffic) Demonstrate/explain the importance of using equipment safely Travelling with awareness of others whilst maintaining control of ball/equipment Know and explain key skills of a good performance

Key Stage 1

End of Year Expectations

End of Year Expectations	Year 1	Year 2
Tactics and Strategies	Participate in competitive games (both against self and against others). Start to develop a knowledge of a variety of skills. Engage in competitive sports and activities. Compete in modified sport/activities.	Develop simple tactics for attacking and defending. Apply simple tactics for attacking and defending. Become increasingly competent and confident.
Competing	Show enjoyment in achieving tasks set out. Compete against self and/or others . Develop competence to excel in a broad range of physical activities.	Know and explain key skills of a good performance. Enjoy communication, collaborating and competing with others . Defend an area when faced with an opponent. Attack an area when faced with an opponent .

PE Assessment	Class
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Class

[illegible]

Above
expectations
A*
A

Above
expectations
A*
A

Above
expectations
A*
A

Meeting expectations
M+
M

Meeting expectations
M+
M

Meeting expectations
M+
M

Working
towards
expectations
WT

Below
expectations
B

Working
towards
expectations
WT

Below
expectations
B

Below expectations
B

Below expectations
B

PE Assessment	Class
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Class

[illegible]

Above
expectations
A*
A

Above
expectations
A*
A

Above
expectations
A*
A

Meeting expectations
M+
M

Meeting expectations
M+
M

Meeting expectations
M+
M

Working
towards
expectations
WT

Below
expectations
B

Working
towards
expectations
WT

Below
expectations
B

Below expectations
B

Below expectations
B

Year 2 Medium Term Plans



Year 2 ABC

Learning Intentions	Learning Activities/Experience	Success Criteria
Demonstrate quick changes of direction whilst maintaining coordination and balance Demonstrate changes of direction whilst maintaining control of equipment (balls) Maintaining control when completing small and large foot patterns/movements Apply effective changes of directions of speed when competing against others Master basic fundamental movements (running, hopping, jumping and skipping) Show control when travelling through equipment Apply effective decision making when competing against others Select and apply correct running techniques when travelling Know, apply and understand key skills of a good performance KeyPE sports	Passing through SAQ equipment as individuals or as large groups Games that include guards/defenders/taggers Travelling past lots of children (traffic) in small and large spaces Games include change of direction and change of speed Small team games Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	To be able to move limbs in coordination Travel in limited spaces avoiding contact with other children Demonstrate a flowing motion when travelling through equipment Complete simple patterns and sequences Change direction maintaining control and balance Show determination and begin to show resilience when competing against self and others Explain and describe running techniques Apply correct techniques for fundamental movements Demonstrate a climate of joy, freedom, respect and celebration Know and explain key skills of a good performance Enjoy communication, collaboration and competition with others

Year 2 Athletics

Learning Intentions	Learning Activities/Experience	Success Criteria
Understand running speeds depending on distance and equipment Throw with coordination force, distance, control and accuracy Select appropriate speed when travelling at a variety of distances Compete against others in a variety of distances Apply effective use of balance, agility and coordination when competing against others Become increasingly competent and confident in a broad range of activities Develop competence to excel in a broad range of physical activities Know, apply and understand key skills of a good performance KeyPE sports	Obstacle course showing variations of speed Races in small groups Competition – personal best, against others, against the clock, measuring distance Travelling at speed in a variety of areas •Showcase Inspirational athletes and their achievements/records. Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	Begin to understand when to change speeds according to length of run/distance Begin to start to select the appropriate speed for the distance you are travelling Begin to select appropriate force when throwing at a target To be able to move limbs in coordination Change direction maintaining control and balance Show determination and begin to show resilience when competing against self and others Show resilience and determination when competing against others Showing values of respect for others when winning and losing Demonstrate a climate of joy, freedom, respect and celebration Know and explain key skills of a good performance

Year 2 Attack and Defend

Learning Intentions	Learning Activities/Experience	Success Criteria
Attack with speed and maintain body control Recognise space to attack Defend an area 1 V 1 Apply simple attacking and defending techniques Demonstrate an awareness of others and space to attack Develop competence to excel in a broad range of physical activities Know, apply and understand key skills of a good performance •Begin to play with confidence and a freedom to take risks. KeyPE sports	Tag games Games that include guards or defenders Games that race against the clock, for example, encourages quick play Basic dodgeball games that recognise space, distance and awareness of others Opportunity to compete against others as a team and as an individual Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	Compete against others, individually and as a group Apply simple tactics and strategies when competing against others Contribute in discussions Change direction maintaining control and balance Show determination and begin to show resilience when competing against self and others Demonstrate a climate of joy, freedom, respect and celebration Children should show enjoyment in achieving tasks set out Know and explain key skills of a good performance Enjoy communication, collaboration and competition with others •Encourage others to show good sportsmanship when competing against others

Year 2 Awareness

Learning Intentions	Learning Activities/Experience	Success Criteria
Children to use good awareness of other children in small and large areas with safety Effective use of change of speed and direction Demonstrate quick decisions and good use of timing when travelling past others and when using equipment Travel with good awareness whilst maintaining good control of equipment Show good awareness when competing against others Know, apply and understand key skills of a good performance	Variety of games using SAQ equipment Variety of games using guards Relays travelling through and with equipment Competing against others, groups and against the clock Opportunities to compete against others/small teams or as individuals (1V1) Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	Travel in small and large areas past moving children (traffic) Demonstrate/explain the importance of using equipment safely Travelling with awareness of others whilst maintaining control of ball/equipment Change direction maintaining control and balance Show determination and begin to show resilience when competing against self and others Demonstrate a climate of joy, freedom, respect and celebration Show enjoyment in achieving tasks set out Know and explain key skills of a good performance Enjoy communication, collaboration and competition with others

Year 2 Competitive

Learning Intentions	Learning Activities/Experience	Success Criteria
Defend an area when faced with an opponent Attack an area when faced with an opponent Compete against yourself and/or others Apply ABC skills where appropriate Compete against others using a variety of equipment Start to develop a knowledge of a variety of skills Develop competence to excel in a broad range of physical activities Know, apply and understand key skills of a good performance •Begin to play with confidence and a freedom to take risks. KeyPE sports	Competing against others, individuals, groups and against the clock Improving personal best 1 V 1 games Small teams games, for example, games where you can move on to the next level that increase in difficulty Compete in modified sports/activities •Showcase Inspirational athletes and their achievements/records. Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	Travel past guards successfully when attacking an area Pick up appropriate positions when defending an area Show determination and begin to show resilience when competing against self and others Demonstrate a climate of joy, freedom, respect and celebration Children should show enjoyment in achieving tasks set out Know and explain key skills of a good performance Enjoy communication, collaboration and competition with others

Year 2 Dance

Learning Intentions	Learning Activities/Experience	Success Criteria
Follow simple dance patterns Perform basic dance actions Apply control and fluency to actions Use expression when dancing Combine actions to make simple dance patterns Master simple fundamental movements Create short sequences with a partner Develop competence to excel in a broad range of physical activities Know, apply and understand key skills of a good performance KeyPE sports	Teacher led activities Small group work creating actions Clapping and performing actions to music Discussions in small and large groups •Showcase Inspirational athletes and their achievements/records. Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	Copy simple dance patterns Create simple patterns as individuals and as a group Link actions to make a dance phase Perform a wide range of actions when dancing to music Demonstrate a climate of joy, freedom, respect and celebration Show enjoyment in achieving tasks set out Use control, coordination and timing when completing small sequences with a partner Demonstrate movements to music using flow, timing, coordination and balance Know and explain key skills of a good performance Enjoy communication, collaboration and competition with others

Year 2 Gymnastics

Learning Intentions	Learning Activities/Experience	Success Criteria
Move confidently and safely around others and apparatus/equipment. Apply balance agility and coordination whilst performing gymnastic skills Perform a variety of gymnastic skills: •Pencil roll •Star shape •Tuck •Straddle •Pike •Front and back support •Jumps Perform simple movement patterns Demonstrate a variety of rolls: pencil roll, tuck roll, teddy bear roll, rock and roll and forward roll Perform simple sequences as an individual and with a partner Develop competence to excel in a broad range of physical activities Know, apply and understand key skills of a good performance	Travelling under, over and through different pieces of equipment/ apparatus Performing small movement patterns/sequences as an individual and in small groups Model basic floor work Travelling along a variety of apparatus •Showcase Inspirational athletes and their achievements/records. Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	Travel safely around others whilst using equipment/apparatus Explain how we can extend different gymnastics skills Begin to show the fundamental movements when performing gymnastic skills Demonstrate a climate of joy, freedom, respect and celebration Show enjoyment in achieving tasks set out Complete a forward roll from a low starting position Perform a simple routine with good timing and flow Know and explain key skills of a good performance Enjoy communication, collaboration and competition with others KeyPE sports

Year 2 SAQ

Learning Intentions	Learning Activities/Experience	Success Criteria
Show body control when travelling Travel with awareness of others Recognise when to speed up and when to slow down when using equipment Show coordination and balance within small and big movements Show coordination control and balance when travelling through equipment Apply agility, balance and coordination, individually and with others Master basic movements, including running and jumping Travel with control when travelling through equipment Know, apply and understand key skills of a good performance 	Passing through SAQ equipment as individuals or as large groups Games that include guards/defenders/taggers Travelling past lots of children (traffic) in small and large spaces Games include change of direction and change of speed Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	To be able to move limbs in coordination Travel in limited spaces avoiding contact with other children Apply effective use of speed when using a variety of equipment Demonstrate a flowing motion when travelling through equipment Completing simple patterns and sequences Change direction maintaining control and balance Show determination and begin to show resilience when competing against self and others Demonstrate a climate of joy, freedom, respect and celebration Know and explain key skills of a good performance Enjoy communication, collaboration and competition with others

Year 2 Send and Receive

Learning Intentions	Learning Activities/Experience	Success Criteria
Throw to a target Throw a wide range of equipment at different targets Use a variety of equipment to send and receive to a partner Demonstrate and understand receiving techniques Demonstrate and understand sending techniques Know and understand how to use equipment safely and with control Master throwing and catching techniques Know, apply and understand key skills of a good performance	Repetition of sending and receiving a variety of equipment Competition throwing a variety of equipment at a variety of targets Racing against a clock to see how many times you can hit a target successfully Competing against others, 1v 1 or in small groups •Boccia	Start to show consistency and some basic technique when throwing at a target Start to show consistency and some basic technique when throwing a range of equipment at a target Explain receiving techniques Use and recognise why we use equipment safely Demonstrate a climate of joy, freedom, respect and celebration Show enjoyment in achieving tasks set out Demonstrate sending techniques Know and explain key skills of a good performance Enjoy communication, collaboration and competition with others
	Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	

Year 2 Striking and Fielding

Learning Intentions	Learning Activities/Experience	Success Criteria
Apply receiving techniques Apply receiving techniques in a small sided game/modified game Demonstrate quick decisions when striking and fielding Send and receive with accuracy Apply basic striking techniques Explain and demonstrate the importance of weight when sending and receiving Develop competence to excel in a broad range of physical activities Know, apply and understand key skills of a good performance KeyPE sports	Repetition of sending and receiving Small modified games Repetition of striking Games competing against others Showcase Inspirational athletes and their achievements/records. Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	Send to a variety of targets To be able to move limbs in coordination Travel in limited spaces avoiding contact with other children Apply effective use of speed when using a variety of equipment Demonstrate a flowing motion when travelling through equipment Completing simple patterns and sequences Change direction maintaining control and balance Show determination and begin to show resilience when competing against self and others Demonstrate a climate of joy, freedom, respect and celebration Apply basic techniques when striking a ball Know and explain key skills of a good performance

Year 3



Year 3 PE Overview



Y3

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

Lesson 1

Lesson 2

Fundamental movements

Demonstrate control, coordination, agility and balance when travelling through equipment.

Apply basic principles suitable for attacking and defending

Demonstrate resilience when participating in activities

KeyPE
sports

Gymnastics

Complete a forward roll from a high starting position.

Link gymnastic skills together

Dance

Perform basic dance actions in timing of a song/rhythm/beat

Show flexibility, strength, technique, control and balance when performing to music

Become increasingly competent and confident.

Create appropriate actions/movements relating to a chosen song

Sending and Receiving

Use a variety of equipment to send and receive to a partner

Receive from a variety of heights, speeds, distances and angles

Throw ,catch, strike and field a ball with control/accuracy.

Explain and apply sending and receiving techniques

.

Tactics and Strategies

Develop strategies to cause problems for opposition.

Demonstrate resilience when participating in activities the opposition.

Recognise transferable skills to use in a variety of sports.

Compete against yourself and/or others using a variety of methods.

Start to develop a knowledge of a variety of skills and how to improve performances

Athletics

Apply running techniques to improve performance

Apply throwing techniques to improve performance

Take off, jump and land demonstrating control and balance

Compete against others in a variety of events/games

Striking and Fielding

Take up appropriate fielding position in relation to other children and the batter

Apply basic principles for striking and fielding

Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)

Year 3 Knowledge Organisers



Knowledge Organiser

Year 3

Attack and Defend		
Skills/knowledge	How?	Vocabulary
• Pass and move maintaining control of the ball • Start to show control of equipment when travelling at speed or competing against others • Apply basic strategies suitable for attacking and defending • Make quick decisions whilst competing against others • Defend an area 1 V 1 or 2 v 2 • Attack an area 1 V 1 or 2 v 2 • Demonstrate an awareness of others and space to attack • Compare own performances with previous ones and identify areas for improvement • Demonstrate resilience when participating in activities	• Pass and move demonstrating control and accuracy • Send and receive with good pace and distance • Compete against others, individually and as a group • Apply simple tactics and strategies when competing against others • Contribute in discussions • Apply transferable skills in a variety of competitions/games/events • Change direction maintaining control and balance • Identify areas of a good performance and make suggestions for improvement • Show determination and resilience when competing against self and others • Demonstrate a climate of joy, freedom, respect and celebration • Know and explain key skills of a good performance	• Increase • Change of speed • Change direction • Target • Receive • Distance • Angles • Travel • Dribble • Vary • Movement • Intercept • Variety • Control • Space

Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)

Knowledge Organiser

Year 3

Gymnastics		
Children will be physically confident in using of a variety of gymnastic skills including a roll from a high position and linking gymnastic actions together in a flowing movement, either as an individual or whilst working collaboratively within a small group. Children will be encouraged to use different equipment and apparatus as well as creating small sequences within a floor routine and whilst on apparatus.		
Skills/Knowledge	How?	Vocabulary
• Move confidently and safely around others and apparatus/equipment • Apply balance agility and coordination whilst performing gymnastic skills • Compare performances with previous ones and demonstrate improvements to achieve personal best • Link actions to create sequences of movements • Develop an understanding of how to improve and evaluate own performance/s • Link gymnastic skills together • Know, apply and understand key skills of a good performance • Explore apparatus, demonstrate control, balance and coordination • Perform a forward roll from a high start position • Combine movements, actions and balances individually or collaboratively to create a routine	• Travel safely around others using equipment and apparatus • Explain how we can extend different gymnastics skills and begin to suggest improvements for performance • Demonstrate a climate of joy, freedom, respect and celebration • Perform a variety of gymnastic skills, showing good flow and transition • Show enjoyment in achieving tasks set out • Complete a forward roll from a high starting position • Perform a simple routine with good timing and flow • Know and explain key skills of a good performance • Enjoy communication, collaboration and competition with other	• Technique • Balance • Control • Explain • Demonstrate • Support

Knowledge Organiser Year 3

Tactics and Strategies

Children will be encouraged to create strategies to cause opponents problems, demonstrate resilience and determination when playing against an opposition and recognise transferable skills that can be used in a variety of different sport. This can be done whilst in small sided games such as dodgeball.

Skills/knowledge	How?	Vocabulary
- Understand and apply triggers of when to throw. - Apply skills to aim at a moving target. - Apply catching strategies with in a game format. - Use a ball as a defensive shield. - Use effective dodging strategies to stay in a competitive game of dodgeball. - Work as a team communicating/reminding child of dodging strategies. - Explain and apply strategies for playing the game as the last player standing. Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	Throwing Strategies - Throw at targets when you think they are off balance. - Throw together using good communication. - Throw at target from different angles at the same time as they are less likely to see them all in the same eye line. - Try and get close to your target. - Aim low to avoid the opposition catching the ball. - Attack their strongest player first. - Aim at player stood close together giving you a bigger target. - Use disguise and fake throws. Catching Strategies - Select the right opportunity to catch . Ask yourself when do i need to take a risk? - Be careful of when you celebrate. - Catch with full hands without over reaching - Try and deflect the ball up if you are holding a ball giving a second opportunity to catch. - Use your ball to deflect if several balls are travelling your way. Dodging Strategies - Spread out, stay back - Don't stand behind a teammate as you limit your visibility and they will also be looking to dodge/move. - Keep on the balls of your feet and be ready to move. Good players will be aiming low. - Be ready to jump and split legs. - Keep looking around to avoid leaving the court. - Don't panic. Remember you have done well to be in this position. - Be extra careful of picking your catches. - Pick your targets.	- Tactic - Strategy - Aim - Angles - Target - Disguise - Explain - Demonstrate - Opposition - Apply - Skill - Communication KeyPE sports

Knowledge Organiser

Year 3

ABC		
Children will travel through a variety of equipment, with a knowledge of how to move limbs in combination and with co-ordination, whilst travelling in a flowing motion, using control, co-ordination and agility. Children will be encouraged to apply basic principles suitable for attacking and defending, or moving past guards/defenders.		
Skills/Knowledge	How?	Vocabulary
• Travel with awareness of others when travelling at speed • Apply a variety of ways to travel in combination • Negotiate space within a game to make quick decisions • Recognise when to use effective changes of speed when competing in a game • Identify when to use effective changes of direction when competing against others • Demonstrate control, coordination, agility and balance when travelling through equipment • Identify own and others technique that needs improvement. • Apply basic principles suitable for attacking and defending • Compare own performances with previous ones and identify areas for improvement • Demonstrate resilience when participating in activities	• Move limbs in coordination with ease • Travel in limited spaces avoiding contact with other children • Demonstrate a smooth flowing motion when travelling through equipment • Complete foot patterns and sequences • Change speed and direction maintaining control and balance when competing against others • Show determination and resilience when competing against self and others • Explain and describe running techniques and identify areas for improvement • Apply correct techniques for fundamental movements • Demonstrate a climate of joy, freedom, respect and celebration • Show enjoyment in achieving tasks set out • Know and explain key skills of a good performance • Enjoy communication, collaboration and competition with others	• Limbs • Coordination • Demonstrate • Technique • Target • Sequences

Knowledge Organiser

Year 3

Send and Receive

Children will become increasingly confident when sending and receiving a variety of equipment to a target, partner or team-mate. Children will be able to explain and demonstrate how to receive a pass off a partner from different heights speeds, distances and angles. Children will learn how to strike and field a ball with control and accuracy.

Skills/knowledge	How?	Vocabulary
• Use a variety of equipment to send and receive to a partner • Master throwing and catching techniques • Know, apply and understand key skills of a good performance • Receive from a variety of heights, speeds, distances and angles • Maintain control when travelling with equipment • Identify space when sending and receiving • Begin to make good decisions to maintain possession • Explain and apply receiving techniques • Effective communication/signals to help maintain possession • Start to recognise when to travel or when to pass • Select appropriate speed, weight and distance when passing	• Travel with equipment demonstrating good control • Can receive away from other children • Contribute to effective communication to keep possession • Recognise when to travel or when to pass • Demonstrate a climate of joy, freedom, respect and celebration • Know and explain key skills of a good performance and suggest ways to make improvements • Enjoy communication, collaborating and competing with others	• Decisions • Heights • Distances • Speeds • Angles • Techniques • Possession • Maintain • Pace • Power

Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)

Year 3

Dance		
Children will be able to perform appropriate actions and movements to a song/rhythm or beat, whilst showing strength, flexibility and technique. Children will feel increasingly competent and confident when linking actions and characters to a particular song.		
Skills/Knowledge	How?	Vocabulary
- Create appropriate actions/movements relating to a chosen song - Create appropriate actions to represent characters within a dance - Perform basic dance actions in timing to a song/rhythm/beat - Perform small sequences with fluency - Complete dance actions using counts of 4 and 8 - Use expression when dancing - Create short sequences with a partner or a small group - Know, apply and understand key skills of a good performance and make recommendations of how to make improvements - Show flexibility, strength, technique, control and balance	- relating to a chosen song - Create appropriate actions to represent characters within a dance - Perform basic dance actions in timing to a song/rhythm/beat - Perform small sequences with fluency - Complete dance actions using counts of 4 and 8 - Use expression when dancing - Create short sequences with a partner or a small group - Know, apply and understand key skills of a good performance and make recommendations of how to make improvements - Show flexibility, strength, technique, control and balance - Teacher lead activities - Small group work creating actions - Small group work creating sequences - Clapping and performing actions to music - Clapping to beats in-between creating actions - Discussions in small and large groups - Complete short sequences in a role of a character - Create small patterns as individuals and as a group - Link actions to make a dance phase - Recognise and perform to actions linked to a piece of music - Perform a wide range of actions when dancing to music - Show enjoyment in achieving tasks set out - Demonstrate movements to music using flow, timing, coordination and balance - Evaluate and improve own and others performances suggesting ideas for improvement - Show flexibility, strength, technique, control and balance when performing to music - Enjoy communication, collaboration and competition with others	- Timing - Rhythm - Strength - Control - Balance - Sequences - Basic - Fluency - Improvements - Technique

Psychomotor (physical)
Cognitive (mental &
psychological) Affective (social
& emotional)

Knowledge Organiser

Year 3

SAQ

Children will master basic movements including running and jumping. Children will be encouraged to transfer their technical skills in to competitive sports and activities and begin to feel confident when creating their own foot patterns and actions when using equipment.

Skills/knowledge	How?	Vocabulary
• Change speed and direction showing body control and balance • Travel with awareness of others • Recognise when to speed up and when to slow down when using equipment • Show coordination and balance within small and big movements • Show coordination control and balance when travelling through equipment • Apply agility, balance and coordination, individually and with others • Travel with control when travelling through equipment • Know, apply and understand key skills of a good performance • Show effective changes of speed and direction to travel past the defender	• Use limbs in coordination • Travel in limited spaces avoiding contact with other children • Apply effective use of speed when using a variety of equipment • Demonstrate a flowing motion when travelling through equipment • Show skill and control in combination • Select the appropriate skill to beat the defender when faced with a 1v1 situation • Change direction maintaining control and balance • Show determination and begin to show resilience when competing against self and others • Show enjoyment in achieving tasks set out • Know and explain the key skills of a good performance • Evaluate and recognise own success	• Coordination • Motion • Respect • Speed • Control • Balance • Direction • Movements • Travel • Apply • Individually

Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)

Knowledge Organiser

Year 3

Athletics		
Children will begin to apply running and throwing techniques to improve performance. Children will also, be able to take off, jump and land demonstrating control and balance. They will engage in competitive events and games, whilst maintaining respect and sporting values.		
Skills/knowledge	How?	Vocabulary
• Develop an awareness of time, speed and distance • Select appropriate speed when travelling at a variety of distances • Apply running techniques to improve performance • Apply throwing techniques to improve performance • Throw with coordination force, distance, control and accuracy • Take off, jump and land demonstrating control and balance • Compete against others in a variety of events/games • Compare own performances with previous ones • Develop an understanding of how to improve and evaluate own performance • Demonstrate resilience when participating in activities	• Understand when to change speeds according to distance/length/time • Select appropriate speed for the distance travelled • Select appropriate force when throwing at a target • Explain key factors in a good performance • Throw with accuracy, balance and coordination • Demonstrate determination and resilience during and after events when competing against self and others • Showing values of respect for others when winning and losing • Demonstrate a climate of joy, freedom, respect and celebration • Show enjoyment in achieving tasks set out • Know and explain the key skills of a good performance	• Speed • Target • Balance • Throwing • Travel • Distance • Coordination • Confidence • Skills • Apply • Technique • Awareness • Improve • Accuracy

Knowledge Organiser

Year 3

Strike and Field		
Children will be taking up appropriate fielding positions in relation to the batter and other children and gain a basic understanding of striking and fielding. Children will be able to communicate and collaborate with each other to affect each other's performance in a positive manner.		
Skills/Knowledge	How?	Vocabulary
• Take up appropriate fielding position in relation to other children and the batter • Affect others with good communication and organisation skills when taking up fielding positions in relation to the batter • Strike a moving ball with control and accuracy • Describe batting techniques • Apply basic principles for striking and fielding • Adapt ideas for striking and fielding strategies	• Begin to identify effective positions • Begin to recognise appropriate positions in relation to the batter and other children • Apply batting principles to strike a moving ball • Identify and explain appropriate batting techniques • Contribute to creating suitable strategies for striking and fielding	• Positions • Communication • Organisation • Control • Moving ball • Striking • Control • Accuracy • Apply • Adapt

Psychomotor (physical)
Cognitive (mental & psychological)
Affective (social & emotional)

Outdoor Adventure activity (Orienteering)

Children will begin to understand the concept of a basic map and can follow a simple route, whilst identifying locations and symbols. Children will work co-operatively with others to identify locations using lining up techniques and communicate effectively to solve simple problems.

Skills/knowledge	How?	Vocabulary
- Children understand the concept of a basic map and can follow simple route - Children to self and peer asses routes followed on a map - Apply effective communication to solve simple problems - Work in small groups to create effective strategies for visiting control points - Complete a simple orienteering course - Identify locations using a map - Consider health and safety as well as travelling time when locating possible routes to locations - Pinpoint locations using lining up techniques - Work co-operatively with others in a team - Identify how to improve a performance - Recognise skills that are important to the game/activity and select the appropriate time to use them Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	- map and can follow simple route - Children to self and peer asses routes followed on a map - Apply effective communication to solve simple problems - Work in small groups to create effective strategies for visiting control points - Complete a simple orienteering course - Identify locations using a map - Consider health and safety as well as travelling time when locating possible routes to locations - Pinpoint locations using lining up techniques - Work co-operatively with others in a team - Identify how to improve a performance - Recognise skills that are important to the game/activity and select the appropriate time to use them - Whole class competitions naming symbols 2v2 Challenges naming symbol cards - Following simple trails on simple maps - Identifying locations on a map in small groups - Pinpointing locations on school maps - Setting up orienteering courses in small groups - Creating drawings using scale - Completing orienteering courses - Analysis (Written, verbal, visual/tablet) - Communicate and problem solve in small groups - Work co-operatively with others in a team - Identify ,explain and apply different orienteering skills - Recognise symbols on a variety of maps - Complete an orienteering course - Pinpoint locations on a map using different methods - Enjoy communication, collaboration and competition with others	- Route - Apply - Communication - Control points - Orienteering - Course - Identify - Pinpoint

Knowledge Organiser

Year 3

Competitive		
Children should succeed and excel whilst competing in a variety of activities, for example, small sided games, setting and beating personal bests, and racing against the timer. Children will start to develop a knowledge of how to improve performances based on previous attempts and encouraged to show good sportsmanship and a level of resilience and determination.		
Skills/Knowledge	How?	Vocabulary
- Defend an area when faced with an opponent - Attack an area when faced with an opponent - Compete against yourself and/or others - Apply ABC skills where appropriate - Compete against others using a variety of equipment - Start to develop a knowledge of a variety of skills and how to improve performances - Develop competence to excel in a broad range of physical activities - Start to create ideas for simple strategies and tactics - Compare own performances with previous ones and identify areas for improvement - Demonstrate resilience when participating in activities	- Travel past guards successfully when attacking an area - Pick up appropriate positions when defending an area - Show determination and resilience when competing against self and others - Apply transferable skills in a variety of competitions/games/events - Improve own performance from reflecting on previous attempts - Contribute to discussions with ideas for strategies/tactics - Demonstrate a climate of joy, freedom, respect and celebration - Show enjoyment in achieving tasks set out - Know and explain key skills of a good performance - Enjoy communication, collaboration and competition with others	- Defend - Compete - Attack - Area - Skills - Develop - Range - Tactic - Strategy - Opponent - Excel - Improvement

End of Year Expectations and Assessment



Lower Key Stage 2

End of Year Expectations

End of Year Expectations	Year 3	Year 4
Dance	Perform basic dance actions in timing to a song/rhythm/beat Show flexibility, strength, technique, control and balance when performing to music Become increasingly competent and confident. Create appropriate actions/movements relating to a chosen song	Know, apply and understand key skills of a good performance and make recommendations of how to make improvements Complete dance actions using counts of 4 and 8
Gymnastics	Complete a forward roll from a high starting position. Link gymnastic skills together	Combine movements , actions and balances individually or collaboratively to create a routine. Compare performances with previous ones and demonstrate improvements to achieve personal best.

Lower Key Stage 2

End of Year Expectations

End of Year Expectations	Year 3	Year 4
Sending and Receiving	Use a variety of equipment to send and receive to a partner Receive from a variety of heights, speeds, distances and angles Throw ,catch, strike and field a ball with control/accuracy. Explain and apply sending and receiving techniques	Maintain control when travelling with equipment Begin to make good decisions to maintain possession Effective communication/signals to help maintain child in possession Master sending and receiving different objects
Swimming	Move in and around water confidently and competently. Explore ways of swimming above and below the water.	Swim between 25-50m unaided. Apply breathing and surviving techniques Perform a variety of strokes
Athletics 	Apply running techniques to improve performance Apply throwing techniques to improve performance Take off, jump and land demonstrating control and balance Compete against others in a variety of events/games	Develop an awareness of time, speed and distance Select appropriate speed when travelling at a variety of distances Throw with coordination, force, distance, control and accuracy Compare own performances with previous ones

Lower Key Stage 2

End of Year Expectations

End of Year Expectations	Year 3	Year 4
Fundamental movements	Demonstrate control, coordination, agility and balance when travelling through equipment. Apply basic principles suitable for attacking and defending Demonstrate resilience when participating in activities	Recognise when to use effective changes of speed and direction when competing in a game. Negotiate space within a game to make quick decisions. Master basic movements including running and jumping Apply agility, balance and coordination skills, individually and with others
Tactics and Strategies	Develop strategies to cause problems for opposition. Demonstrate resilience when participating in activities against the opposition. Recognise transferable skills to use in a variety of sports.	Defend an area 1 V 1 or 2 v 2 using a plan Attack an area 1 V 1 or 2 v 2 using a plan Work collaboratively as part of a team Analyse own performance.
Competing 	Compete against self and/or others using a variety of methods. Start to develop a knowledge of a variety of skills and how to improve performances	Compare own performances with previous ones and identify areas for improvement Compete in modified sport/activities

Lower Key Stage 2

End of Year Expectations

End of Year Expectations	Year 3	Year 4
Striking and Fielding	Take up appropriate fielding position in relation to other children and the batter Apply basic principles for striking and fielding	Adapt ideas for striking and fielding strategies Strike a moving ball with control and accuracy Describe batting techniques Effect others with good communication and organisation skills when taking up fielding positions in relation to the batter
Outdoor Adventurous Activities	Children understand the concept of a basic map and can follow simple route. Identify locations using a map Consider health and safety as well as travelling time when locating possible routes to locations Pinpoint locations using lining up techniques Work co-operatively with others in a team. Apply effective communication to solve simple problems.	Complete a simple orienteering course Identify how to improve a performance Recognise skills that are important to the game/activity and select the appropriate time to use them. Children to self and peer assess routes followed on a map



Lower Key Stage 2

End of Year Expectations

End of Year Expectations	Year 3	Year 4
Attack & Defend	Pass and move demonstrating control and accuracy Send and receive with good pace and distance Compete against others, individually and as a group Apply simple tactics and strategies when competing against others Show determination and resilience when competing against self and others	Contribute in discussions with good ideas and suggestions Apply transferable skills in a variety of competitions/games/events Identify areas of a good performance and make suggestions for improvement Demonstrate a climate of joy, freedom, respect and celebration Know and explain key skills of a good performance
Awareness 	Apply simple tactics and strategies when competing against others Pass and move demonstrating control and accuracy with good pace and distance to maintain possession as a team/group Show determination and resilience when competing against self and others	Contribute in discussions with good ideas and suggestions Apply transferable skills in a variety of competitions/games/events Identify areas of a good performance and make suggestions for improvement Know and explain key skills of a good performance

PE Assessment

Class

[illegible]

Above
expectations
A*
A

A*

A

Meeting expectations
M+
M

M+

M

Working
towards
expectations
WT

WT

Below
expectations
B

B

PE Assessment

Class

[illegible]

Above
expectations
A*
A

A*

A

Meeting expectations
M+
M

M+

M

Working
towards
expectations
WT

WT

Below
expectations
B

B

Year 3 Medium Term Plans



Learning Intentions	Learning Activities/Experience	Success Criteria
Travel with awareness of others when travelling at speed Apply a variety of ways to travel in combination Negotiate space within a game to make quick decisions Recognise when to use effective changes of speed when competing in a game Identify when to use effective changes of direction when competing against others Demonstrate control, coordination, agility and balance when travelling through equipment Identify own and others technique that needs improvement. Apply basic principles suitable for attacking and defending Compare own performances with previous ones and identify areas for improvement Demonstrate resilience when participating in activities KeyPE sports	Passing through SAQ equipment as individuals or large groups Games that include guards/defenders/taggers Travelling past lots of children (traffic) in small and large spaces at a variety of speeds Games include change of direction and change of speed Small team games Games competing against others Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	To be able to move limbs in coordination Travel in limited spaces avoiding contact with other children Demonstrate a smooth flowing motion when travelling through equipment Complete foot patterns and sequences Change speed and direction maintaining control and balance when competing against others Show determination and resilience when competing against self and others Explain and describe running techniques and identify areas for improvement Apply correct techniques for fundamental movements Demonstrate a climate of joy, freedom, respect and celebration Show enjoyment in achieving tasks set out Know and explain key skills of a good performance Enjoy communication, collaboration and competition with others

Year 3+4 Athletics

Learning Intentions	Learning Activities/Experience	Success Criteria
Develop an awareness of time, speed and distance Select appropriate speed when travelling at a variety of distances Apply running techniques to improve performance Apply throwing techniques to improve performance Throw with coordination force, distance, control and accuracy Take off, jump and land demonstrating control and balance Compete against others in a variety of events/games Compare own performances with previous ones Develop an understanding of how to improve and evaluate own performance Demonstrate resilience when participating in activities	Obstacle course showing variations of speed Races in small groups Competition – personal best, against others, against the clock, measuring distance Travelling at speed in a variety of areas Competing in a variety of events Competing against previous performance SAQ work Showcase Inspirational athletes and their achievements/records. Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	Understand when to change speeds according to length of run/distance/time Select appropriate speed for the distance travelled Select appropriate force when throwing at a target Explain key factors in a good performance Throw with accuracy, balance and coordination Demonstrate determination and resilience during and after events when competing against self and others Showing values of respect for others when winning and losing Demonstrate a climate of joy, freedom, respect and celebration Show enjoyment in achieving tasks set out Know and explain the key skills of a good performance

Learning Intentions	Learning Activities/Experience	Success Criteria
Pass and move maintaining control of the ball Start to show control of equipment when travelling at speed or competing against others Apply basic strategies suitable for attacking and defending Make quick decisions whilst competing against others Defend an area 1 V 1 or 2 v 2 Attack an area 1 V 1 or 2 v 2 Demonstrate an awareness of others and space to attack Compare own performances with previous ones and identify areas for improvement Demonstrate resilience when participating in activities KeyPE sports	Tag games Games that include guards or defenders Games that race against the clock, for example, encourages quick play Ball games that recognise space, distance and awareness of others Opportunity to compete against others as a team and as an individual Games that allow children to compete 1 V 1 or 2 v 2 Repeat games changing the equipment (basketball-Hockey) Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	Pass and move demonstrating control and accuracy Send and receive with good pace and distance Compete against others, individually and as a group Apply simple tactics and strategies when competing against others Contribute in discussions Apply transferable skills in a variety of competitions/games/events Change direction maintaining control and balance Identify areas of a good performance and make suggestions for improvement Show determination and resilience when competing against self and others Demonstrate a climate of joy, freedom, respect and celebration Know and explain key skills of a good performance

Learning Intentions	Learning Activities/Experience	Success Criteria
Show qualities for fair play when competing against others Recognise how commitment and determination can impact performance Use a variety of methods for communicating Be aware of how disabilities can affect performance	Activities that remove children's sight Activities that remove children's hearing Activities that make children communicate with signals Showcase Inspirational athletes and their achievements/records.	Demonstrate respect and fair play Highlight positive impacts through achievement of others Gain respect for different abilities Understand the word determination Explain a variety of barriers for disability sports Understand how people can be discriminated against in sport
	Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	

Year 3+4

Competitive

Learning Intentions	Learning Activities/Experience	Success Criteria
Defend an area when faced with an opponent Attack an area when faced with an opponent Compete against yourself and/or others Apply ABC skills where appropriate Compete against others using a variety of equipment Start to develop a knowledge of a variety of skills and how to improve performances Develop competence to excel in a broad range of physical activities Start to create ideas for simple strategies and tactics Compare own performances with previous ones and identify areas for improvement Demonstrate resilience when participating in activities Play with confidence and a freedom to take risks.	Competing against others, individuals, groups and against the clock Improving personal best 1 V 1 games Small teams games, for example, games where you can move on to the next level that increase in difficulty Compete in modified sports/ activities Repeat games changing the equipment (basketball-hockey) 1 v 1 or 2 v 2 games Boccia Showcase Inspirational athletes and their achievements/records. Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	Travel past guards successfully when attacking an area Pick up appropriate positions when defending an area Show determination and resilience when competing against self and others Apply transferable skills in a variety of competitions/games/events Improve owns performance from reflecting on previous attempts Contribute to discussions with ideas for strategies/tactics Demonstrate a climate of joy, freedom, respect and celebration Show enjoyment in achieving tasks set out Know and explain key skills of a good performance Enjoy communication, collaboration and competition with others

Year 3+4 Dance

Learning Intentions	Learning Activities/Experience	Success Criteria
Create appropriate actions/movements relating to a chosen song Create appropriate actions to represent characters within a dance Perform basic dance actions in timing to a song/rhythm/beat Perform small sequences with fluency Complete dance actions using counts of 4 and 8 Use expression when dancing Create short sequences with a partner or a small group Know, apply and understand key skills of a good performance and make recommendations of how to make improvements Show flexibility, strength, technique, control and balance Play with confidence and a freedom to take risks.	Teacher lead activities Small group work creating actions Small group work creating sequences Clapping and performing actions to music Clapping to beats in-between creating actions Discussions in small and large groups Performances Showcase Inspirational athletes and their achievements/records. Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	Complete short sequences in a role of a character Create small patterns as individuals and as a group Link actions to make a dance phase Recognise and perform to actions linked to a piece of music Perform a wide range of actions when dancing to music Show enjoyment in achieving tasks set out Demonstrate movements to music using flow, timing, coordination and balance Evaluate and improve own and others performances suggesting ideas for improvement Show flexibility, strength, technique, control and balance when performing to music Enjoy communication, collaboration and competition with others

Year 3+4 Gymnastics

Learning Intentions	Learning Activities/Experience	Success Criteria
Move confidently and safely around others and apparatus/equipment Apply balance agility and coordination whilst performing gymnastic skills Compare performances with previous ones and demonstrate improvements to achieve personal best Link actions to create sequences of movements Develop an understanding of how to improve and evaluate own performance/s Link gymnastic skills together Know, apply and understand key skills of a good performance Explore apparatus, demonstrate control, balance and coordination Perform a forward roll from a high start position Combine movements, actions and balances individually or collaboratively to create a routine	Travelling under, over and through different pieces of equipment/ apparatus Performing small movement patterns/sequences as an individual and in small groups Model basic floor work Travelling along a variety of apparatus Showcase Inspirational athletes and their achievements/records. Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	Travel safely around others whilst using equipment/apparatus Explain how we can extend different gymnastics skills and begin to suggest improvements for performance Demonstrate a climate of joy, freedom, respect and celebration Perform a variety of gymnastic skills, showing good flow and transition Show enjoyment in achieving tasks set out Complete a forward roll from a high starting position Perform a simple routine with good timing and flow Know and explain key skills of a good performance Enjoy communication, collaboration and competition with others KeyPE sports

Learning Intentions	Learning Activities/Experience	Success Criteria
Change speed and direction showing body control and balance Travel with awareness of others Recognise when to speed up and when to slow down when using equipment Show coordination and balance within small and big movements Show coordination control and balance when travelling through equipment Apply agility, balance and coordination, individually and with others Travel with control when travelling through equipment Know, apply and understand key skills of a good performance Show effective changes of speed and direction to travel past the defender KeyPE sports	Passing through SAQ equipment as individuals or as large groups Games that include guards/defenders/taggers Travelling past lots of children (traffic) in small and large spaces Games include change of direction and change of speed 1v1 games Travelling past guards/defenders Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	To be able to move limbs in coordination Travel in limited spaces avoiding contact with other children Apply effective use of speed when using a variety of equipment Demonstrate a flowing motion when travelling through equipment Show skill and control in combination Select the appropriate skill to beat the defender when faced with a 1v1 situation Change direction maintaining control and balance Show determination and begin to show resilience when competing against self and others Show enjoyment in achieving tasks set out Know and explain the key skills of a good performance Evaluate and recognise own success

Learning Intentions	Learning Activities/Experience	Success Criteria
Use a variety of equipment to send and receive to a partner Master throwing and catching techniques Know, apply and understand key skills of a good performance Receive from a variety of heights, speeds, distances and angles Maintain control when travelling with equipment Identify space when sending and receiving Begin to make good decisions to maintain possession Explain and apply receiving techniques Effective communication/signals to help maintain possession Start to recognise when to travel or when to pass Select appropriate speed, weight and distance when passing	Repetition of sending and receiving a variety of equipment Competition throwing a variety of equipment at a variety of targets Racing against a clock to see how many times you can hit a target successfully Competing against others or in small groups Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	Travel with equipment demonstrating good awareness and control Can receive away from other children Contribute to effective communication to keep possession Recognise when to travel or when to pass Demonstrate a climate of joy, freedom, respect and celebration Know and explain key skills of a good performance and suggest ways to make improvements Enjoy communication, collaborating and competing with others

Learning Intentions	Learning Activities/Experience	Success Criteria
Take up appropriate fielding position in relation to other children and the batter Affect others with good communication and organisation skills when taking up fielding positions in relation to the batter Strike a moving ball with control and accuracy Describe batting techniques Apply basic principles for striking and fielding Adapt ideas for striking and fielding strategies Play with confidence and a freedom to take risks. KeyPE sports	Batting lanes, bowling lanes Small sided games Aiming at targets Group work with repetition on striking and fielding Pair work working on striking and fielding as well as bowling Showcase Inspirational athletes and their achievements/records. Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	Begin to identify effective positions Begin to recognise appropriate positions in relation to the batter and other children Apply batting principles to strike a moving ball Identify and explain appropriate batting techniques Contribute to creating suitable strategies for striking and fielding

Learning Intentions	Learning Activities/Experience	Success Criteria
Recognise skills that are important to the game/sport/activity Suggest ideas that could help you win the game Explain tactics that could be used in a variety of games/sports/activities Highlight what worked well in the following areas: Own performance (as an individual) Teams performance Opposition performance Defend a area as an individual Defend an area as a small team Attack an area as an individual Attack an area as part of a small team Use effective communication during a game to help maintain focus of tactics and strategies KeyPE sports	Small sided games in a variety of sports/activities 1v1 games in a variety of sports/activities Allow time for discussions Observe other teams Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	Explain key skills of a good performance Create tactics that could help improve performance Recognise and explain tactics and strategies that could be transferred to a variety of sports Identify good performances from others as a team and as individuals Guard/protect/defend an area as an individual or as a team and be able to explain how and why Attack an area as an individual or as a team and be able to explain how and why Help others follow a plan during a game/activity

Learning Intentions	Learning Activities/Experience	Success Criteria
Children understand the concept of a basic map and can follow simple route Children to self and peer asses routes followed on a map Apply effective communication to solve simple problems Work in small groups to create effective strategies for visiting control points Complete a simple orienteering course Identify locations using a map Consider health and safety as well as travelling time when locating possible routes to locations Pinpoint locations using lining up techniques Work co-operatively with others in a team Identify how to improve a performance Recognise skills that are important to the game/activity and select the appropriate time to use them	Whole class competitions naming symbols 2v2 Challenges naming symbol cards Following simple trails on simple maps Identifying locations on a map in small groups Pinpointing locations on school maps Setting up orienteering courses in small groups Creating drawings using scale Completing orienteering courses Analysis (Written, verbal, visual/tablet) Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	Travel past guards/defenders successfully Communicate and problem solve in small groups Work co-operatively with others in a team Identify ,explain and apply different orienteering skills Recognise symbols on a variety of maps Complete an orienteering course Pinpoint locations on a map using different methods Enjoy communication, collaboration and competition with others

Year 4



Year 4 PE Overview



Y4

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

Lesson 1

Fundamental movements

Recognise when to use effective changes of speed and direction when competing in a game

Negotiate space within a game to make quick decisions

Master basic movements including running and jumping

Apply agility, balance and coordination skills, individually and with others.

Gymnastics

Combine movements, actions and balances individually or collaboratively to create a routine

Compare their performances with previous ones and demonstrate improvements to achieve personal best.

Dance

Know, apply and understand key skills of a good performance and make recommendations of how to make improvements

Complete dance actions using counts of 4 and 8

Outdoor Adventurous Activities

Complete a simple orienteering course

Identify how to improve a performance

Recognise skills that are important to the game/activity and select the appropriate time to use them.

Children to self and peer assess routes followed on a map

Sending and Receiving

Maintain control when travelling with equipment

Begin to make good decisions to maintain possession

Effective communication/signals to help maintain child in possession

Master sending and receiving different objects

Tactics and Strategies

Defend an area 1 V 1 or 2 v 2 using a plan

Attack an area 1 V 1 or 2 v 2 using a plan

Work collaboratively as part of a team

Analyse own performance.

Athletics

Develop an awareness of time, speed and distance

Select appropriate speed when travelling at a variety of distances

Throw with coordination force, distance, control and accuracy

Compare own performances with previous ones

Striking and Fielding
Adapt ideas for striking and fielding strategies

Strike a moving ball with control and accuracy

Describe batting techniques
Effect others with good communication and organisation skills when taking up fielding positions in relation to the batter

KeyPE
sports

Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)

Lesson 2

Year 4 Knowledge Organisers



Knowledge Organiser

Year 4

Attack and Defend		
Children will play in a variety of sporting activities and modified sports competing against others whilst developing their knowledge of Attacking and Defending as well as their resilience and determination. Defending, children will have to create and apply ideas of how to guard space and equipment. Attack, Children will develop awareness of space and also develop their fundamental movements when changing direction and speed.		
Skills/knowledge	How?	Vocabulary
• Pass and move maintaining control of the ball • Start to show control of equipment when travelling at speed or competing against others • Apply basic strategies suitable for attacking and defending • Make quick decisions whilst competing against others • Defend an area 1 V 1 or 2 v 2 • Attack an area 1 V 1 or 2 v 2 • Demonstrate an awareness of others and space to attack • Compare own performances with previous ones and identify areas for improvement • Demonstrate resilience when participating in activities	• Pass and move demonstrating control and accuracy • Send and receive with good pace and distance • Compete against others, individually and as a group • Apply simple tactics and strategies when competing against others • Contribute in discussions • Apply transferable skills in a variety of competitions/games/events • Change direction maintaining control and balance • Identify areas of a good performance and make suggestions for improvement • Show determination and resilience when competing against self and others • Demonstrate a climate of joy, freedom, respect and celebration • Know and explain key skills of a good performance	• Increase • Change of speed • Change direction • Target • Receive • Distance • Angles • Travel • Dribble • Vary • Movement • Intercept • Variety • Control • Space

Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)

Knowledge Organiser

Year 4

Gymnastics		
Children will be physically confident in using a variety of rolls and transitions and linking gymnastic actions together in a flowing movement, either as an individual or whilst working collaboratively within a small group. Children will succeed and excel at creating sequences within a floor routine and whilst on apparatus. Children will learn how to compare performances with previous ones and demonstrate how to improve.		
Skills/Knowledge	How?	Vocabulary
- Move confidently and safely around others and apparatus/equipment - Apply balance agility and coordination whilst performing gymnastic skills - Compare performances with previous ones and demonstrate improvements to achieve personal best - Link actions to create sequences of movements - Develop an understanding of how to improve and evaluate own performance/s - Link gymnastic skills together - Know, apply and understand key skills of a good performance - Explore apparatus, demonstrate control, balance and coordination - Perform a forward roll from a high start position - Combine movements, actions and balances individually or collaboratively to create a routine	- Travel safely around others using equipment and apparatus - Explain how we can extend different gymnastics skills and begin to suggest improvements for performance - Demonstrate a climate of joy, freedom, respect and celebration - Perform a variety of gymnastic skills, showing good flow and transition - Show enjoyment in achieving tasks set out - Complete a forward roll from a high starting position - Perform a simple routine with good timing and flow - Know and explain key skills of a good performance - Enjoy communication, collaboration and competition with other Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	- Technique - Balance - Control - Explain - Demonstrate - Support

Knowledge Organiser Year 4

Tactics and strategies

Children will feel confident when creating a plan to defend or attack an area in 1v1 or 2v2 scenario. Children will be able to work collaboratively as a team and enjoy communicating affectively when analysing performances.

Skills/knowledge	How?	Vocabulary
- Understand and apply triggers of when to throw. - Apply skills to aim at a moving target. - Apply catching strategies with in a game format. - Use a ball as a defensive shield. - Use effective dodging strategies to stay in a competitive game of dodgeball. - Work as a team communicating/reminding child of dodging strategies. - Explain and apply strategies for playing the game as the last player standing. Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional) KeyPE sports	Throwing Strategies - Throw at targets when you think they are off balance. - Throw together using good communication. - Throw at target from different angles at the same time as they are less likely to see them all in the same eye line. - Try and get close to your target. - Aim low to avoid the opposition catching the ball. - Attack their strongest player first. - Aim at player stood close together giving you a bigger target. - Use disguise and fake throws. Catching Strategies - Select the right opportunity to catch . Ask yourself when do i need to take a risk? Be careful of when you celebrate. - Catch with full hands without over reaching - Try and deflect the ball up if you are holding a ball giving a second opportunity to catch. - Use your ball to deflect if several balls are travelling your way. Dodging Strategies - Spread out, stay back - Don't stand behind a teammate as you limit your visibility and they will also be looking to dodge/move. - Keep on the balls of your feet and be ready to move. Good players will be aiming low. - Be ready to jump and split legs. - Keep looking around to avoid leaving the court. - Last player standing Don't panic. Remember you have done well to be in this position. - Be extra careful of picking your catches. - Pick your targets. - Stay well back unless attacking.	- Tactic - Strategy - Aim - Angles - Target - Disguise - Explain - Demonstrate - Opposition - Apply - Skill - Communication

Knowledge Organiser

Year 4

ABC		
Children will gain the knowledge of when to change direction and speeds during a game situation or when faced with defenders, also, they will begin to improve decision making when negotiating small spaces. Children will be able to explain, master and apply techniques such as running and jumping needed to improve performances		
Skills/Knowledge	How?	Vocabulary
• Travel with awareness of others when travelling at speed • Apply a variety of ways to travel in combination • Negotiate space within a game to make quick decisions • Recognise when to use effective changes of speed when competing in a game • Identify when to use effective changes of direction when competing against others • Demonstrate control, coordination, agility and balance when travelling through equipment • Identify own and others technique that needs improvement. • Apply basic principles suitable for attacking and defending • Compare own performances with previous ones and identify areas for improvement • Demonstrate resilience when participating in activities	• Move limbs in coordination with ease • Travel in limited spaces avoiding contact with other children • Demonstrate a smooth flowing motion when travelling through equipment • Complete foot patterns and sequences • Change speed and direction maintaining control and balance when competing against others • Show determination and resilience when competing against self and others • Explain and describe running techniques and identify areas for improvement • Apply correct techniques for fundamental movements • Demonstrate a climate of joy, freedom, respect and celebration • Show enjoyment in achieving tasks set out • Know and explain key skills of a good performance • Enjoy communication, collaboration and competition with others • Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	• Limbs • Coordination • Demonstrate • Technique • Target • Sequences

Knowledge Organiser

Year 4

Send and Receive

Children will begin to master and excel when using different sending and receiving equipment and maintaining control when travelling with equipment. Children will begin to make good decisions to maintain possession when in small sided games such as netball. Children will begin to use effective communication to maintain possession

Skills/knowledge	How?	Vocabulary
• Use a variety of equipment to send and receive to a partner • Master throwing and catching techniques • Know, apply and understand key skills of a good performance • Receive from a variety of heights, speeds, distances and angles • Maintain control when travelling with equipment • Identify space when sending and receiving • Begin to make good decisions to maintain possession • Explain and apply receiving techniques • Effective communication/signals to help maintain possession • Start to recognise when to travel or when to pass • Select appropriate speed, weight and distance when passing	• Travel with equipment demonstrating good control • Can receive away from other children • Contribute to effective communication to keep possession • Recognise when to travel or when to pass • Demonstrate a climate of joy, freedom, respect and celebration • Know and explain key skills of a good performance and suggest ways to make improvements • Enjoy communication, collaborating and competing with others	• Decisions • Heights • Distances • Speeds • Angles • Techniques • Possession • Maintain • Pace • Power

Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)

Knowledge Organiser

Year 4

Strike and Field

Children will be able to adapt ideas for striking and fielding based on the given scenario with in a game. Children will begin to master striking a moving ball with control and accuracy whilst being able to describe the correct technique needed. In team games, children will be able to communicate to each other and encourage others to help them take up the correct fielding positions.

Skills/Knowledge	How?	Vocabulary
• Take up appropriate fielding position in relation to other children and the batter • Affect others with good communication and organisation skills when taking up fielding positions in relation to the batter • Strike a moving ball with control and accuracy • Describe batting techniques • Apply basic principles for striking and fielding • Adapt ideas for striking and fielding strategies	• Begin to identify effective positions • Begin to recognise appropriate positions in relation to the batter and other children • Apply batting principles to strike a moving ball • Identify and explain appropriate batting techniques • Contribute to creating suitable strategies for striking and fielding	Positions Communication Organisation Control Moving ball Striking Control Accuracy Apply Adapt

Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)

Knowledge Organiser

Year 4

SAQ

Children will master more complex movements including side steps and feints and begin to apply them in a game or when 1 on 1 against a guard or defender. Children will feel confident when explaining technique, whilst using a greater range of physical education vocabulary.

Skills/knowledge	How?	Vocabulary
• Change speed and direction showing body control and balance • Travel with awareness of others • Recognise when to speed up and when to slow down when using equipment • Show coordination and balance within small and big movements • Show coordination control and balance when travelling through equipment • Apply agility, balance and coordination, individually and with others • Travel with control when travelling through equipment • Know, apply and understand key skills of a good performance • Show effective changes of speed and direction to travel past the defender	• Use limbs in coordination • Travel in limited spaces avoiding contact with other children • Apply effective use of speed when using a variety of equipment • Demonstrate a flowing motion when travelling through equipment • Show skill and control in combination • Select the appropriate skill to beat the defender when faced with a 1v1 situation • Change direction maintaining control and balance • Show determination and begin to show resilience when competing against self and others • Show enjoyment in achieving tasks set out • Know and explain the key skills of a good performance • Evaluate and recognise own success	• Coordination • Agility • Respect • Effective • Control • Balance • Direction • Movements • Travel • Awareness • Apply

Dance

Children will be able to identify, apply and understand the skills needed for a good performance such as timing, expression and rhythm. Children will begin to complete actions and routines in counts of 4 and 8, in time to the music, whilst expressing themselves and showing a climate of joy.

Skills/Knowledge	How?	Vocabulary
- Create appropriate actions/movements relating to a chosen song - Create appropriate actions to represent characters within a dance - Perform basic dance actions in timing to a song/rhythm/beat - Perform small sequences with fluency - Complete dance actions using counts of 4 and 8 - Use expression when dancing - Create short sequences with a partner or a small group - Know, apply and understand key skills of a good performance and make recommendations of how to make improvements - Show flexibility, strength, technique, control and balance	- relating to a chosen song - Create appropriate actions to represent characters within a dance - Perform basic dance actions in timing to a song/rhythm/beat - Perform small sequences with fluency - Complete dance actions using counts of 4 and 8 - Use expression when dancing - Create short sequences with a partner or a small group - Know, apply and understand key skills of a good performance and make recommendations of how to make improvements - Show flexibility, strength, technique, control and balance - Teacher lead activities - Small group work creating actions - Small group work creating sequences - Clapping and performing actions to music - Clapping to beats in-between creating actions - Discussions in small and large groups - Performances - Complete short sequences in a role of a character - Create small patterns as individuals and as a group - Link actions to make a dance phase - Recognise and perform to actions linked to a piece of music - Perform a wide range of actions when dancing to music - Show enjoyment in achieving tasks set out - Demonstrate movements to music using flow, timing, coordination and balance	- Actions - Timing - Rhythm - Flexibility - Strength - Control - Balance - Sequences - Creativity

Psychomotor (physical)

Cognitive (mental & psychological)

Affective (social & emotional)

Knowledge Organiser

Year 4

Athletics		
Children will begin to develop an awareness of time and distance when running and be able to select an appropriate speed for each given distance or time. Children will be able to throw with force, co-ordination and accuracy. Be able to use a variety of ways to compare previous and performances and suggest improvements.		
Skills/knowledge	How?	Vocabulary
• Develop an awareness of time, speed and distance • Select appropriate speed when travelling at a variety of distances • Apply running techniques to improve performance • Apply throwing techniques to improve performance • Throw with coordination force, distance, control and accuracy • Take off, jump and land demonstrating control and balance • Compete against others in a variety of events/games • Compare own performances with previous ones • Develop an understanding of how to improve and evaluate own performance • Demonstrate resilience when participating in activities	• Understand when to change speeds according to distance/length/time • Select appropriate speed for the distance travelled • Select appropriate force when throwing at a target • Explain key factors in a good performance • Throw with accuracy, balance and coordination • Demonstrate determination and resilience during and after events when competing against self and others • Showing values of respect for others when winning and losing • Demonstrate a climate of joy, freedom, respect and celebration • Show enjoyment in achieving tasks set out • Know and explain the key skills of a good performance	• Speed • Target • Balance • Throwing • Travel • Distance • Coordination • Confidence • Skills • Apply • Technique • Awareness • Improve • Accuracy

Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)

Knowledge Organiser – Year 4

Outdoor Adventure activity (Orienteering)

Children will be able to complete a simple orienteering course whilst communicating effectively with each other in pairs or small groups. Children will be able to recognise which skill is needed when orienteering a map and following a route. Children will be able to self assess and peer assess routes followed on a map.

Skills/knowledge	How?	Vocabulary
• Children understand the concept of a basic map and can follow simple route • Children to self and peer asses routes followed on a map • Apply effective communication to solve simple problems • Work in small groups to create effective strategies for visiting control points • Complete a simple orienteering course • Identify locations using a map • Consider health and safety as well as travelling time when locating possible routes to locations • Pinpoint locations using lining up techniques • Work co-operatively with others in a team • Identify how to improve a performance • Recognise skills that are important to the game/activity and select the appropriate time to use them	• map and can follow simple route • Children to self and peer asses routes followed on a map • Apply effective communication to solve simple problems • Work in small groups to create effective strategies for visiting control points • Complete a simple orienteering course • Identify locations using a map • Consider health and safety as well as travelling time when locating possible routes to locations • Pinpoint locations using lining up techniques • Work co-operatively with others in a team • Identify how to improve a performance • Recognise skills that are important to the game/activity and select the appropriate time to use them • Whole class competitions naming symbols • 2v2 Challenges naming symbol cards • Following simple trails on simple maps • Identifying locations on a map in small groups • Pinpointing locations on school maps • Setting up orienteering courses in small groups • Creating drawings using scale • Completing orienteering courses • Analysis (Written, verbal, visual/tablet) • Communicate and problem solve in small groups • Work co-operatively with others in a team • Identify ,explain and apply different orienteering skills • Recognise symbols on a variety of maps • Pinpoint locations on a map using different methods • Enjoy communication, collaboration and competition with others	• Route • Apply • Communication • Control points • Orienteering • Course • Identify • Pinpoint • Locations

Psychomotor (physical)
Cognitive (mental & psychological)
Affective (social & emotional)

Knowledge Organiser

Year 4

Competitive		
While competing children will be able to identify their own areas for improvement and explain the different techniques need to achieve success. Children will be able to compete in and change their own games to make it competitive. Children will show fairness and respect while encouraging others		
Skills/Knowledge	How?	Vocabulary
- Defend an area when faced with an opponent - Attack an area when faced with an opponent - Compete against yourself and/or others - Apply ABC skills where appropriate - Compete against others using a variety of equipment - Start to develop a knowledge of a variety of skills and how to improve performances - Develop competence to excel in a broad range of physical activities - Start to create ideas for simple strategies and tactics - Compare own performances with previous ones and identify areas for improvement - Demonstrate resilience when participating in activities	- Travel past guards successfully when attacking an area - Pick up appropriate positions when defending an area - Show determination and resilience when competing against self and others - Apply transferable skills in a variety of competitions/games/events - Improve own performance from reflecting on previous attempts - Contribute to discussions with ideas for strategies/tactics - Demonstrate a climate of joy, freedom, respect and celebration - Show enjoyment in achieving tasks set out - Know and explain key skills of a good performance - Enjoy communication, collaboration and competition with others	- Defend - Compete - Attack - Area - Skills - Develop - Range - Tactic - Strategy - Opponent - Excel - Improvement - Resilience

End of Year Expectations and Assessment



Lower Key Stage 2

End of Year Expectations

End of Year Expectations	Year 3	Year 4
Dance	Perform basic dance actions in timing to a song/rhythm/beat Show flexibility, strength, technique, control and balance when performing to music Become increasingly competent and confident. Create appropriate actions/movements relating to a chosen song	Know, apply and understand key skills of a good performance and make recommendations of how to make improvements Complete dance actions using counts of 4 and 8
Gymnastics	Complete a forward roll from a high starting position. Link gymnastic skills together	Combine movements , actions and balances individually or collaboratively to create a routine. Compare performances with previous ones and demonstrate improvements to achieve personal best.

Lower Key Stage 2

End of Year Expectations

End of Year Expectations	Year 3	Year 4
Sending and Receiving	Use a variety of equipment to send and receive to a partner Receive from a variety of heights, speeds, distances and angles Throw ,catch, strike and field a ball with control/accuracy. Explain and apply sending and receiving techniques	Maintain control when travelling with equipment Begin to make good decisions to maintain possession Effective communication/signals to help maintain child in possession Master sending and receiving different objects
Swimming	Move in and around water confidently and competently. Explore ways of swimming above and below the water.	Swim between 25-50m unaided. Apply breathing and surviving techniques Perform a variety of strokes
Athletics 	Apply running techniques to improve performance Apply throwing techniques to improve performance Take off, jump and land demonstrating control and balance Compete against others in a variety of events/games	Develop an awareness of time, speed and distance Select appropriate speed when travelling at a variety of distances Throw with coordination, force, distance, control and accuracy Compare own performances with previous ones

Lower Key Stage 2

End of Year Expectations

End of Year Expectations	Year 3	Year 4
Fundamental movements	Demonstrate control, coordination, agility and balance when travelling through equipment. Apply basic principles suitable for attacking and defending Demonstrate resilience when participating in activities	Recognise when to use effective changes of speed and direction when competing in a game. Negotiate space within a game to make quick decisions. Master basic movements including running and jumping Apply agility, balance and coordination skills, individually and with others
Tactics and Strategies	Develop strategies to cause problems for opposition. Demonstrate resilience when participating in activities against the opposition. Recognise transferable skills to use in a variety of sports.	Defend an area 1 V 1 or 2 v 2 using a plan Attack an area 1 V 1 or 2 v 2 using a plan Work collaboratively as part of a team Analyse own performance.
Competing KeyPE sports	Compete against self and/or others using a variety of methods. Start to develop a knowledge of a variety of skills and how to improve performances	Compare own performances with previous ones and identify areas for improvement Compete in modified sport/activities

Lower Key Stage 2

End of Year Expectations

End of Year Expectations	Year 3	Year 4
Striking and Fielding	Take up appropriate fielding position in relation to other children and the batter Apply basic principles for striking and fielding	Adapt ideas for striking and fielding strategies Strike a moving ball with control and accuracy Describe batting techniques Effect others with good communication and organisation skills when taking up fielding positions in relation to the batter
Outdoor Adventurous Activities	Children understand the concept of a basic map and can follow simple route. Identify locations using a map Consider health and safety as well as travelling time when locating possible routes to locations Pinpoint locations using lining up techniques Work co-operatively with others in a team. Apply effective communication to solve simple problems.	Complete a simple orienteering course Identify how to improve a performance Recognise skills that are important to the game/activity and select the appropriate time to use them. Children to self and peer assess routes followed on a map

PE Assessment

Class

[illegible]

Above expectations

A*

A

Meeting expectations

M+

M

Working
towards
expectations

WT

Below
expectations

B

PE Assessment	Class
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Class

[illegible]

Above
expectations
A*
A

Meeting expectations
M+
M

Working towards expectations WT	
Below expectations B	

Below
expectations
B

Year 4 Medium Term Plans



Learning Intentions	Learning Activities/Experience	Success Criteria
Travel with awareness of others when travelling at speed Apply a variety of ways to travel in combination Negotiate space within a game to make quick decisions Recognise when to use effective changes of speed when competing in a game Identify when to use effective changes of direction when competing against others Demonstrate control, coordination, agility and balance when travelling through equipment Identify own and others technique that needs improvement. Apply basic principles suitable for attacking and defending Compare own performances with previous ones and identify areas for improvement Demonstrate resilience when participating in activities KeyPE sports	Passing through SAQ equipment as individuals or large groups Games that include guards/defenders/taggers Travelling past lots of children (traffic) in small and large spaces at a variety of speeds Games include change of direction and change of speed Small team games Games competing against others Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	To be able to move limbs in coordination Travel in limited spaces avoiding contact with other children Demonstrate a smooth flowing motion when travelling through equipment Complete foot patterns and sequences Change speed and direction maintaining control and balance when competing against others Show determination and resilience when competing against self and others Explain and describe running techniques and identify areas for improvement Apply correct techniques for fundamental movements Demonstrate a climate of joy, freedom, respect and celebration Show enjoyment in achieving tasks set out Know and explain key skills of a good performance Enjoy communication, collaboration and competition with others

Year 3+4 Athletics

Learning Intentions	Learning Activities/Experience	Success Criteria
Develop an awareness of time, speed and distance Select appropriate speed when travelling at a variety of distances Apply running techniques to improve performance Apply throwing techniques to improve performance Throw with coordination force, distance, control and accuracy Take off, jump and land demonstrating control and balance Compete against others in a variety of events/games Compare own performances with previous ones Develop an understanding of how to improve and evaluate own performance Demonstrate resilience when participating in activities	Obstacle course showing variations of speed Races in small groups Competition – personal best, against others, against the clock, measuring distance Travelling at speed in a variety of areas Competing in a variety of events Competing against previous performance SAQ work Showcase Inspirational athletes and their achievements/records. Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	Understand when to change speeds according to length of run/distance/time Select appropriate speed for the distance travelled Select appropriate force when throwing at a target Explain key factors in a good performance Throw with accuracy, balance and coordination Demonstrate determination and resilience during and after events when competing against self and others Showing values of respect for others when winning and losing Demonstrate a climate of joy, freedom, respect and celebration Show enjoyment in achieving tasks set out Know and explain the key skills of a good performance

Learning Intentions	Learning Activities/Experience	Success Criteria
Pass and move maintaining control of the ball Start to show control of equipment when travelling at speed or competing against others Apply basic strategies suitable for attacking and defending Make quick decisions whilst competing against others Defend an area 1 V 1 or 2 v 2 Attack an area 1 V 1 or 2 v 2 Demonstrate an awareness of others and space to attack Compare own performances with previous ones and identify areas for improvement Demonstrate resilience when participating in activities KeyPE sports	Tag games Games that include guards or defenders Games that race against the clock, for example, encourages quick play Ball games that recognise space, distance and awareness of others Opportunity to compete against others as a team and as an individual Games that allow children to compete 1 V 1 or 2 v 2 Repeat games changing the equipment (basketball-Hockey) Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	Pass and move demonstrating control and accuracy Send and receive with good pace and distance Compete against others, individually and as a group Apply simple tactics and strategies when competing against others Contribute in discussions Apply transferable skills in a variety of competitions/games/events Change direction maintaining control and balance Identify areas of a good performance and make suggestions for improvement Show determination and resilience when competing against self and others Demonstrate a climate of joy, freedom, respect and celebration Know and explain key skills of a good performance

Learning Intentions	Learning Activities/Experience	Success Criteria
Show qualities for fair play when competing against others Recognise how commitment and determination can impact performance Use a variety of methods for communicating Be aware of how disabilities can affect performance	Activities that remove children's sight Activities that remove children's hearing Activities that make children communicate with signals Showcase Inspirational athletes and their achievements/records.	Demonstrate respect and fair play Highlight positive impacts through achievement of others Gain respect for different abilities Understand the word determination Explain a variety of barriers for disability sports Understand how people can be discriminated against in sport
	Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	

Learning Intentions	Learning Activities/Experience	Success Criteria
Defend an area when faced with an opponent Attack an area when faced with an opponent Compete against yourself and/or others Apply ABC skills where appropriate Compete against others using a variety of equipment Start to develop a knowledge of a variety of skills and how to improve performances Develop competence to excel in a broad range of physical activities Start to create ideas for simple strategies and tactics Compare own performances with previous ones and identify areas for improvement Demonstrate resilience when participating in activities Play with confidence and a freedom to take risks.	Competing against others, individuals, groups and against the clock Improving personal best 1 V 1 games Small teams games, for example, games where you can move on to the next level that increase in difficulty Compete in modified sports/ activities Repeat games changing the equipment (basketball-hockey) 1 v 1 or 2 v 2 games Boccia Showcase Inspirational athletes and their achievements/records. Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	Travel past guards successfully when attacking an area Pick up appropriate positions when defending an area Show determination and resilience when competing against self and others Apply transferable skills in a variety of competitions/games/events Improve owns performance from reflecting on previous attempts Contribute to discussions with ideas for strategies/tactics Demonstrate a climate of joy, freedom, respect and celebration Show enjoyment in achieving tasks set out Know and explain key skills of a good performance Enjoy communication, collaboration and competition with others

Year 3+4 Dance

Learning Intentions	Learning Activities/Experience	Success Criteria
Create appropriate actions/movements relating to a chosen song Create appropriate actions to represent characters within a dance Perform basic dance actions in timing to a song/rhythm/beat Perform small sequences with fluency Complete dance actions using counts of 4 and 8 Use expression when dancing Create short sequences with a partner or a small group Know, apply and understand key skills of a good performance and make recommendations of how to make improvements Show flexibility, strength, technique, control and balance Play with confidence and a freedom to take risks.	Teacher lead activities Small group work creating actions Small group work creating sequences Clapping and performing actions to music Clapping to beats in-between creating actions Discussions in small and large groups Performances Showcase Inspirational athletes and their achievements/records. Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	Complete short sequences in a role of a character Create small patterns as individuals and as a group Link actions to make a dance phase Recognise and perform to actions linked to a piece of music Perform a wide range of actions when dancing to music Show enjoyment in achieving tasks set out Demonstrate movements to music using flow, timing, coordination and balance Evaluate and improve own and others performances suggesting ideas for improvement Show flexibility, strength, technique, control and balance when performing to music Enjoy communication, collaboration and competition with others

Year 3+4 Gymnastics

Learning Intentions	Learning Activities/Experience	Success Criteria
Move confidently and safely around others and apparatus/equipment Apply balance agility and coordination whilst performing gymnastic skills Compare performances with previous ones and demonstrate improvements to achieve personal best Link actions to create sequences of movements Develop an understanding of how to improve and evaluate own performance/s Link gymnastic skills together Know, apply and understand key skills of a good performance Explore apparatus, demonstrate control, balance and coordination Perform a forward roll from a high start position Combine movements, actions and balances individually or collaboratively to create a routine	Travelling under, over and through different pieces of equipment/ apparatus Performing small movement patterns/sequences as an individual and in small groups Model basic floor work Travelling along a variety of apparatus Showcase Inspirational athletes and their achievements/records. Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	Travel safely around others whilst using equipment/apparatus Explain how we can extend different gymnastics skills and begin to suggest improvements for performance Demonstrate a climate of joy, freedom, respect and celebration Perform a variety of gymnastic skills, showing good flow and transition Show enjoyment in achieving tasks set out Complete a forward roll from a high starting position Perform a simple routine with good timing and flow Know and explain key skills of a good performance Enjoy communication, collaboration and competition with others KeyPE sports

Learning Intentions	Learning Activities/Experience	Success Criteria
Change speed and direction showing body control and balance Travel with awareness of others Recognise when to speed up and when to slow down when using equipment Show coordination and balance within small and big movements Show coordination control and balance when travelling through equipment Apply agility, balance and coordination, individually and with others Travel with control when travelling through equipment Know, apply and understand key skills of a good performance Show effective changes of speed and direction to travel past the defender KeyPE sports	Passing through SAQ equipment as individuals or as large groups Games that include guards/defenders/taggers Travelling past lots of children (traffic) in small and large spaces Games include change of direction and change of speed 1v1 games Travelling past guards/defenders Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	To be able to move limbs in coordination Travel in limited spaces avoiding contact with other children Apply effective use of speed when using a variety of equipment Demonstrate a flowing motion when travelling through equipment Show skill and control in combination Select the appropriate skill to beat the defender when faced with a 1v1 situation Change direction maintaining control and balance Show determination and begin to show resilience when competing against self and others Show enjoyment in achieving tasks set out Know and explain the key skills of a good performance Evaluate and recognise own success

Learning Intentions	Learning Activities/Experience	Success Criteria
Use a variety of equipment to send and receive to a partner Master throwing and catching techniques Know, apply and understand key skills of a good performance Receive from a variety of heights, speeds, distances and angles Maintain control when travelling with equipment Identify space when sending and receiving Begin to make good decisions to maintain possession Explain and apply receiving techniques Effective communication/signals to help maintain possession Start to recognise when to travel or when to pass Select appropriate speed, weight and distance when passing	Repetition of sending and receiving a variety of equipment Competition throwing a variety of equipment at a variety of targets Racing against a clock to see how many times you can hit a target successfully Competing against others or in small groups Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	Travel with equipment demonstrating good awareness and control Can receive away from other children Contribute to effective communication to keep possession Recognise when to travel or when to pass Demonstrate a climate of joy, freedom, respect and celebration Know and explain key skills of a good performance and suggest ways to make improvements Enjoy communication, collaborating and competing with others

Learning Intentions	Learning Activities/Experience	Success Criteria
Take up appropriate fielding position in relation to other children and the batter Affect others with good communication and organisation skills when taking up fielding positions in relation to the batter Strike a moving ball with control and accuracy Describe batting techniques Apply basic principles for striking and fielding Adapt ideas for striking and fielding strategies Play with confidence and a freedom to take risks. KeyPE sports	Batting lanes, bowling lanes Small sided games Aiming at targets Group work with repetition on striking and fielding Pair work working on striking and fielding as well as bowling Showcase Inspirational athletes and their achievements/records. Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	Begin to identify effective positions Begin to recognise appropriate positions in relation to the batter and other children Apply batting principles to strike a moving ball Identify and explain appropriate batting techniques Contribute to creating suitable strategies for striking and fielding

Learning Intentions	Learning Activities/Experience	Success Criteria
Recognise skills that are important to the game/sport/activity Suggest ideas that could help you win the game Explain tactics that could be used in a variety of games/sports/activities Highlight what worked well in the following areas: Own performance (as an individual) Teams performance Opposition performance Defend a area as an individual Defend an area as a small team Attack an area as an individual Attack an area as part of a small team Use effective communication during a game to help maintain focus of tactics and strategies KeyPE sports	Small sided games in a variety of sports/activities 1v1 games in a variety of sports/activities Allow time for discussions Observe other teams Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	Explain key skills of a good performance Create tactics that could help improve performance Recognise and explain tactics and strategies that could be transferred to a variety of sports Identify good performances from others as a team and as individuals Guard/protect/defend an area as an individual or as a team and be able to explain how and why Attack an area as an individual or as a team and be able to explain how and why Help others follow a plan during a game/activity

Learning Intentions	Learning Activities/Experience	Success Criteria
Children understand the concept of a basic map and can follow simple route Children to self and peer assess routes followed on a map Apply effective communication to solve simple problems Work in small groups to create effective strategies for visiting control points Complete a simple orienteering course Identify locations using a map Consider health and safety as well as travelling time when locating possible routes to locations Pinpoint locations using lining up techniques Work co-operatively with others in a team Identify how to improve a performance Recognise skills that are important to the game/activity and select the appropriate time to use them	Whole class competitions naming symbols 2v2 Challenges naming symbol cards Following simple trails on simple maps Identifying locations on a map in small groups Pinpointing locations on school maps Setting up orienteering courses in small groups Creating drawings using scale Completing orienteering courses Analysis (Written, verbal, visual/tablet) Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	Travel past guards/defenders successfully Communicate and problem solve in small groups Work co-operatively with others in a team Identify ,explain and apply different orienteering skills Recognise symbols on a variety of maps Complete an orienteering course Pinpoint locations on a map using different methods Enjoy communication, collaboration and competition with others

Year 5



Year 5 PE Overview



Y5

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

Lesson 1

Fundamental movements

Recognise when to use effective changes of speed when competing in a game

Demonstrate fast reactions, control and balance when travelling past others

Paralympics X 3weeks

Show qualities of fair play when competing against others

Recognise how commitment and determination can impact performance

KeyPE
sports

Gymnastics

Create and perform more complex sequences, including change of direction, travelling, speed and height, showing good stability and core strength

Compare performance to previous ones and make suggestions for improvements

Outdoor Adventurous Activities

Create a simple trail on a orienteering map

Pinpoint locations using lining up techniques

Create a simple map using scale and Birdseye view

Dance

Move in time to music, creating movements that express the meaning and mood of the piece

Create short dance routines that relates to a piece of music

Explain decisions when creating/choosing movements that feature in a short routine

Perform short routines with good timing

Sending and Receiving

Use different techniques to travel, pass/shoot in a variety of modified games

Develop an understanding of how to improve and evaluate own performance

Throw and catch constantly from a variety of heights, angles and distances

Athletics

Demonstrate an awareness of speed and distance when competing against others.

Explain the importance of breathing techniques and the effect it can have on the body.

Striking and Fielding
Strike a moving ball with control and accuracy

Throw at a target with speed and accuracy when competing

Recognise danger areas when fielding and react to situations presented by batting children

Tactics and Strategies

Identify skills that are transferable to other sports/activities

Recognise what works well and what changes would need to be made to improve performance

Attack an area 3 v 3 or 4 v 4 using a plan

Recognise skills that are important to the game and apply where necessary.

Recognise different responsibilities within formation when competing as a team.

Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)

Year 5 Knowledge Organisers



Knowledge Organiser

Year 5

Attack and Defend		
Skills/knowledge	How?	Vocabulary
• Travel with control of equipment when travelling at speed or competing against others • Create and apply strategies suitable for attacking and defending • Make quick decisions whilst competing against others • Defend an area 2 v 2, 3 v 3 • Attack an area 2 v 2, 3 v 3 • Attack with speed and control • Exploit space when attacking • Recognise when to tackle or when to defend a space • Demonstrate an awareness of others and space to attack • Identify areas for improvement from your own teams performance and make suggestions for development • Demonstrate resilience when participating in activities	• Compete against others, individually and as a group • Create tactics and strategies when competing against others • Evaluate own team performance • Receive in open spaces when attacking • Apply transferable skills in a variety of competitions/games/events • Attack with speed and purpose • Identify areas of a good/bad performance and make suggestions for improvement • Show determination and resilience when competing against self and others • Demonstrate a climate of joy, freedom, respect and celebration • Show enjoyment in achieving tasks set out • Know and explain key skills of a good performance	• Increase • Change of speed • Change direction • Target • Receive • Distance • Angles • Travel • Dribble • Vary • Movement • Intercept • Variety • Control

Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)

Knowledge Organiser

Year 5

Gymnastics		
Children will be encouraged to create more complex routines and sequences which include changes of direction, speed, height and ways of travelling. Children will be able to show good strength, stability and flexibility. Individually, they will be able to compare performances with previous ones and suggest ways they can improve.		
Skills/Knowledge	How?	Vocabulary
• To copy or create and link movement phrases • Identify and improve own performance • Work collaboratively with others to improve a performance • Include different apparatus into a sequence • Transition from skill to skill with good flow and balance • Demonstrate an understanding of how to improve and evaluate own performance	• Perform a variety of gymnastic skills showing good flow and transition from high to low • Perform a simple routine with good timing and flow • Know and explain key skills of a good performance • Enjoy communication, collaborating and competing with others • Make suggestions to others of how to improve a performance.	• Fluency • Technique • Balance • Control • Explain • Demonstrate • Support • Arch

Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)

Knowledge Organiser

Year 5

Tactics and Strategies		
Children will feel confident when creating a plan to defend or attack an area in 3 v 3 or 4 v 4 scenario. Children will be able to work collaboratively as a team and enjoy communicating affectively when analysing performances and working out what when well and what they need to change to succeed.		
Skills/knowledge	How?	Vocabulary
• Recognise skills that are important to the game. • Recognise skills that are transferable to other sports. • Recognise main aspects of a good performance. • Identify how to improve a performance. • Identify areas to improve and create tactics as a group to support team performance. • Apply strategies for dodging. • Apply strategies for throwing and staying in the game.	• Throwing strategies • Throw at targets when you think they are off balance. • Throw together using good communication. • Throw at targets from different angles at the same time as they are less likely to see them all in the same eye line. • Try and get close to your target. • Aim low to avoid the opposition catching the ball. • Attack their strongest player first. • Aim at players stood close together giving you a bigger target. • Use disguised and fake throws. • Encourage children to travel around their area always facing the opposition team	• Tactic • Strategy • Aim • Angles • Target • Disguise • Explain • Demonstrate • Opposition • Performance • Transferable

Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)

Knowledge Organiser

Year 5

ABC		
Children will recognise and identify when to use effective changes of direction and speed during a match or when faced with defenders, also, they will be able to demonstrate fast reactions, control and balance when travelling past others in a match such as rugby.		
Skills/Knowledge	How?	Vocabulary
- Travel with awareness of others when travelling at speed - Negotiate space within a game to make quick decisions - Recognise when to use effective changes of speed when competing in a game - Demonstrate control, coordination, agility and balance when travelling through equipment - Apply basic principles suitable for attacking and defending - Compare own performances with previous ones and identify areas for improvement - Demonstrate resilience when participating in activities - Apply a range of skills that could offset defenders - Adapt movements in response to other children's actions, movements/locations - Combine SAQ skills when travelling through a range of equipment and demonstrate good body control - Identify and evaluate others performances when travelling through SAQ equipment - Demonstrate fast reactions, control and balance when travelling past others	- To be able to move limbs in coordination - Travel in limited spaces avoiding contact with other children - Demonstrate a smooth flowing motion when travelling through equipment - Completing foot patterns and sequences - Change speed and direction maintaining control and balance when competing against others - Show determination and resilience when competing against self and others - Explain and describe running techniques and identify areas for improvement - Apply correct techniques for fundamental movements - Demonstrate a climate of joy, freedom, respect and celebration - Know and explain key skills of a good performance - Make quick, effective decisions when travelling past defenders/guards - Can travel through a variety of equipment, demonstrating body control and balance/awareness - Can use key aspects of a good performance and explain ways to improve	- Limbs - Coordination - Demonstrate - Motion - Resilience - Maintaining Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)

Knowledge Organiser

Year 5

Send and Receive		
Children will begin to master different techniques for passing and shooting whilst moving with equipment in a variety of modified games. Children will develop and understanding of how to improve their own performances. Children will show consistency when throwing and catching from a variety of heights angles and distances.		
Skills/knowledge	How?	Vocabulary
• Master throwing and catching techniques when travelling • Know, apply and understand key skills of a good performance and make suggestions for improvement • Receive from a variety of heights, speeds, distances and angles • Maintain control when travelling with equipment • Identify space when sending and receiving • Make good decisions to maintain possession • Explain and apply receiving techniques • Effective communication/signals to help maintain child in possession • Recognise when to travel or when to pass • Select appropriate speed, weight and distance when passing • Select the correct pass type to maintain possession in a game/activity	• Travel quickly and effectively through equipment and clearly demonstrate pace, power and accuracy • Can receive away from other children • Contribute to effective communication to keep possession • Recognise when to travel or when to pass • Demonstrate a climate of joy, freedom, respect and celebration • Recognise when to apply speed to an attack. • Select the appropriate pass for the distance/obstacles/pressure required • Know and explain key skills of a good performance and suggest ways to make improvements • Enjoy communication, collaboration and competition with others	• Master • Performance • Heights • Distances • Speeds • Angles • Techniques • Possession • Maintain • Collaboration • Pace • Power

Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)

Knowledge Organiser

Year 5

Strike and Field

Children will be able to recognise danger areas when fielding and react to situations base on what the batter is doing. Child ren will be able to strike a moving rounders/ cricket ball with control and accuracy. Children can communicate ideas with in a group or team sharing solutions for problems that may arise during a match.

Skills/Knowledge	How?	Vocabulary
• Strike a moving ball with control and accuracy • Set up appropriate fielding positions as a team and as an individual • Recognise danger areas when fielding and react to situations presented by batting children • Throw at a target with speed and accuracy when competing • Perform an over arm bowl with good weight and speed • Use effective communication when batting	• Identify and recognise effective positions on the field • Recognise appropriate positions in relation to the batter and other children • Apply batting principles to strike a moving ball • Identify and explain appropriate batting techniques • Contribute to creating suitable strategies for striking and fielding • Complete an over arm bowl to a medium/large target	• Moving ball • Striking • Control • Accuracy • Apply • Adapt • Perform • Over arm • Bowl • Effective • Tactics • Strategies

Knowledge Organiser

Year 5

SAQ		
Children will master more complex movements through using equipment and applying them in game situations and when moving past a defender. Children will feel confident when explaining technique, whilst using a greater range of physical education vocabulary.		
Skills/knowledge	How?	Vocabulary
- Recognise when to speed up and when to slow down when using equipment - Show coordination and balance within small and large movements - Show coordination, control and balance when travelling through equipment - Apply agility, balance and coordination, individually and with others - Know, apply and explain key skills of a good performance - Show effective changes of speed and direction to travel past the defender - Explain a variety of skills that could be transferred into main stream sports - Create new ways to travel through equipment whilst applying SAQ skills from previous lessons	- Apply effective use of speed when using equipment - Show skill and control in combination - Select the appropriate skill to beat the defender when faced with a 1v1/ 2v2 situation - Explain why and how to apply SAQ skills - Show determination and begin to show resilience when competing against self and others - Create new skills that challenge children's balance and coordination - Demonstrate a climate of joy, freedom, respect and celebration - Show enjoyment in achieving tasks set out - Know and explain key skills of a good performance - Evaluate and recognise own success	Coordination Agility Respect Variety Performance Effective Control Balance Direction

Psychomotor (physical)
Cognitive (mental & psychological)
Affective (social & emotional)

Knowledge Organiser

Year 5

Dance		
Children will be able to move in time to the music, creating movements that express the meaning and mood of the piece of music they are listening to and create short routines. They will, also, be able to explain why they have chosen their actions in relation to the music.		
Skills/Knowledge	How?	Vocabulary
• Create a dance routine with a partner or a small group that has the following: • Appropriate actions/movements relating to a chosen song • Appropriate actions to represent characters within a dance • Combine dance actions in timing of a song/rhythm/beat • Include a variety of expressions to match movements, actions and the song selected • Creativity • Show flexibility, strength, technique, control and balance	• Complete a short sequence in role of a character • Create small patterns as individuals and as a group • Link actions to make a dance phase • Recognise and perform to actions linked to a piece of music • Perform a wide range of actions when dancing to music • Children should show enjoyment in achieving tasks set out • To demonstrate movements to music using flow, timing, coordination and balance • Evaluate and improve own and others performances suggesting ideas for improvement • Show flexibility, strength, technique, control and balance when performing to music • Enjoy communication, collaboration and competition with others	Actions Timing Rhythm Flexibility Strength Control Balance Sequences Creativity

Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)

Athletics		
Children will show an awareness of time and distance when competing against others. Children will start to look at the physiology of running techniques and be able to explain the importance of breathing techniques and the effects it can have on the body.		
Skills/knowledge	How?	Vocabulary
• Apply an awareness of time, speed and distance • Select appropriate speed when travelling at a variety of distances • Apply running techniques to improve performance • Apply throwing techniques to improve performance • Throw with coordination, force, distance, control and accuracy • Take off, jump and land demonstrating control and balance • Compete against others in a variety of events/games • Compare their own performances with previous ones • Develop an understanding of how to improve and evaluate own performance • Demonstrate resilience when participating in activities • Compete in a relay race, maintaining speed throughout change over • Apply throwing techniques to develop power and accuracy • Create and develop tactics and strategies for when competing as an individual and as a team when competing in a variety of athletic events.	• Understand when to change speeds according to distance/length/time • Select appropriate speed for the distance travelled • Select appropriate force when throwing at a target • Explain key factors in a good performance • Throw with accuracy, balance and coordination • Demonstrate determination and resilience during and after events when competing against self and others • Show values of respect for others when winning and losing • Demonstrate a climate of joy, freedom, respect and celebration • Show enjoyment in achieving tasks set out • Know and explain key skills of a good performance • Enjoy communication, collaboration and competition with others • Swap baton over during relay race whilst maintaining good flow and speed • Apply power whilst maintaining accuracy when throwing a variety of athletic equipment • Adapt tactics and strategies when necessary when competing in a variety of athletic events.	• Distance • Coordination • Confidence • Skills • Apply • Technique • Awareness • Improve • Accuracy • Variety • Understanding • Power Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)

Knowledge Organiser

Year 5

Outdoor Adventure activity (Orienteering)

Children will be able to use previously learnt techniques such as lining up and thumbing to pinpoint locations on a map and create their own trails for others to follow. Children will be able to draw birds eye view maps and drawings by learning scale ratio's.

Skills/knowledge	How?	Vocabulary
• Explain the differences between similar looking orienteering symbols • Create a simple trail on a orienteering map • Pinpoint locations using lining up techniques • Create a simple map using scale and birds eye view • Evaluate other children's decisions when pinpointing locations on a map • Explain the importance of symbols, fractions and travelling speeds when completing an orienteering course • Work effectively as a team to complete an orienteering course	• Highlight the importance of knowing your symbols • Include fractions within locating/pinpointing locations on a map • Create and complete trails on a map • Make suggestions for improvements within a variety of tasks in pairs and in a small group. Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	Route Apply Communication Control points Orienteering Course Identify Pinpoint Locations Symbols

Knowledge Organiser

Year 5

Competitive		
While competing children will be able to identify skills that are important to the game and apply them effectively. Children will be able to identify and explain the importance of formations and understand the responsibilities of working as a team during larger team sports such as rugby or football. Children will begin to enjoy healthy competition and encourage others to show resilience.		
Skills/Knowledge	How?	Vocabulary
• Defend an area as a team when faced with opponents • Attack an area as a team when faced with opponents • Compete against yourself and/or others • Compete against others using a variety of equipment • Evaluate others and make suggestions of way to improve performances • Adapt strategies and tactics • Compare own performances with previous ones and identify areas for improvement • Demonstrate resilience when participating in activities	• Pick up appropriate positions when defending an area against others • Show determination and resilience when competing against self and others • Apply transferable skills in a variety of competitions/games/events • Improve owns performance from reflecting on previous attempts • Adapt strategies/tactics depending on previous performances.	Develop Range Tactic Strategy Opponent Excel Improvement Demonstrate Evaluate Transferable

Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)

End of Year Expectations and Assessment



Higher Key Stage 2

End of Year Expectations

End of Year Expectations	Year5	Year 6
Dance	Move in time to music, creating movements that express the meaning and mood of the piece Create short dance routines that relates to a piece of music Explain decisions when creating/choosing movements that feature in a short routine Perform short routines with good timing	Create a dance routine with a partner or a small group that has the following: •Appropriate actions/movements relating to a chosen song •Appropriate actions to represent characters within a dance •Combine dance actions in timing of a song/rhythm/beat Include a variety of expressions to match movements, actions and the song selected
Gymnastics KeyPE sports	Create and perform more complex sequences, including change of direction, travelling, speed and height, showing good stability and core strength Compare performance to previous ones and make suggestions for improvements	Combine and perform gymnastic actions using the whole body adapting movements and balances to a routine so they fit into a sequence Explain ways to improve their own performance in order to achieve their personal best Perform sequences on multiple levels using space expressively

Higher Key Stage 2

End of Year Expectations

End of Year Expectations	Year 5	Year 6
Sending and Receiving	Use different techniques to travel, pass/shoot in a variety of modified games Develop an understanding of how to improve and evaluate own performance Throw and catch constantly from a variety of heights, angles and distances	Understand and show how a team can retain possession Maintain possession when competing against equal numbers Make effective choices of when to send or travel when competing against others. Send and receive accurately whilst travelling
Swimming	Swim between 50 and 100m using 3 strokes, sustaining swimming over an extended time Show a problem solving approach to survival Perform safe self-rescue in different water-based situations	Swim over 100m using 3 strokes, at a sustainable pace Perform a wide range of survival techniques
Athletics	Demonstrate an awareness of speed and distance when competing against others. Explain the importance of breathing techniques and the effect it can have on the body	Evaluate and highlight areas for improvement when jumping, sprinting and throwing to achieve personal best

Higher Key Stage 2

End of Year Expectations

End of Year Expectations	Year 5	Year 6
Fundamental movements	Recognise when to use effective changes of speed when competing in a game Demonstrate fast reactions, control and balance when travelling past others	Adapt movements in response to other children's actions, movements/locations Negotiate space within a game to make quick decisions. Apply a range of skills that could offset defenders
Tactics and Strategies	Identify skills that are transferable to other sports/activities Recognise what works well and what changes would need to be made to improve performance Attack an area 3 V 3 or 4 v 4 using a plan	Recognise the main aspect of a good performance from the opposition Create tactics and strategies to combat other teams performance Defend an area 3 V 3 or 4 v 4 using a plan Identify suitable attacking and defending methods and adapt from the opposition
Competing 	Recognise skills that are important to the game and apply where necessary. Recognise different responsibilities within formation when competing as a team Show resilience when competing as an individual or a team,	Use and adapt tactics choosing the most effective one for different situations Explain the importance of attacking at speed Make more than 1 suggestion of how to defend as a team

Higher Key Stage 2

End of Year Expectations

End of Year Expectations	Year 5	Year 6
Striking and Fielding	Strike a moving ball with control and accuracy Throw at a target with speed and accuracy when competing Recognise danger areas when fielding and react to situations presented by batting children	Set up appropriate fielding positions as a team and as an individual Perform an over arm bowl with good weight and speed Use effective communication when batting
Outdoor Adventurous Activities	Create a simple trail on a orienteering map Pinpoint locations using lining up techniques Create a simple map using scale and Birdseye view	Evaluate other children's decisions when pinpointing locations on a map Explain the importance of symbols, fractions and travelling speeds when completing an orienteering course

Higher Key Stage 2

End of Year Expectations

End of Year Expectations	Year 5	Year 6
Attack & Defending KeyPE sports	Create tactics and strategies when competing against others that are relevant to the game/activities Evaluate own teams performance Apply transferable skills in a variety of competitions/games/events and explain their importance Attack with speed and purpose when faced by opposition	Compete against others, individually and as a group following ideas and tactics that have been created Identify areas of a good/bad performance and make suggestions for improvement Know and explain key skills of a good performance

PE Assessment

Class

[illegible]

Above
expectations
A*
A

A*

A

Meeting expectations
M+
M

M+

M

Working
towards
expectations
WT

WT

Below
expectations
B

B

PE Assessment

Class

[illegible]

Above
expectations
A*
A

Meeting expectations
M+
M

Working
towards
expectations
WT

Below
expectations
B

Below expectations
B

Year 5 Medium Term Plans



Year 5+6 ABC

Learning Intentions	Learning Activities/Experience	Success Criteria
Travel with awareness of others when travelling at speed Negotiate space within a game to make quick decisions Recognise when to use effective changes of speed when competing in a game Demonstrate control, coordination, agility and balance when travelling through equipment Apply basic principles suitable for attacking and defending Compare own performances with previous ones and identify areas for improvement Demonstrate resilience when participating in activities Apply a range of skills that could offset defenders Adapt movements in response to other children's actions, movements/locations Combine SAQ skills when travelling through a range of equipment and demonstrate good body control Identify and evaluate others performances when travelling through SAQ equipment Demonstrate fast reactions, control and balance when travelling past others	Passing through SAQ equipment as individuals or as large groups Games that include guards/defenders/taggers Travelling past lots of children (traffic) in small and large spaces at a variety of speeds Games that include change of direction and change of speed Small team games Games competing against others Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	To be able to move limbs in coordination Travel in limited spaces avoiding contact with other children Demonstrate a smooth flowing motion when travelling through equipment Completing foot patterns and sequences Change speed and direction maintaining control and balance when competing against others Show determination and resilience when competing against self and others Explain and describe running techniques and identify areas for improvement Apply correct techniques for fundamental movements Demonstrate a climate of joy, freedom, respect and celebration Know and explain key skills of a good performance Make quick, effective decisions when travelling past defenders/guards Can travel through a variety of equipment, demonstrating body control and balance/awareness Can use key aspects of a good performance and explain ways to improve

Year 5+6 Athletics

Learning Intentions	Learning Activities/Experience	Success Criteria
Apply an awareness of time, speed and distance Select appropriate speed when travelling at a variety of distances Apply running techniques to improve performance Apply throwing techniques to improve performance Throw with coordination, force, distance, control and accuracy Take off, jump and land demonstrating control and balance Compete against others in a variety of events/games Compare their own performances with previous ones Develop an understanding of how to improve and evaluate own performance Demonstrate resilience when participating in activities Compete in a relay race, maintaining speed throughout change over Apply throwing techniques to develop power and accuracy Create and develop tactics and strategies for when competing as an individual and as a team when participating in a variety of athletic events	Obstacle course showing variations of speed Races in small groups Competition – personal best, against others, against the clock, measuring distance Travelling at speed in a variety of areas Competing in a variety of events Competing against previous performance SAQ work Showcase Inspirational athletes and their achievements/records. Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	Understand when to change speeds according to length of run/distance/time Select appropriate speed for the distance travelled Select appropriate force when throwing at a target Explain key factors in a good performance Throw with accuracy, balance and coordination Demonstrate determination and resilience during and after events when competing against self and others Show values of respect for others when winning and losing Demonstrate a climate of joy, freedom, respect and celebration Show enjoyment in achieving tasks set out Know and explain key skills of a good performance Enjoy communication, collaboration and competition with others Swap baton over during relay race whilst maintaining good flow and speed Apply power whilst maintaining accuracy when throwing a variety of athletic equipment Adapt tactics and strategies when necessary when competing in a variety of athletic events.

Year 5+6 Attack and Defend

Learning Intentions	Learning Activities/Experience	Success Criteria
Travel with control of equipment when travelling at speed or competing against others Create and apply strategies suitable for attacking and defending Make quick decisions whilst competing against others Defend an area 2 v 2, 3 v 3 Attack an area 2 v 2, 3 v 3 Attack with speed and control Exploit space when attacking Recognise when to tackle or when to defend a space Demonstrate an awareness of others and space to attack Identify areas for improvement from your own teams performance and make suggestions for development Demonstrate resilience when participating in activities	Tag games Games that include guards or defenders Games that race against the clock, for example, encourages quick play Ball games that recognise space, distance and awareness of others Opportunities to compete against others as a team and as an individual Games that allow children to compete 2 v 2 or 3 v 3 Repeat games changing the equipment (basketball-hockey) Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	Compete against others, individually and as a group Create tactics and strategies when competing against others Evaluate own teams performance Receive in open spaces when attacking Apply transferable skills in a variety of competitions/games/events Attack with speed and purpose Identify areas of a good/bad performance and make suggestions for improvement Show determination and resilience when competing against self and others Demonstrate a climate of joy, freedom, respect and celebration Show enjoyment in achieving tasks set out Know and explain key skills of a good performance

Learning Intentions	Learning Activities/Experience	Success Criteria
Show qualities of fair play when competing against others Recognise how commitment and determination can impact performance Use a variety of methods for communicating Be aware of how disabilities can affect performance	Compete in the following: •Activities that remove children's sight •Activities that remove children's hearing •Activities that make children communicate with signals •Showcase Inspirational athletes and their achievements/records. Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	Demonstrate respect and fair play Highlight positive impacts through achievement of others Gain respect for different abilities Understand the word determination Explain a variety of barriers for disability sports Understand how people can be discriminated against in sport

Learning Intentions	Learning Activities/Experience	Success Criteria
Defend an area as a team when faced with opponents Attack an area as a team when faced with opponents Compete against yourself and/or others Compete against others using a variety of equipment Evaluate others and make suggestions of way to Improve performances Adapt strategies and tactics Compare own performances with previous ones and identify areas for improvement Demonstrate resilience when participating in activities Play with confidence and know when/where to take risks.	Competing against others, individuals, groups and against the clock Improving personal best 1 v 1 games Small teams games, for example, games where you can move on to the next level that increase in difficulty Compete in modified sports/activities Repeat games changing the equipment (basketball-hockey) 2 v 2 games Showcase Inspirational athletes and their achievements/records.	Pick up appropriate positions when defending an area against others Show determination and resilience when competing against self and others Apply transferable skills in a variety of competitions/games/events Improve owns performance from reflecting on previous attempts Adapt strategies/tactics depending on previous performances.
	Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	

Learning Intentions	Learning Activities/Experience	Success Criteria
Create a dance routine with a partner or a small group that has the following: •Appropriate actions/movements relating to a chosen song •Appropriate actions to represent characters within a dance Combine dance actions in timing of a song/rhythm/beat Include a variety of expressions to match movements, actions and the song selected Creativity Show flexibility, strength, technique, control and balance Play with confidence and know when/how to take risks. KeyPE sports	Small group work creating actions Small group work creating sequences Discussions in small and large groups Performances Showcase Inspirational athletes and their achievements/records. Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	Complete short sequences in a role of a character Create small patterns as individuals and as a group Link actions to make a dance phase Recognise and perform to actions linked to a piece of music Perform a wide range of actions when dancing to music Children should show enjoyment in achieving tasks set out To demonstrate movements to music using flow, timing, coordination and balance Evaluate and improve own and others performances suggesting ideas for improvement Show flexibility, strength, technique, control and balance when performing to music Enjoy communication, collaboration and competition with others

Learning Intentions	Learning Activities/Experience	Success Criteria
To copy or create and link movement phrases Identify and improve own performance Work collaboratively with others to improve a performance Include different apparatus into a sequence Transition from skill to skill with good flow and balance Demonstrate an understanding of how to improve and evaluate own performance/s	Travelling under, over and through different pieces of equipment/ apparatus Performing small movement patterns/sequences as an individual and in small groups Model floor work Incorporate a variety of apparatus Showcase Inspirational athletes and their achievements/records.	Perform a variety of gymnastic skills, showing good flow and transition from high to low Perform a simple routine with good timing and flow Know and explain key skills of a good performance Enjoy communication, collaborating and competing with others Make suggestions to others of how to improve a performance.
	Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	

Learning Intentions	Learning Activities/Experience	Success Criteria
Recognise when to speed up and when to slow down when using equipment Show coordination and balance within small and large movements Show coordination, control and balance when travelling through equipment Apply agility, balance and coordination, individually and with others Know, apply and explain key skills of a good performance Show effective changes of speed and direction to travel past the defender Explain a variety of skills that could be transferred into main stream sports Create new ways to travel through equipment whilst applying SAQ skills from previous lessons KeyPE sports	Passing through SAQ equipment as individuals or as large groups Games that include guards/defenders/taggers Travelling past lots of children (traffic) in small and large spaces Games include change of direction and change of speed 1v1 games Travelling past guards/defenders Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	Apply effective use of speed when using a variety of equipment Show skill and control in combination Select the appropriate skill to beat the defender when faced with a 1v1/ 2v2 situation Explain why and how to apply SAQ skills Show determination and begin to show resilience when competing against self and others Create new skills that challenge children's balance and coordination Demonstrate a climate of joy, freedom, respect and celebration Show enjoyment in achieving tasks set out Know and explain key skills of a good performance Evaluate and recognise own success

Learning Intentions	Learning Activities/Experience	Success Criteria
Master throwing and catching techniques when travelling Know, apply and understand key skills of a good performance and make suggestions for improvement Receive from a variety of heights, speeds, distances and angles Maintain control when travelling with equipment Identify space when sending and receiving Make good decisions to maintain possession Explain and apply receiving techniques Effective communication/signals to help maintain child in possession Recognise when to travel or when to pass Select appropriate speed, weight and distance when passing Select the correct pass type to maintain possession in a game/activity	Repetition of sending and receiving a variety of equipment Competition throwing a variety of equipment at a variety of targets Racing against a clock to see how many times you can hit a target successfully Competing against others or in small groups Modified sports and activities allowing up to 4v4/5v5 Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	Travel with equipment demonstrating good awareness and control Can receive away from other children Contribute to effective communication to keep possession Recognise when to travel or when to pass Demonstrate a climate of joy, freedom, respect and celebration Recognise when to apply speed to an attack. Select the appropriate pass for the distance/obstacles/pressure required Know and explain key skills of a good performance and suggest ways to make improvements Enjoy communication, collaboration and competition with others

Learning Intentions	Learning Activities/Experience	Success Criteria
Strike a moving ball with control and accuracy Set up appropriate fielding positions as a team and as an individual Recognise danger areas when fielding and react to situations presented by batting children Throw at a target with speed and accuracy when competing Perform an over arm bowl with good weight and speed Use effective communication when batting	Batting lanes, bowling lanes Small sided games Aiming at targets Group work with repetition on striking and fielding Pair work working on striking and fielding as well as bowling Showcase Inspirational athletes and their achievements/records.	Identify effective positions for fielding Recognise appropriate positions in relation to the batter and other children Apply batting principles to strike a moving ball Identify and explain appropriate batting techniques Contribute to creating suitable strategies for striking and fielding Complete an over arm bowl to a medium/large target
	Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	

Learning Intentions	Learning Activities/Experience	Success Criteria
Explain tactics that could be used in a variety of games/sports/activities Highlight what worked well in the following areas: Own performance (as an individual) Teams performance Opposition performance Highlight areas that could be improved in the following areas: Own performance (as an individual) Teams performance Opposition performance Defend a area as a small team Attack an area as part of a small team Use effective communication during a game to help maintain focus of tactics and strategies KeyPE sports	Small sided games in a variety of sports/activities 1v1 games in a variety of sports/activities Allow time for discussions Observe other teams Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	Explain key skills of a good performance Create tactics that could help improve performance Create tactics that could help stop the opposition team from scoring points Explain strategies that could prevent the opposition teams from winning points. Recognise and explain tactics and strategies that could be transferred to a variety of sports Guard/protect/defend an area as a team and be able to explain how and why Attack an area as a team and be able to explain how and why Help others follow a plan during a game/activity

Year 5 + 6 Outdoor and Adventurous Activity

Learning Intentions	Learning Activities/Experience	Success Criteria
Explain the differences between similar looking orienteering symbols Create a simple trail on a orienteering map Pinpoint locations using lining up techniques Create a simple map using scale and birdseye view Evaluate other children's decisions when pinpointing locations on a map Explain the importance of symbols, fractions and travelling speeds when completing an orienteering course Work effectively as a team to complete an orienteering course KeyPE sports	Competitions identifying symbols Competitions identifying locations on a map Creating and analysing locations on a map Create and analyse scale drawings Large scale fractions activities Team games (problem solving) Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	Highlight the importance of knowing your symbols Include fractions within locating/pinpointing locations on a map Create and complete trails on a map Make suggestions for improvements within a variety of tasks in pairs and in a small group

Learning Intentions	Learning Activities/Experience	Success Criteria
•Lead healthy active lives. •Healthy snack and dinner choices •Meet the 60mins expected time for being active •Explain the benefits of being active. •Explain the benefits of eating healthy. •Know and explain the benefits of a healthy mindset. •Create tactics and strategies for new sports. 	•Assembly •Classroom lessons •Full day donated to being active •Daily Mile •Rewards •Guest speakers •Eating Active Mental Wellbeing •Promote out of school clubs •New sports Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	•Take part in new sports and make healthy choices in and out of school. •To know, apply and explain what contributes to a healthy lifestyle. •Create and adapt a wide range of strategies for a wide range of sports.

Year 6



Year 6 PE Overview



Y6

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

Lesson 1

Fundamental movements

Adapt movements in response to other children's actions, movements/locations

•Negotiate space within a game to make quick decisions.

Apply a range of skills that could offset defenders

Paralympics X 3weeks
Show qualities of fair play when competing against others

Recognise how commitment and determination can impact performance

Gymnastics

Combine and perform gymnastic actions using the whole body adapting movements and balances to a routine so they fit into a sequence.

Explain ways to improve their own performance in order to achieve their personal best. Perform sequences on multiple levels using space expressively.

Outdoor Adventurous Activities

Evaluate other children's decisions when pinpointing locations on a map

Explain the importance of symbols, fractions and travelling speeds when completing an orienteering course

Dance

Create a dance routine with a partner or a small group that has the following:

•Appropriate actions/movements relating to a chosen song.
•Appropriate actions to represent characters within a dance.

•Combine dance actions in timing of a song/rhythm/beat

•Include a variety of Expressions to match movements, actions and the song selected.

Sending and Receiving

Understand and show how a team can retain possession.

Maintain possession when competing against equal numbers.

Make effective choices of when to send or travel when competing against others.

Send and receive accurately whilst travelling

Athletics

Evaluate and highlight areas for improvement when Jumping, sprinting and throwing to achieve personal best.

Striking and Fielding

Set up appropriate fielding positions as a team and as an individual

Perform an over arm bowl with good weight and speed

Use effective communication when batting

Tactics and Strategies

Recognise the main aspect of a good performance from the opposition.

Create tactics and strategies to combat other teams performance.

Defend an area 3 V 3 or 4 v 4 Using a plan

Identify suitable attacking and defending methods and adapt from the opposition.

Make more than 1 suggestion of how to defend as a team.

KeyPE
sports

Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)

Year 6 Knowledge Organisers



Knowledge Organiser

Year 6

Attack and defend		
Skills/knowledge	How?	Vocabulary
• Travel with control of equipment when travelling at speed or competing against others • Create and apply strategies suitable for attacking and defending • Make quick decisions whilst competing against others • Defend an area 2 v 2, 3 v 3 • Attack an area 2 v 2, 3 v 3 • Attack with speed and control • Exploit space when attacking • Recognise when to tackle or when to defend a space • Demonstrate an awareness of others and space to attack • Identify areas for improvement from your own's teams performance and make suggestions for development • Demonstrate resilience when participating in activities	• Compete against others, individually and as a group • Create tactics and strategies when competing against others • Evaluate own team performance • Receive in open spaces when attacking • Apply transferable skills in a variety of competitions/games/events • Attack with speed and purpose • Identify areas of a good/bad performance and make suggestions for improvement • Show determination and resilience when competing against self and others • Demonstrate a climate of joy, freedom, respect and celebration • Show enjoyment in achieving tasks set out • Know and explain key skills of a good performance	• Increase • Change of speed • Change direction • Target • Receive • Distance • Angles • Travel • Dribble • Vary • Movement • Intercept • Variety • Control

Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)

Knowledge Organiser

Year

6

Gymnastics

Children will be able to combine and perform gymnastic actions using the whole body and be able to adapt them while creating a routine, in order for it to fit in to a sequence with flow and rhythm. Children will break down their routine and look for ways to improve and extend their piece of work, this could be through peer feedback or video analysis using i-pads. Whilst showing enjoyment in the activities they will be able to portray emotions through the use of facial expressions and expressive use of space and equipment.

Skills/Knowledge	How?	Vocabulary
• To copy or create and link movement phrases • Identify and improve own performance • Work collaboratively with others to improve a performance • Include different apparatus into a sequence • Transition from skill to skill with good flow and balance • Demonstrate an understanding of how to improve and evaluate own performance/	• Perform a variety of gymnastic skills showing good flow and transition from high to low • Perform a simple routine with good timing and flow • Know and explain key skills of a good performance • Enjoy communication, collaborating and competing with others • Make suggestions to others of how to improve a performance.	• Fluency • Technique • Balance • Control • Explain • Demonstrate • Support • Arch

Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)

Knowledge Organiser

Year 6

Tactics and Strategies		
Children will be able to recognise the key aspects of a good performance from the opposition and be able to react with their own strategies, this could be during 3v3 or 4v4 small sided games or during dodgeball. Identify suitable methods to attack and defend whilst adapting to the oppositions decisions.		
Skills/knowledge	How?	Vocabulary
• Recognise skills that are important to the game. • Recognise skills that are transferable to other sports. • Recognise main aspects of a good performance. • Identify how to improve a performance. • Identify areas to improve and create tactics as a group to support team performance. • Apply strategies for dodging. • Apply strategies for throwing and staying in the game.	• Throwing strategies • Throw at targets when you think they are off balance. • Throw together using good communication. • Throw at targets from different angles at the same time as they are less likely to see them all in the same eye line. • Try and get close to your target. • Aim low to avoid the opposition catching the ball. • Attack their strongest player first. • Aim at players stood close together giving you a bigger target. • Use disguised and fake throws. • Encourage children to travel around their area always facing the opposition team	• Tactic • Strategy • Aim • Angles • Target • Disguise • Explain • Demonstrate • Opposition • Performance • Transferable

Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)

Knowledge Organiser

Year 6

ABC		
Children should feel physically confident when moving through equipment, using small spaces during matches while making quick decisions and evading defenders. They will be able to identify, understand and apply a range of skills that could offset defenders.		
Skills/Knowledge	How?	Vocabulary
- Travel with awareness of others when travelling at speed - Negotiate space within a game to make quick decisions - Recognise when to use effective changes of speed when competing in a game - Demonstrate control, coordination, agility and balance when travelling through equipment - Apply basic principles suitable for attacking and defending - Compare own performances with previous ones and identify areas for improvement - Demonstrate resilience when participating in activities - Apply a range of skills that could offset defenders - Adapt movements in response to other children's actions, movements/locations - Combine SAQ skills when travelling through a range of equipment and demonstrate good body control - Identify and evaluate others performances when travelling through SAQ equipment - Demonstrate fast reactions, control and balance when travelling past others	- To be able to move limbs in coordination - Travel in limited spaces avoiding contact with other children - Demonstrate a smooth flowing motion when travelling through equipment - Completing foot patterns and sequences - Change speed and direction maintaining control and balance when competing against others - Show determination and resilience when competing against self and others - Explain and describe running techniques and identify areas for improvement - Apply correct techniques for fundamental movements - Demonstrate a climate of joy, freedom, respect and celebration - Know and explain key skills of a good performance - Make quick, effective decisions when travelling past defenders/guards - Can travel through a variety of equipment, demonstrating body control and balance/awareness - Can use key aspects of a good performance and explain ways to improve Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	- Limbs - Coordination - Demonstrate - Motion - Resilience - Maintaining

Knowledge Organiser

Year 6

Send and receive

Children can understand and show how to retain possession, and be able to control possession when facing a team with equal amount of players. Children will have built the knowledge of when to send and when to travel with the equipment, whilst performing with accuracy and efficiency.

Skills/knowledge	How?	Vocabulary
• Master throwing and catching techniques when travelling • Know, apply and understand key skills of a good performance and make suggestions for improvement • Receive from a variety of heights, speeds, distances and angles • Maintain control when travelling with equipment • Identify space when sending and receiving • Make good decisions to maintain possession • Explain and apply receiving techniques • Effective communication/signals to help maintain child in possession • Recognise when to travel or when to pass • Select appropriate speed, weight and distance when passing • Select the correct pass type to maintain possession in a game/activity	• Travel quickly and effectively through equipment and clearly demonstrate pace, power and accuracy • Can receive away from other children • Contribute to effective communication to keep possession • Recognise when to travel or when to pass • Demonstrate a climate of joy, freedom, respect and celebration • Recognise when to apply speed to an attack. • Select the appropriate pass for the distance/obstacles/pressure required • Know and explain key skills of a good performance and suggest ways to make improvements • Enjoy communication, collaboration and competition with others	• Master • Performance • Heights • Distances • Speeds • Angles • Techniques • Possession • Maintain • Collaboration • Pace • Power

Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)

Knowledge Organiser

Year 6

SAQ		
Children can move with fluidity and control when using equipment or faced with guards. Children will be able to apply different movements, speeds and changes of direction when in a game situation and make quick reactive decisions based on what opponents are doing. Children will be able to understand and explain how the body moves and how to improve performances.		
Skills/knowledge	How?	Vocabulary
• Recognise when to speed up and when to slow down when using equipment • Show coordination and balance within small and large movements • Show coordination, control and balance when travelling through equipment • Apply agility, balance and coordination, individually and with others • Know, apply and explain key skills of a good performance • Show effective changes of speed and direction to travel past the defender • Explain a variety of skills that could be transferred into main stream sports • Create new ways to travel through equipment whilst applying SAQ skills from previous lessons	• Apply effective use of speed when using equipment • Show skill and control in combination • Select the appropriate skill to beat the defender when faced with a 1v1/ 2v2 situation • Explain why and how to apply SAQ skills • Show determination and begin to show resilience when competing against self and others • Create new skills that challenge children's balance and coordination • Demonstrate a climate of joy, freedom, respect and celebration • Show enjoyment in achieving tasks set out • Know and explain key skills of a good performance • Evaluate and recognise own success	• Coordination • Agility • Transferable • Knowledge • Variety • Performance • Effective • Resilience • Evaluate

Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)

Knowledge Organiser

Year 6

Dance

Children can create their own routine with a partner or small group that includes, appropriate actions in relation to the music, representation of different characters and combines different actions in time with the beat. Children will be able to use the piece of music to create different expressions and emotions.

Skills/Knowledge	How?	Vocabulary
• Create a dance routine with a partner or a small group that has the following: • Appropriate actions/movements relating to a chosen song •Appropriate actions to represent characters within a dance • Combine dance actions in timing of a song/rhythm/beat • Include a variety of expressions to match movements, actions and the song selected • Creativity • Show flexibility, strength, technique, control and balance	• Complete a short sequence in role of a character • Create small patterns as individuals and as a group • Link actions to make a dance phase • Recognise and perform to actions linked to a piece of music • Perform a wide range of actions when dancing to music • Children should show enjoyment in achieving tasks set out • To demonstrate movements to music using flow, timing, coordination and balance • Evaluate and improve own and others performances suggesting ideas for improvement • Show flexibility, strength, technique, control and balance when performing to music • Enjoy communication, collaboration and competition with others	• Routine • Actions • Combine • Timing • Rhythm • Beat • Flexibility • Expressions • Strength • Control • Balance • Sequences • Creativity

Year 6

Athletics		
Children will master all the actions needed when competing in mini Olympics and team challenges. Children will use evaluation methods to suggest areas for improving their running, jumping and throwing abilities. Competition and challenges will be completed with a competitive element and a positive encouraging environment.		
Skills/knowledge	How?	Vocabulary
• Apply an awareness of time, speed and distance • Select appropriate speed when travelling at a variety of distances • Apply running techniques to improve performance • Apply throwing techniques to improve performance • Throw with coordination, force, distance, control and accuracy • Take off, jump and land demonstrating control and balance • Compete against others in a variety of events/games • Compare their own performances with previous ones • Develop an understanding of how to improve and evaluate own performance • Demonstrate resilience when participating in activities • Compete in a relay race, maintaining speed throughout change over • Apply throwing techniques to develop power and accuracy • Create and develop tactics and strategies for when competing as an individual and as a team when competing in a variety of athletic events.	• Understand when to change speeds according to distance/length/time • Select appropriate speed for the distance travelled • Select appropriate force when throwing at a target • Explain key factors in a good performance • Throw with accuracy, balance and coordination • Demonstrate determination and resilience during and after events when competing against self and others • Show values of respect for others when winning and losing • Demonstrate a climate of joy, freedom, respect and celebration • Show enjoyment in achieving tasks set out • Know and explain key skills of a good performance • Enjoy communication, collaboration and competition with others • Swap baton over during relay race whilst maintaining good flow and speed • Apply power whilst maintaining accuracy when throwing a variety of athletic equipment • Adapt tactics and strategies when necessary when competing in a variety of athletic events. Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	• Coordination • evaluate • Skills • Apply • Technique • Awareness • Improve • Accuracy • Performance • Resilience • Collaboration

Knowledge Organiser

Year 6

Strike and Field		
Children will be encouraged to set up their own positions when fielding, individually and as a team. Children will begin to feel confident when bowling over arm and be able to select the right weight and speed. Children will use effective communication and be able to work together when batting in pairs.		
Skills/Knowledge	How?	Vocabulary
• Strike a moving ball with control and accuracy • Set up appropriate fielding positions as a team and as an individual • Recognise danger areas when fielding and react to situations presented by batting children • Throw at a target with speed and accuracy when competing • Perform an over arm bowl with good weight and speed • Use effective communication when batting	• Recognise appropriate positions in relation to the batter and other children • Apply batting principles to strike a moving ball • Identify and explain appropriate batting techniques • Contribute to creating suitable strategies for striking and fielding • Complete an over arm bowl to a medium/large target	• Moving ball • Striking • Control • Accuracy • Apply • Adapt • Perform • Over arm • Bowl • Effective • Tactics • Strategies • Reactions

Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)

Knowledge Organiser

Year 6

Outdoor Adventure activity (Orienteering)

Children will be asked to evaluate other children's decisions when pinpointing locations on a map, by using different techniques that have been learnt. Children can explain the importance of symbols, fractions and travelling speeds when completing an orienteering course and work effectively as a group to complete tasks set out.

Skills/knowledge	How?	Vocabulary
• Explain the differences between similar looking orienteering symbols • Create a simple trail on a orienteering map • Pinpoint locations using lining up techniques • Create a simple map using scale and Birdseye view • Evaluate other children's decisions when pinpointing locations on a map • Explain the importance of symbols, fractions and travelling speeds when completing an orienteering course • Work effectively as a team to complete an orienteering course	• Highlight the importance of knowing your symbols • Include fractions within locating/pinpointing locations on a map • Create and complete trails on a map • Make suggestions for improvements within a variety of tasks in pairs and in a small group	• Route • Apply • Communication • Control points • Orienteering • Course • Identify • Pinpoint • Locations • Symbols

Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)

Knowledge Organiser

Year 6

Competitive		
Children will be able to use and adapt tactics choosing the most effective one for different situations. They will be able to explain the importance of attacking at speed and make more than 1 suggestion of how to defend as a team.		
Skills/Knowledge	How?	Vocabulary
• Defend an area as a team when faced with opponents • Attack an area as a team when faced with opponents • Compete against yourself and/or others • Compete against others using a variety of equipment • Evaluate others and make suggestions of way to Improve performances • Adapt strategies and tactics • Compare own performances with previous ones and identify areas for improvement • Demonstrate resilience when participating in activities	• Pick up appropriate positions when defending an area against others • Show determination and resilience when competing against self and others • Apply transferable skills in a variety of competitions/games/events • Improve owns performance from reflecting on previous attempts • Adapt strategies/tactics depending on previous performances.	• Develop • Range • Tactic • Strategy • Opponent • Excel • Improvement • Demonstrate • Evaluate • Transferable

Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)

End of Year Expectations and Assessment



Higher Key Stage 2

End of Year Expectations

End of Year Expectations		Year5	Year 6
Dance		Move in time to music, creating movements that express the meaning and mood of the piece Create short dance routines that relates to a piece of music Explain decisions when creating/choosing movements that feature in a short routine Perform short routines with good timing	Create a dance routine with a partner or a small group that has the following: •Appropriate actions/movements relating to a chosen song •Appropriate actions to represent characters within a dance •Combine dance actions in timing of a song/rhythm/beat Include a variety of expressions to match movements, actions and the song selected
Gymnastics		Create and perform more complex sequences, including change of direction, travelling, speed and height, showing good stability and core strength Compare performance to previous ones and make suggestions for improvements	Combine and perform gymnastic actions using the whole body adapting movements and balances to a routine so they fit into a sequence Explain ways to improve their own performance in order to achieve their personal best Perform sequences on multiple levels using space expressively

Higher Key Stage 2

End of Year Expectations

End of Year Expectations	Year 5	Year 6
Sending and Receiving	Use different techniques to travel, pass/shoot in a variety of modified games Develop an understanding of how to improve and evaluate own performance Throw and catch constantly from a variety of heights, angles and distances	Understand and show how a team can retain possession Maintain possession when competing against equal numbers Make effective choices of when to send or travel when competing against others. Send and receive accurately whilst travelling
Swimming	Swim between 50 and 100m using 3three strokes, sustaining swimming over an extended time Show a problem solving approach to survival Perform safe self-rescue in different water-based situations	Swim over 100m using 3 strokes, at a sustainable pace Perform a wide range of survival techniques
Athletics	Demonstrate an awareness of speed and distance when competing against others. Explain the importance of breathing techniques and the effect it can have on the body	Evaluate and highlight areas for improvement when jumping, sprinting and throwing to achieve personal best



Higher Key Stage 2

End of Year Expectations

End of Year Expectations	Year 5	Year 6
Fundamental movements	Recognise when to use effective changes of speed when competing in a game Demonstrate fast reactions, control and balance when travelling past others	Adapt movements in response to other children's actions, movements/locations Negotiate space within a game to make quick decisions. Apply a range of skills that could offset defenders
Tactics and Strategies	Identify skills that are transferable to other sports/activities Recognise what works well and what changes would need to be made to improve performance Attack an area 3 V 3 or 4 v 4 using a plan	Recognise the main aspect of a good performance from the opposition Create tactics and strategies to combat other teams performance Defend an area 3 V 3 or 4 v 4 using a plan Identify suitable attacking and defending methods and adapt from the opposition
Competing 	Recognise skills that are important to the game and apply where necessary. Recognise different responsibilities within formation when competing as a team Show resilience when competing as an individual or a team,	Use and adapt tactics choosing the most effective one for different situations Explain the importance of attacking at speed Make more than 1 suggestion of how to defend as a team

Higher Key Stage 2

End of Year Expectations

End of Year Expectations	Year 5	Year 6
Striking and Fielding	Strike a moving ball with control and accuracy Throw at a target with speed and accuracy when competing Recognise danger areas when fielding and react to situations presented by batting children	Set up appropriate fielding positions as a team and as an individual Perform an over arm bowl with good weight and speed Use effective communication when batting
Outdoor Adventurous Activities 	Create a simple trail on a orienteering map Pinpoint locations using lining up techniques Create a simple map using scale and Birdseye view	Evaluate other children's decisions when pinpointing locations on a map Explain the importance of symbols, fractions and travelling speeds when completing an orienteering course

Higher Key Stage 2

End of Year Expectations

End of Year Expectations	Year 5	Year 6
Attack & Defend	Create tactics and strategies when competing against others Receive in open spaces when attacking creating opportunities for 1v1's Show determination and resilience when competing against self and others Know and explain key skills of a good performance	Evaluate own teams performance Apply and explain transferable skills in a variety of competitions/games/events Attack with speed and purpose Identify areas of a good/bad performance and make suggestions for improvement Show determination and resilience when competing against self and others

PE Assessment	Class
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Class

[illegible]

Above
expectations
A*
A

Above
expectations
A*
A

Above
expectations
A*
A

Meeting expectations
M+
M

Meeting expectations
M+
M

Meeting expectations
M+
M

Working
towards
expectations
WT

Below
expectations
B

Working
towards
expectations
WT

Below
expectations
B

Below expectations
B

Below expectations
B

PE Assessment

Class

[illegible]

Above
expectations
A*
A

A^*
A

A

Meeting expectations
M+
M

M+
M

M

Working
towards
expectations
WT

WT

Below expectations
B

B

Year 5 Medium Term Plans



Year 5+6 ABC

Learning Intentions	Learning Activities/Experience	Success Criteria
Travel with awareness of others when travelling at speed Negotiate space within a game to make quick decisions Recognise when to use effective changes of speed when competing in a game Demonstrate control, coordination, agility and balance when travelling through equipment Apply basic principles suitable for attacking and defending Compare own performances with previous ones and identify areas for improvement Demonstrate resilience when participating in activities Apply a range of skills that could offset defenders Adapt movements in response to other children's actions, movements/locations Combine SAQ skills when travelling through a range of equipment and demonstrate good body control Identify and evaluate others performances when travelling through SAQ equipment Demonstrate fast reactions, control and balance when travelling past others	Passing through SAQ equipment as individuals or as large groups Games that include guards/defenders/taggers Travelling past lots of children (traffic) in small and large spaces at a variety of speeds Games that include change of direction and change of speed Small team games Games competing against others Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	To be able to move limbs in coordination Travel in limited spaces avoiding contact with other children Demonstrate a smooth flowing motion when travelling through equipment Completing foot patterns and sequences Change speed and direction maintaining control and balance when competing against others Show determination and resilience when competing against self and others Explain and describe running techniques and identify areas for improvement Apply correct techniques for fundamental movements Demonstrate a climate of joy, freedom, respect and celebration Know and explain key skills of a good performance Make quick, effective decisions when travelling past defenders/guards Can travel through a variety of equipment, demonstrating body control and balance/awareness Can use key aspects of a good performance and explain ways to improve

Year 5+6 Athletics

Learning Intentions	Learning Activities/Experience	Success Criteria
Apply an awareness of time, speed and distance Select appropriate speed when travelling at a variety of distances Apply running techniques to improve performance Apply throwing techniques to improve performance Throw with coordination, force, distance, control and accuracy Take off, jump and land demonstrating control and balance Compete against others in a variety of events/games Compare their own performances with previous ones Develop an understanding of how to improve and evaluate own performance Demonstrate resilience when participating in activities Compete in a relay race, maintaining speed throughout change over Apply throwing techniques to develop power and accuracy Create and develop tactics and strategies for when competing as an individual and as a team when participating in a variety of athletic events	Obstacle course showing variations of speed Races in small groups Competition – personal best, against others, against the clock, measuring distance Travelling at speed in a variety of areas Competing in a variety of events Competing against previous performance SAQ work Showcase Inspirational athletes and their achievements/records. Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	Understand when to change speeds according to length of run/distance/time Select appropriate speed for the distance travelled Select appropriate force when throwing at a target Explain key factors in a good performance Throw with accuracy, balance and coordination Demonstrate determination and resilience during and after events when competing against self and others Show values of respect for others when winning and losing Demonstrate a climate of joy, freedom, respect and celebration Show enjoyment in achieving tasks set out Know and explain key skills of a good performance Enjoy communication, collaboration and competition with others Swap baton over during relay race whilst maintaining good flow and speed Apply power whilst maintaining accuracy when throwing a variety of athletic equipment Adapt tactics and strategies when necessary when competing in a variety of athletic events.

Learning Intentions	Learning Activities/Experience	Success Criteria
Travel with control of equipment when travelling at speed or competing against others Create and apply strategies suitable for attacking and defending Make quick decisions whilst competing against others Defend an area 2 v 2, 3 v 3 Attack an area 2 v 2, 3 v 3 Attack with speed and control Exploit space when attacking Recognise when to tackle or when to defend a space Demonstrate an awareness of others and space to attack Identify areas for improvement from your own teams performance and make suggestions for development Demonstrate resilience when participating in activities	Tag games Games that include guards or defenders Games that race against the clock, for example, encourages quick play Ball games that recognise space, distance and awareness of others Opportunities to compete against others as a team and as an individual Games that allow children to compete 2 v 2 or 3 v 3 Repeat games changing the equipment (basketball-hockey) Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	Compete against others, individually and as a group Create tactics and strategies when competing against others Evaluate own teams performance Receive in open spaces when attacking Apply transferable skills in a variety of competitions/games/events Attack with speed and purpose Identify areas of a good/bad performance and make suggestions for improvement Show determination and resilience when competing against self and others Demonstrate a climate of joy, freedom, respect and celebration Show enjoyment in achieving tasks set out Know and explain key skills of a good performance

Learning Intentions	Learning Activities/Experience	Success Criteria
Show qualities of fair play when competing against others Recognise how commitment and determination can impact performance Use a variety of methods for communicating Be aware of how disabilities can affect performance	Compete in the following: •Activities that remove children's sight •Activities that remove children's hearing •Activities that make children communicate with signals •Showcase Inspirational athletes and their achievements/records. Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	Demonstrate respect and fair play Highlight positive impacts through achievement of others Gain respect for different abilities Understand the word determination Explain a variety of barriers for disability sports Understand how people can be discriminated against in sport

Learning Intentions	Learning Activities/Experience	Success Criteria
Defend an area as a team when faced with opponents Attack an area as a team when faced with opponents Compete against yourself and/or others Compete against others using a variety of equipment Evaluate others and make suggestions of way to Improve performances Adapt strategies and tactics Compare own performances with previous ones and identify areas for improvement Demonstrate resilience when participating in activities Play with confidence and know when/where to take risks.	Competing against others, individuals, groups and against the clock Improving personal best 1 v 1 games Small teams games, for example, games where you can move on to the next level that increase in difficulty Compete in modified sports/activities Repeat games changing the equipment (basketball-hockey) 2 v 2 games Showcase Inspirational athletes and their achievements/records.	Pick up appropriate positions when defending an area against others Show determination and resilience when competing against self and others Apply transferable skills in a variety of competitions/games/events Improve owns performance from reflecting on previous attempts Adapt strategies/tactics depending on previous performances.
	Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	

Learning Intentions	Learning Activities/Experience	Success Criteria
Create a dance routine with a partner or a small group that has the following: •Appropriate actions/movements relating to a chosen song •Appropriate actions to represent characters within a dance Combine dance actions in timing of a song/rhythm/beat Include a variety of expressions to match movements, actions and the song selected Creativity Show flexibility, strength, technique, control and balance Play with confidence and know when/how to take risks. KeyPE sports	Small group work creating actions Small group work creating sequences Discussions in small and large groups Performances Showcase Inspirational athletes and their achievements/records. Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	Complete short sequences in a role of a character Create small patterns as individuals and as a group Link actions to make a dance phase Recognise and perform to actions linked to a piece of music Perform a wide range of actions when dancing to music Children should show enjoyment in achieving tasks set out To demonstrate movements to music using flow, timing, coordination and balance Evaluate and improve own and others performances suggesting ideas for improvement Show flexibility, strength, technique, control and balance when performing to music Enjoy communication, collaboration and competition with others

Learning Intentions	Learning Activities/Experience	Success Criteria
To copy or create and link movement phrases Identify and improve own performance Work collaboratively with others to improve a performance Include different apparatus into a sequence Transition from skill to skill with good flow and balance Demonstrate an understanding of how to improve and evaluate own performance/s	Travelling under, over and through different pieces of equipment/ apparatus Performing small movement patterns/sequences as an individual and in small groups Model floor work Incorporate a variety of apparatus Showcase Inspirational athletes and their achievements/records.	Perform a variety of gymnastic skills, showing good flow and transition from high to low Perform a simple routine with good timing and flow Know and explain key skills of a good performance Enjoy communication, collaborating and competing with others Make suggestions to others of how to improve a performance.
	Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	

Learning Intentions	Learning Activities/Experience	Success Criteria
Recognise when to speed up and when to slow down when using equipment Show coordination and balance within small and large movements Show coordination, control and balance when travelling through equipment Apply agility, balance and coordination, individually and with others Know, apply and explain key skills of a good performance Show effective changes of speed and direction to travel past the defender Explain a variety of skills that could be transferred into main stream sports Create new ways to travel through equipment whilst applying SAQ skills from previous lessons KeyPE sports	Passing through SAQ equipment as individuals or as large groups Games that include guards/defenders/taggers Travelling past lots of children (traffic) in small and large spaces Games include change of direction and change of speed 1v1 games Travelling past guards/defenders Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	Apply effective use of speed when using a variety of equipment Show skill and control in combination Select the appropriate skill to beat the defender when faced with a 1v1/ 2v2 situation Explain why and how to apply SAQ skills Show determination and begin to show resilience when competing against self and others Create new skills that challenge children's balance and coordination Demonstrate a climate of joy, freedom, respect and celebration Show enjoyment in achieving tasks set out Know and explain key skills of a good performance Evaluate and recognise own success

Learning Intentions	Learning Activities/Experience	Success Criteria
Master throwing and catching techniques when travelling Know, apply and understand key skills of a good performance and make suggestions for improvement Receive from a variety of heights, speeds, distances and angles Maintain control when travelling with equipment Identify space when sending and receiving Make good decisions to maintain possession Explain and apply receiving techniques Effective communication/signals to help maintain child in possession Recognise when to travel or when to pass Select appropriate speed, weight and distance when passing Select the correct pass type to maintain possession in a game/activity	Repetition of sending and receiving a variety of equipment Competition throwing a variety of equipment at a variety of targets Racing against a clock to see how many times you can hit a target successfully Competing against others or in small groups Modified sports and activities allowing up to 4v4/5v5 Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	Travel with equipment demonstrating good awareness and control Can receive away from other children Contribute to effective communication to keep possession Recognise when to travel or when to pass Demonstrate a climate of joy, freedom, respect and celebration Recognise when to apply speed to an attack. Select the appropriate pass for the distance/obstacles/pressure required Know and explain key skills of a good performance and suggest ways to make improvements Enjoy communication, collaboration and competition with others

Learning Intentions	Learning Activities/Experience	Success Criteria
Strike a moving ball with control and accuracy Set up appropriate fielding positions as a team and as an individual Recognise danger areas when fielding and react to situations presented by batting children Throw at a target with speed and accuracy when competing Perform an over arm bowl with good weight and speed Use effective communication when batting	Batting lanes, bowling lanes Small sided games Aiming at targets Group work with repetition on striking and fielding Pair work working on striking and fielding as well as bowling Showcase Inspirational athletes and their achievements/records.	Identify effective positions for fielding Recognise appropriate positions in relation to the batter and other children Apply batting principles to strike a moving ball Identify and explain appropriate batting techniques Contribute to creating suitable strategies for striking and fielding Complete an over arm bowl to a medium/large target
	Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	

Learning Intentions	Learning Activities/Experience	Success Criteria
Explain tactics that could be used in a variety of games/sports/activities Highlight what worked well in the following areas: Own performance (as an individual) Teams performance Opposition performance Highlight areas that could be improved in the following areas: Own performance (as an individual) Teams performance Opposition performance Defend a area as a small team Attack an area as part of a small team Use effective communication during a game to help maintain focus of tactics and strategies KeyPE sports	Small sided games in a variety of sports/activities 1v1 games in a variety of sports/activities Allow time for discussions Observe other teams Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	Explain key skills of a good performance Create tactics that could help improve performance Create tactics that could help stop the opposition team from scoring points Explain strategies that could prevent the opposition teams from winning points. Recognise and explain tactics and strategies that could be transferred to a variety of sports Guard/protect/defend an area as a team and be able to explain how and why Attack an area as a team and be able to explain how and why Help others follow a plan during a game/activity

Year 5 + 6 Outdoor and Adventurous Activity

Learning Intentions	Learning Activities/Experience	Success Criteria
Explain the differences between similar looking orienteering symbols Create a simple trail on a orienteering map Pinpoint locations using lining up techniques Create a simple map using scale and birdseye view Evaluate other children's decisions when pinpointing locations on a map Explain the importance of symbols, fractions and travelling speeds when completing an orienteering course Work effectively as a team to complete an orienteering course KeyPE sports	Competitions identifying symbols Competitions identifying locations on a map Creating and analysing locations on a map Create and analyse scale drawings Large scale fractions activities Team games (problem solving) Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	Highlight the importance of knowing your symbols Include fractions within locating/pinpointing locations on a map Create and complete trails on a map Make suggestions for improvements within a variety of tasks in pairs and in a small group

Learning Intentions	Learning Activities/Experience	Success Criteria
•Lead healthy active lives. •Healthy snack and dinner choices •Meet the 60mins expected time for being active •Explain the benefits of being active. •Explain the benefits of eating healthy. •Know and explain the benefits of a healthy mindset. •Create tactics and strategies for new sports.	•Assembly •Classroom lessons •Full day donated to being active •Daily Mile •Rewards •Guest speakers •Eating Active Mental Wellbeing •Promote out of school clubs •New sports	•Take part in new sports and make healthy choices in and out of school. •To know, apply and explain what contributes to a healthy lifestyle. •Create and adapt a wide range of strategies for a wide range of sports.