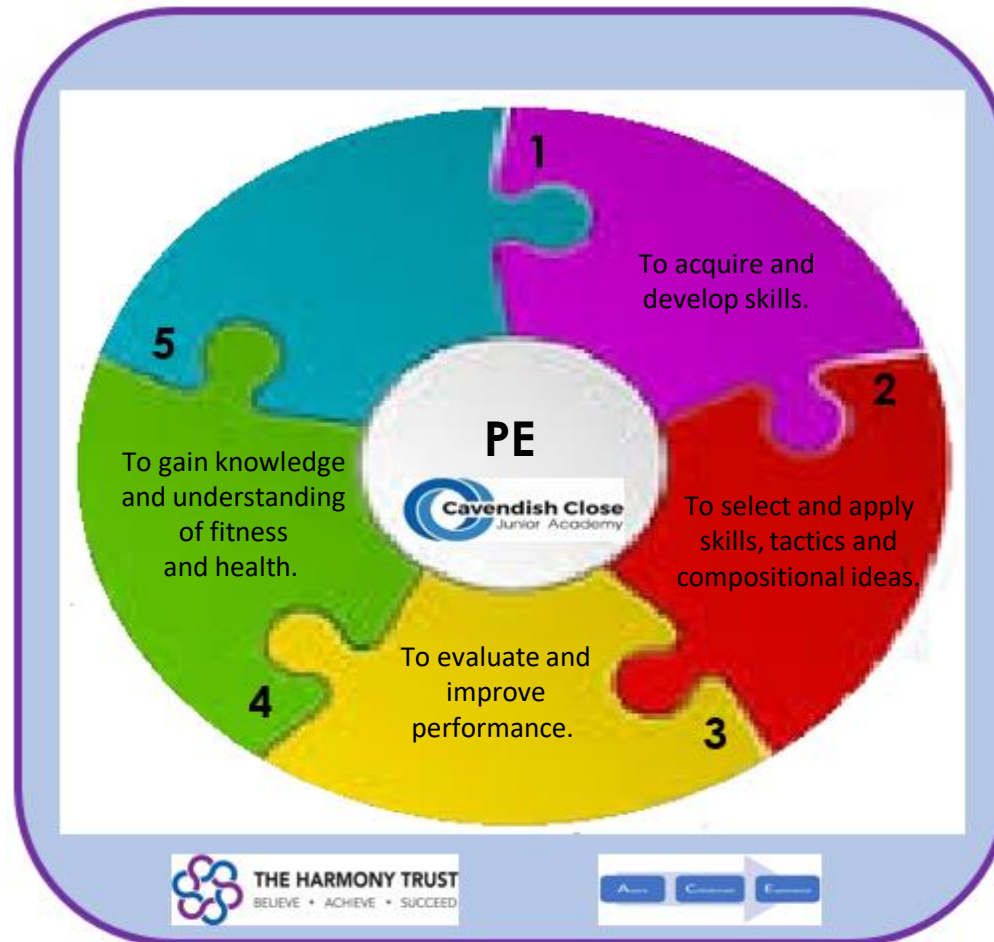




# Subject Intent



## Physical Education





# PE Intent



Cavendish Close Junior Academy recognises the value of Physical Education (P.E). We fully adhere to the aims of the National Curriculum for Physical Education to ensure that all children develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sports and activities and lead healthy, active lives.

1. To acquire and develop skills.
2. To select and apply skills, tactics and compositional ideas.
3. To evaluate and improve performance.
4. To gain knowledge and understanding of fitness and health.



# PE Implementation



P.E. is taught at Cavendish Close Junior Academy as an area of learning in its own right, as well as being integrated, where possible, with other curriculum areas. It is taught in a minimum of two PE sessions a week, with the addition of a Mile Run and a 'Drumba' session.

We teach lessons so that children:

- Have fun and experience success in sport
- Have the opportunity to participate in P.E. at their own level of development
- Have a secure knowledge of, and build upon, a range of skills
- Develop good sporting attitudes
- Understand basic rules, strategies and tactics
- Experience positive competition
- Learn in a safe environment
- Have a foundation for lifelong physical activity, leaving primary school as physically active and healthy individuals



# PE Implementation



The PE programme of study for the academic year at Cavendish Close Junior Academy is as follows:

Year 3

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Athletics</b> (Y1/2 lesson 1-6)	<b>Gym</b> (lessons 1 – 6)	<b>Gym</b> (lessons 7 – 12)	<b>Dance</b> (space)	<b>Dance</b> (shapes)	<b>Athletics</b> (Y1/2 lesson 1-6)
<b>Striking &amp; Fielding</b> (sessions 1 – 4)	<b>OAA</b> (Y1/2 – lessons 1 - 6)	<b>Invasion Games</b> (sessions 1 – 4)	<b>Invasion Games</b> (sessions 5 – 8)	<b>Striking &amp; Fielding</b> (sessions 5 – 8)	<b>Tennis</b>

Year 4

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Athletics</b> (Y3/4 lesson 1-5)	<b>Gym</b> (lessons 1 – 6)	<b>Gym</b> (lessons 7 – 12)	<b>Dance</b> (Musicals)	<b>Dance</b> (original Scheme)	<b>Athletics</b> (Y3/4 lesson 6-10)
<b>Striking &amp; Fielding</b> (sessions 1 – 4)	<b>OAA</b> (Y3/4 Sessions 1 – 6)	<b>Invasion Games</b> (sessions 1 – 4)	<b>Invasion Games</b> (sessions 5 – 8)	<b>Tennis</b>	<b>Striking &amp; Fielding</b> (sessions 5 – 8)





# PE Implementation



The PE programme of study for the academic year at Cavendish Close Junior Academy is as follows:

Year 5

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Athletics</b> (lesson 1-5)	<b>Gym</b> (lessons 1 – 6)	<b>Gym</b> (lessons 7 – 12)	<b>Dance</b> (electricity)	<b>Striking and fielding</b> (cricket)	<b>Athletics</b> (lessons 6-10)
<b>Swimming</b>	<b>Swimming</b>	<b>Invasion Games</b> (tag rugby)	<b>Invasion Games</b> (netball)	<b>Tennis</b>	<b>Striking and fielding</b> (rounders)

Year 6

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Striking and fielding</b> (cricket)	<b>Gym</b> (lessons 1 – 6)	<b>Gym</b> (lessons 7 – 12)	<b>Dance</b> (waves)	<b>Striking and fielding</b> (rounders)	<b>Athletics</b> (Lessons 6-10)
<b>Athletics</b> (Lessons 1-5)	<b>OAA</b> (lessons 1-6)	<b>Invasion Games</b> (tag rugby)	<b>Invasion Games</b> (netball)	<b>Dance</b> (rock n' roll)	<b>Tennis</b>



Year 3

1. Recap on fundamental skills previously learnt.
2. Explore ways to keep possession of the ball.
3. Develop passing skills.
4. Understand the importance of team-work.
5. Develop receiving skills.
6. Identify space when playing in a game.
7. Explore how to get free from an opponent.
8. To show effective communication with team-mates.

Invasion Games

Year 4

1. Recap on fundamental skills previously learnt.
2. To further explore ways to keep possession of the ball.
3. To further develop passing skills.
4. Understand the importance of team-work.
5. To further develop receiving skills.
6. Identify space when playing in a game.
7. To further explore how to get free from an opponent.
8. To show effective communication with team-mates.

Invasion games

Year 5

1. Understand the importance of dodging when trying to get free from a defender.
2. Know how to pass the ball with accuracy.
3. Learn to work as a team when attacking.
4. Pass with accuracy when under pressure.
5. Apply a range of tactics when playing in defense.
6. Evaluate others work and make suggestions to improve.
7. Understand the pass back rule.
8. Perform a back pass with accuracy.

Invasion Games - Tag Rugby

Year 6

1. Apply a range of tactics when playing in defence.
2. Evaluate others work and make suggestions to improve.
3. Develop passing techniques.
4. Recognise how to adapt tactics.
5. Use a range of tactics in attack and defence.
6. Enjoy competing with each other.
7. Play in a tournament.
8. Work effectively in a team.
9. Umpire games.

Invasion Games - Tag Rugby

Year 3

Year 4

Year 5

Year 6

**Invasion games**

1. Explore different ways to defend.
2. Demonstrate spatial awareness when moving.
3. Improve ability to choose and use simple tactics.
4. Know when to mark the player and when to mark the space.
5. Evaluate others work using simple criteria.
6. Improve all fundamental movement skills
7. Play in a tournament
8. Work effectively as a team.
9. To help umpire games.

**Invasion Games**

1. To further explore different ways to defend.
2. Demonstrate spatial awareness when moving.
3. To further improve ability to choose and use simple tactics.
4. Know when to mark the player and when to mark the space.
5. Evaluate others work using simple criteria.
6. To further improve all fundamental movement skills.
7. Play in a tournament
8. To work effectively as a team.
9. To umpire games

**Invasion Games - Netball**

1. Know the different types of passes used in netball.
2. Explore the areas of a netball court.
3. Understand the footwork rule when playing netball.
4. Identify and develop fundamental movement skills used in netball.
5. Know the positions of a high five netball team.
6. Understand the roles of the different positions.
7. Know different ways of dodging.
8. Understand the importance of being able to dodge effectively.

**Invasion Games - Netball**

1. Identify the fundamental movement skills used when attacking.
2. Apply attacking skills to keep possession of the ball.
3. Apply the range of tactics when defending.
4. Evaluate others work.
5. Use a range of tactics in attack and defence.
6. Enjoy competing with each other.

Year 3

- 1) Re-cap on the fundamental movement skills
- 2) To understand how to send underarm and receive a ball with control.
- 3) To understand how to send a ball using an overarm throw.
- 4) Develop fundamental movement skills.
- 5) Develop a range of fielding skills.
- 6) Work together and respect team-mates.
- 7) Explore simple attacking skills.
- 8) To begin to choose simple tactics when playing in a game.

**Striking and Fielding**

Year 4

- 1) Re-cap on the fundamental movement skills.
- 2) Know how to send underarm and receive a ball with control.
- 3) Know how to send a ball using an overarm throw.
- 4) To further develop fundamental movement skills.
- 5) To further develop a range of fielding skills.
- 6) Work together and respect team-mates.
- 7) To further explore simple attacking skills.
- 8) To choose a range of simple tactics when playing in a game.

**Striking and Fielding**

Year 5

1. Identify the fundamental movement skills used in cricket.
2. Explore a range of techniques when throwing.
3. Learn the correct batting stance.
4. Know how to strike a stationary ball with control and direction.
5. Learn how to strike a drop fed ball.
6. Recognise own strengths and weaknesses when batting.
7. Know how to bowl using the correct technique.
8. Perform this technique with some accuracy.

**Striking and Fielding - Cricket**

Year 6

1. Understand how to differentiate bowling.
2. Know when to apply this knowledge in a game.
3. Learn a variety of fielding techniques.
4. Improve batting skills.
5. Use a range of tactics when batting and fielding.
6. Evaluate and recognise own success.
7. Play in a tournament.
8. Work effectively in a team.
9. Umpire games.

**Striking and fielding - Cricket**



Year 3

- 1) To be able to aim to strike a ball.
- 2) To begin to devise own rules and scoring system.
- 3) Refine throwing and catching skills.
- 4) To begin to evaluate strengths and weaknesses when playing as a team.
- 5) To begin to play a range of roles in a fielding team.
- 6) To begin to strike accurately when playing in a game.
- 7) To begin to show awareness of space.
- 8) To begin to choose a range of skills that suit the needs of the game.

**Striking and Fielding**

Year 4

1. Aim to strike a ball accurately.
2. Devise own rules and scoring system.
3. To further refine throwing and catching skills.
4. Evaluate strengths and weaknesses when playing as a team.
5. Play a range of roles in a fielding team.
6. Strike accurately when playing in a game.
7. Show awareness of space.
8. To select a range of skills that suit the needs of the game.

**Striking and Fielding**

Year 5

1. Identify the fundamental movement skills used in rounders.
2. Develop throwing and catching skills.
3. Identify the fundamental movement skills used in rounders.
4. Develop throwing and catching skills.
5. Aim to hit a ball using different equipment.
6. Learn areas of a rounders pitch.
7. Learn how to hit a ball in different directions.
8. Develop a range of fielding skills.

**Striking and fielding - Rounders**

Year 6

1. Learn different ways of stopping the ball.
2. Evaluate strengths and weaknesses when fielding.
3. Refine throwing and catching skills.
4. Learn simple rounders rules.
5. Use a range of tactics when batting and fielding.
6. Evaluate and recognise own success.
7. Play in tournament.
8. Work effectively in a team.
9. Umpire games.

**Striking and Fielding - Rounders**

Key Outcomes

Year 3

- 1) To balance on 2 points.
- 2) To combine 2 point balances with a travelling action.
- 3) On apparatus, to balance on 2 points.
- 4) Combine a 2 point balance with travelling actions 'towards' and 'away from' apparatus.
- 5) To travel in different ways 'towards' and away from' a partner.
- 6) To combine balances and actions within a partner sequence.
- 7) To match partner balances.
- 8) To combine balances and travelling actions with a partner using apparatus.
- 9) To 'spin' on different body parts.
- 10) To combine 'spinning' with suitable ways of travelling.
- 11) To 'spin' on different body parts on apparatus.
- 12) To combine 'spinning' balancing and travelling actions.
- 13) To perform different actions using 'tuck' and 'pin' shapes.
- 14) To combine four actions showing 'tuck' and 'pin' shapes.
- 15) To perform different actions using 'tuck' and 'pin' shapes on apparatus.
- 16) To combine four actions showing 'tuck' and 'pin' shapes on apparatus.
- 17) To 'turn' (on the vertical axis) on the spot and travelling.
- 18) To travel on a 'curved pathway'.
- 19) To combine travelling with 'turning' and 'curved pathways'.
- 20) To 'turn' (on the vertical axis) travelling using apparatus.
- 21) To combine travelling with 'turning' and 'curved pathways' using apparatus.
- 22) To travel on 'curved pathways' 'towards' and 'away from' a partner.
- 23) To match a partner's shape whilst performing the same or a different action.
- 24) To 'jump long' from two feet to two feet.
- 25) To land safely.
- 26) To land and then move into another action.
- 27) To combine a 'jump for length' with travelling and other actions.

Gymnastics

Year 4

1. To balance showing three different shapes.
2. To combine balances and changing shapes with a travelling action.
3. To perform different actions using three different shapes.
4. To perform different actions using three different shapes using apparatus.
5. To move on an 'L-shaped' pathway.
6. To 'contrast' partner shapes.
7. To combine matched actions with 'contrasting' shapes within a partner.
8. To perform 'wheeling' actions and gestures.
9. To combine 'wheeling' actions within and with other actions.
10. To perform 'wheeling' actions and gestures using apparatus.
11. To combine 'wheeling' within and with other actions using apparatus.
12. To move into balances from different 'starting' positions.
13. To combine moving into the same balances from different 'starting' positions.
14. To travel on 'diagonal' pathways.
15. To move into balances from different 'starting positions' using apparatus.
16. To combine moving into different balances from different 'starting positions' using apparatus.
17. To use different actions to 'half-turn' and 'full-turn' on spot and travelling.
18. To turn whilst travelling on different pathways.

Gymnastics

Year 5

1. To balance showing 'twisted' shapes.
2. To combine balances and changing shapes with travelling actions.
3. To perform different actions using 'twisted' shapes.
4. To 'mirror' a partner.
5. To perform different actions showing 'twisted' shapes using apparatus.
6. To 'mirror' and 'match' a partner using apparatus.
7. To 'match pathways' with a partner.
8. To perform set actions on a 'matching pathway'.
9. To perform 'swinging gestures'.
10. To use 'swing gestures' to initiate movement.
11. To move 'suddenly'.
12. To perform 'swinging gestures' and actions using apparatus.
13. To combine 'swinging gestures' and actions using apparatus.
14. To move 'out' of balances in different finishing positions.
15. To combine two different balances and 'finishing positions' with travelling actions.
16. To move 'out of' balances into different finishing positions
17. To combine moving 'out of' different balances into different 'finishing positions' 'mirroring' a partner.
18. To make simple 'contact' with a partner.
19. To perform a 'straddle' shape.
20. To 'contact' a partner using apparatus.
21. To combine given actions and relationships with a partner using apparatus.

Gymnastics

Year 6

1. To 'move out' different balances using different actions.
2. To perform a variety of actions using 'symmetrical' and 'asymmetrical' body shapes.
3. To combine actions showing contrasting body shapes.
4. To perform a variety of actions using 'symmetrical' and 'asymmetrical' body shapes using apparatus.
5. To combine actions showing contrasting body shapes using apparatus.
6. To perform a variety of actions showing '¼ and ¾ turns' on the 'vertical axis'.
7. To combine '¼ and ¾' turns.
8. To perform a variety of actions showing '¼ and ¾ turns' on the 'vertical axis using apparatus.
9. To combine '¼ and ¾' turns using apparatus.
10. To perform actions on 'contrasting' partner pathways.
11. To 'synchronise' movements with a partner.
12. To perform actions 'in unison' and 'in canon'.
13. To combine different actions performed in 'unison' and 'in canon'.
14. To perform actions 'in unison' and 'in canon' using apparatus.
15. To combine different actions performed in 'unison' and 'in canon' using apparatus.
16. To 'counter balance' using 'push' and 'pull' forces.

Gymnastics

Key Outcomes

Year 3	Year 4	Year 5	Year 6
<p><b>OAA</b></p> <ol style="list-style-type: none"> <li>1) To explore a range of orienteering and problem-solving activities.</li> <li>2) To use a simple map to find points.</li> <li>3) To allow children to explore vocabulary on assessing each other.</li> <li>4) To develop a range of problem-solving strategies.</li> </ol>	<p><b>OAA</b></p> <ol style="list-style-type: none"> <li>1) To explore a range of orienteering and problem-solving activities.</li> <li>2) To use a simple map to find points.</li> <li>3) To allow children to explore vocabulary on assessing each other.</li> <li>4) To develop a range of problem-solving strategies.</li> </ol>	<p><b>Swimming</b></p> <p>See separate outcomes documentation for swimming awards.</p>	<p><b>OAA</b></p> <ol style="list-style-type: none"> <li>1) To explore a range of orienteering and problem-solving activities.</li> <li>2) To use a simple map to find points.</li> <li>3) To allow children to explore vocabulary on assessing each other.</li> <li>4) To develop a range of problem-solving strategies.</li> </ol>

Key Outcomes

Year 3		Year 4		Year 5		Year 6	
Dance	1) To perform with control, different whole body shapes.	Dance	1. To know and understand how character is used in Oliver's 'consider yours elf'.	Dance	1. To know and understand the terms: accuracy, control and timing.	Dance	1. To know and perform some of the basic jive steps.
	2) To create shapes with different body parts.		2. To perform with accuracy key actions from Oliver's 'Consider Yourself'.		2. To demonstrate accuracy, control and timing.		2. To demonstrate the dynamic bounce and swing of jive.
	3) To identify shapes made with different body parts.		3. To identify performance qualities used in 'Consider Yourself'		3. To know and understand the term repetition.		3. To explore trust within partner work in dance.
	4) To perform the phrase of dance with control and accuracy.		4. To select and apply with appropriate characteristics for theme of dance.		4. To select actions and apply repetition.		4. To perform lifts and support safely.
	5) To know and understand how size is used in dance.		5. Perform a phrase of dance showing understanding of timing and musicality.		5. To know and understand the term pathway.		5. To remember and perform with accuracy a phrase of dance.
	6) To demonstrate the use of size in dance.		6. To evaluate use of actions, timing and musically in own and others work.		6. To demonstrate use of varied pathways.		6. To know and understand the term pathways.
	7) To know and understand points of balance.		7. To know and understand the term mirroring.		7. To select and apply a simple pathway.		7. To identify different pathways used.
	8) To demonstrate use of control and shape within balance.		8. To demonstrate use of mirroring.		8. To know and understand the term dynamics.		8. To demonstrate use of pathways.
	9) To know and understand the term dynamics in dance.		9. To evaluate own use of mirroring.		9. To demonstrate the use of varied dynamics.		9. To develop a phrase of dance using changes of direction.
	10) To demonstrate a range of dynamics.		10. To develop a phrase of dance using changes of direction.		10. To select and apply the appropriate use of dynamics.		10. To know and understand the term re-ordering in dance
	11) To apply some dynamics to dance phrase.		11. To know and understand the term re-ordering in dance.		11. To know and understand the term levels.		11. To develop a phrase using re-ordering.
	12) To perform the dance showing control, balance and dynamic range.		12. To develop a phrase using re-ordering.		12. To identify the use of levels.		12. To know and understand the term formation in dance.
	13) To evaluate own performance.		13. To link together sections of dance demonstrating movement memory.		13. To select and apply appropriate actions to demonstrate understanding of levels.		13. To demonstrate the use of formation in dance
	14) To set targets for next dance unit.		14. To perform showing moments of accuracy of timing musically and a sense of character.		14. To know and understand the term binary.		14. To identify different formations in dance.
	15. To evaluate own and peers' accuracy of timing, musically and character.	15. To demonstrate the use of binary.	15. To perform the dance showing co-ordination, timing and style.				
	16. To identify targets for next dance unit.	16. To select and apply appropriate actions creating a fluid and whole dance.	16. Evaluate own and peers' performance.				
		17. To perform a structured dance with accuracy, fluidity and timing.	17. To evaluate own and groups' choreography and performance, writing valuable targets for the following unit.				
		18. To identify targets for next dance unit.					

	Year 3	Year 4	Year 5	Year 6
<b>Tennis</b>	<ol style="list-style-type: none"> <li>1) To know what the ready position looks like.</li> <li>2) To develop control of sending over a distance.</li> <li>3) To identify the fundamental skills used in the lesson.</li> <li>4) To develop control of equipment.</li> <li>5) To learn the importance of feeding the ball accurately.</li> <li>6) To maintain control during a rally with a partner.</li> <li>7) To know how to change the speed of the ball when playing in a game.</li> <li>8) Suggest ideas to improve performance.</li> </ol>	<ol style="list-style-type: none"> <li>1. To explore the volley shot.</li> <li>2. To know when to use the volley shot when rallying with a partner.</li> <li>3. To learn how to use knowledge of attacking and defending skills.</li> <li>4. To choose a range of simple tactics to use in a game.</li> <li>5. To evaluate others work using simple criteria.</li> <li>6. To improve all fundamental movement skills.</li> <li>7. To create a net/wall game.</li> <li>8. To choose a range of skills that will suit the game.</li> </ol>	<ol style="list-style-type: none"> <li>1. To know how to send a ball using the correct power.</li> <li>2. To learn the 'ready' position.</li> <li>3. To use a racket with the correct technique.</li> <li>4. To understand how to perform a forehand shot.</li> <li>5. To learn how to perform a backhand shot.</li> <li>6. To know where to stand in order to receive the ball successfully.</li> <li>7. To know what a volley shot is.</li> <li>8. To understand when to use the shot.</li> </ol>	<ol style="list-style-type: none"> <li>1. To develop the technique of the forehand, backhand and volley shot.</li> <li>2. To learn simple scoring rules.</li> <li>3. To understand when to attack.</li> <li>4. To assess others' work.</li> <li>5. To use a range of tactics when playing against another team.</li> <li>6. To evaluate and recognise own success.</li> <li>7. To play in a tournament</li> <li>8. To work effectively in a team.</li> <li>9. To umpire a game.</li> </ol>
<b>Tennis</b>				
<b>Tennis</b>				
<b>Tennis</b>				

Key Outcomes

Year 3		Year 4		Year 5		Year 6	
<b>Athletics</b>	<ol style="list-style-type: none"> <li>1) To develop awareness of time, distance and speed.</li> <li>2) To develop fluency and coordination in running for speed.</li> <li>3) To learn how to accelerate quickly from a stationary position.</li> <li>4) To develop fluency and rhythm in their movements.</li> <li>5) To develop spatial awareness, judge height and distance.</li> <li>6) To choose and apply appropriate stride patterns.</li> <li>7) To develop fluency in walking and running activities.</li> <li>8) To understand what happens to our bodies when we exercise.</li> <li>9) To learn how to send an object with force.</li> <li>10) Develop awareness of distance.</li> <li>11) To use different throwing techniques.</li> <li>12) To learn how to send an object with accuracy.</li> </ol>	<b>Athletics</b>	<ol style="list-style-type: none"> <li>1. To learn how to take off and land in a fluent and coordinated way.</li> <li>2. To develop body position in flight.</li> <li>3. To use a variety of jumps in different games and activities.</li> <li>4. To learn a variety of jumping techniques.</li> <li>5. Learning to jump with coordination and control.</li> <li>6. Exploring different body positions in flight.</li> <li>7. Explore different combination of jumps.</li> <li>8. To develop fluency and control in putting together jumps.</li> <li>9. To work together as a team.</li> <li>10. To Pass and receive the baton.</li> <li>11. To use changeovers in different relay games.</li> <li>12. To apply a variety of techniques in competition.</li> <li>13. To try and improve personal performance.</li> </ol>	<b>Athletics</b>	<ol style="list-style-type: none"> <li>1. To develop greater fluency &amp; coordination of movements.</li> <li>2. To develop the basic skills for acceleration.</li> <li>3. To sustain speed over longer durations of time or distance.</li> <li>4. To develop greater fluency, efficiency &amp; speed.</li> <li>5. To develop a three-stride pattern over hurdles.</li> <li>6. To develop hurdling technique.</li> <li>7. To sustain pace over longer distances.</li> <li>8. To run at different tempos for longer durations.</li> <li>9. To throw with greater control, efficiency &amp; accuracy.</li> <li>10. To generate greater force in throwing</li> <li>11. To develop a range of throwing techniques.</li> </ol>	<b>Athletics</b>	<ol style="list-style-type: none"> <li>1. To throw with greater control, efficiency &amp; accuracy.</li> <li>2. To generate greater force in throwing.</li> <li>3. To develop a range of throwing techniques.</li> <li>4. To develop power, control &amp; consistency.</li> <li>5. To develop the approach, take off, flight &amp; landing.</li> <li>6. To develop a range of jumping techniques.</li> <li>7. To develop fluency &amp; efficiency in running as a relay team. To develop changeover skills.</li> <li>8. To work together in teams &amp; taking turns a different roles.</li> <li>9. To learn to measure &amp; record performance</li> <li>10. To apply a range of techniques to different challenges</li> <li>11. To set personal challenges &amp; improving performances</li> </ol>

# PE: key knowledge, skills and concepts

## Intention 1: To acquire and develop skills

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Develop passing skills.</li> <li>• Explore ways to keep possession of the ball</li> <li>• Develop receiving skills</li> <li>• Explore different ways to defend</li> <li>• Improve all fundamental movement skills.</li> <li>• To understand how to send underarm and receive a ball with control.</li> <li>• To understand how to send a ball using an overarm throw.</li> <li>• Develop fundamental movement skills.</li> <li>• Develop a range of fielding skills.</li> <li>• Refine throwing and catching skills.</li> <li>• To begin to play a range of roles in a fielding team.</li> <li>• To begin to strike accurately when playing in a game.</li> <li>• To travel in different ways 'towards' and away from' a partner.</li> <li>• To combine balances and actions within a partner sequence.</li> <li>• To match partner balances.</li> <li>• To combine balances and travelling actions with a partner using apparatus.</li> <li>• To 'spin' on different body parts.</li> <li>• To combine 'spinning' with suitable ways of travelling.</li> <li>• To 'spin' on different body parts on apparatus.</li> <li>• To combine 'spinning' balancing and travelling actions.</li> <li>• To 'turn' (on the vertical axis) on the spot and travelling.</li> <li>• To travel on a 'curved pathway'.</li> <li>• To combine travelling with 'turning' and 'curved pathways'.</li> <li>• To explore a range of orienteering and problem-solving activities.</li> <li>• To develop a range of problem-solving strategies.</li> <li>• To create shapes with different body parts.</li> <li>• To identify shapes made with different body parts.</li> </ul>	<ul style="list-style-type: none"> <li>• To further explore ways to keep possession of the ball.</li> <li>• To further develop passing skills.</li> <li>• Understand the importance of team-work.</li> <li>• To further develop receiving skills.</li> <li>• To further explore how to get free from an opponent.</li> <li>• To further explore different ways to defend</li> <li>• To further improve all fundamental movement skills.</li> <li>• Re-cap on the fundamental movement skills.</li> <li>• Know how to send underarm and receive a ball with control.</li> <li>• Know how to send a ball using an overarm throw.</li> <li>• To further develop fundamental movement skills.</li> <li>• To further develop a range of fielding skills.</li> <li>• Aim to strike a ball accurately.</li> <li>• To further refine throwing and catching skills.</li> <li>• Strike accurately when playing in a game.</li> <li>• To balance showing three different shapes.</li> <li>• To combine balances and changing shapes with a travelling action.</li> <li>• To move on an 'L-shaped' pathway.</li> <li>• To 'contrast' partner shapes.</li> <li>• To combine matched actions with 'contrasting' shapes within a partner.</li> <li>• To combine 'Wheeling' actions within and with other actions.</li> <li>• To combine 'wheeling' within and with other actions using apparatus.</li> <li>• To move into balances from different 'starting' positions</li> <li>• To combine moving into the same balances from different 'starting' positions.</li> <li>• To travel on 'diagonal' pathways.</li> <li>• To move into balances from different 'starting positions' using apparatus.</li> <li>• To combine moving into different balances from different 'starting positions' using apparatus.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the importance of dodging when trying to get free from a defender.</li> <li>• Know how to pass the ball with accuracy.</li> <li>• Learn to work as a team when attacking.</li> <li>• Pass with accuracy when under pressure.</li> <li>• Understand the pass back rule.</li> <li>• Know the different types of passes used in netball.</li> <li>• Explore the areas of a netball court.</li> <li>• Understand the footwork rule when playing netball.</li> <li>• Know the positions of a high five netball team.</li> <li>• Understand the roles of the different positions.</li> <li>• Know different ways of dodging.</li> <li>• Understand the importance of being able to dodge effectively.</li> <li>• Identify the fundamental movement skills used in cricket.</li> <li>• Explore a range of techniques when throwing.</li> <li>• Learn the correct batting stance.</li> <li>• Know how to strike a stationary ball with control and direction.</li> <li>• Learn how to strike a drop fed ball.</li> <li>• Know how to bowl using the correct technique.</li> <li>• Identify the fundamental movement skills used in rounders.</li> <li>• Develop throwing and catching skills.</li> <li>• Identify the fundamental movement skills used in rounders.</li> <li>• Develop throwing and catching skills.</li> <li>• Learn areas of a rounders pitch.</li> <li>• Learn how to hit a ball in different directions.</li> <li>• Develop a range of fielding skills.</li> <li>• To balance showing 'twisted' shapes.</li> <li>• To combine balances and changing shapes with travelling actions.</li> <li>• To 'mirror' a partner.</li> <li>• To 'mirror' and 'match' a partner using apparatus.</li> <li>• To 'match pathways' with a partner.</li> <li>• To use 'swing gestures' to initiate movement.</li> <li>• To move 'suddenly'.</li> <li>• To combine 'swinging gestures' and actions using apparatus.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop passing techniques.</li> <li>• Identify the fundamental movement skills used when attacking.</li> <li>• Understand how to differentiate bowling.</li> <li>• Learn a variety of fielding techniques.</li> <li>• Improve batting skills.</li> <li>• Learn different ways of stopping the ball.</li> <li>• Refine throwing and catching skills.</li> <li>• Learn simple rounders rules.</li> <li>• To 'move out' different balances using different actions.</li> <li>• To combine actions showing contrasting body shapes using apparatus.</li> <li>• To combine '¼ and ¾' turns.</li> <li>• To combine '¼ and ¾' turns using apparatus.</li> <li>• To 'synchronise' movements with a partner.</li> <li>• To combine different actions performed in 'unison' and 'in canon'.</li> <li>• To combine different actions performed in 'unison' and 'in canon' using apparatus.</li> <li>• To 'counter balance' using 'push' and 'pull' forces.</li> <li>• To explore a range of orienteering and problem-solving activities.</li> <li>• To use a simple map to find points.</li> <li>• To allow children to explore vocabulary on assessing each other.</li> <li>• To know and perform some of the basic jive steps.</li> <li>• To explore trust within partner work in dance.</li> <li>• To know and understand the term pathways.</li> <li>• To identify different pathways used.</li> <li>• To develop a phrase of dance using changes of direction.</li> <li>• To know and understand the term re-ordering in dance</li> </ul>

# PE: key knowledge, skills and concepts

## Intention 1: To acquire and develop skills (continued)

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>To know and understand how size is used in dance.</li> <li>To know and understand points of balance.</li> <li>To know and understand the term dynamics in dance.</li> <li>To know what the ready position looks like.</li> <li>To develop control of sending over a distance.</li> <li>To develop control of equipment.</li> <li>To learn the importance of feeding the ball accurately.</li> <li>To know how to change the speed of the ball when playing in a game.</li> <li>To develop awareness of time, distance and speed.</li> <li>To develop fluency and coordination in running for speed.</li> <li>To learn how to accelerate quickly from a stationary position.</li> <li>To develop fluency and rhythm in their movements.</li> <li>To develop spatial awareness, judge height and distance.</li> <li>To develop fluency in walking and running activities.</li> <li>To learn how to send an object with force.</li> <li>Develop awareness of distance.</li> <li>To learn how to send an object with accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>To use different actions to 'half-turn' and 'full-turn' on spot and travelling.</li> <li>To turn whilst travelling on different pathways.</li> <li>To know and understand how character is used in Oliver's 'consider yourself'.</li> <li>To know and understand the term mirroring.</li> <li>To develop a phrase of dance using changes of direction.</li> <li>To know and understand the term re-ordering in dance.</li> <li>To explore the volley shot.</li> <li>To learn how to use knowledge of attacking and defending skills.</li> <li>To improve all fundamental movement skills.</li> <li>To learn how to take off and land in a fluent and coordinated way.</li> <li>To develop body position in flight.</li> <li>To learn a variety of jumping techniques.</li> <li>Learning to jump with coordination and control.</li> <li>Exploring different body positions in flight.</li> <li>Explore different combination of jumps.</li> <li>To develop fluency and control in putting together jumps.</li> <li>To Pass and receive the baton.</li> </ul>	<ul style="list-style-type: none"> <li>To move 'out' of balances in different finishing positions.</li> <li>To combine two different balances and 'finishing positions' with travelling actions.</li> <li>To move 'out of' balances into different finishing positions</li> <li>To combine moving 'out of' different balances into different 'finishing positions' 'mirroring' a partner.</li> <li>To make simple 'contact' with a partner.</li> <li>To 'contact' a partner using apparatus.</li> <li>To combine given actions and relationships with a partner using apparatus.</li> <li>To explore a range of orienteering and problem-solving activities.</li> <li>To use a simple map to find points.</li> <li>To allow children to explore vocabulary on assessing each other.</li> <li>To know and understand the terms: accuracy, control and timing.</li> <li>To know and understand the term repetition.</li> <li>To know and understand the term pathway.</li> <li>To know and understand the term dynamics.</li> <li>To know and understand the term levels.</li> <li>To identify the use of levels.</li> <li>To know and understand the term binary.</li> <li>To know how to send a ball using the correct power.</li> <li>To learn the 'ready' position.</li> <li>To understand how to perform a forehand shot.</li> <li>To learn how to perform a backhand shot.</li> <li>To know where to stand in order to receive the ball successfully.</li> <li>To know what a volley shot is.</li> <li>To develop greater fluency &amp; coordination of movements.</li> <li>To develop the basic skills for acceleration.</li> <li>To sustain speed over longer durations of time or distance.</li> <li>To develop greater fluency, efficiency &amp; speed.</li> <li>To develop a three-stride pattern over hurdles.</li> <li>To develop hurdling technique.</li> <li>To sustain pace over longer distances.</li> </ul>	<ul style="list-style-type: none"> <li>To develop a phrase using re-ordering.</li> <li>To know and understand the term formation in dance.</li> <li>To identify different formations in dance.</li> <li>To develop the technique of the forehand, backhand and volley shot.</li> <li>To learn simple scoring rules.</li> <li>To understand when to attack.</li> <li>To throw with greater control, efficiency &amp; accuracy.</li> <li>To generate greater force in throwing.</li> <li>To develop a range of throwing techniques.</li> <li>To develop power, control &amp; consistency.</li> <li>To develop the approach, take off, flight &amp; landing.</li> <li>To develop a range of jumping techniques.</li> <li>To develop fluency &amp; efficiency in running as a relay team.</li> <li>To develop changeover skills.</li> <li>To learn to measure &amp; record performance</li> <li>To apply a range of techniques to different challenges</li> <li>To set personal challenges &amp; improving performances</li> </ul>



# PE: key knowledge, skills and concepts

## Intention 2: To select and apply skills, tactics and compositional ideas

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>Show effective communication with teammates.</li> <li>Identify space when playing in a game.</li> <li>Explore how to get free from an opponent.</li> <li>Demonstrate spacial awareness</li> <li>Improve ability to choose and use simple tactics.</li> <li>Know when to mark a player and when to mark space.</li> <li>Play in a tournament</li> <li>Work effectively as a team</li> <li>Work together and respect team-mates.</li> <li>Explore simple attacking skills.</li> <li>To begin to choose simple tactics when playing in a game.</li> <li>To be able to aim to strike a ball.</li> <li>To begin to devise own rules and scoring system.</li> <li>To begin to show awareness of space.</li> <li>To begin to choose a range of skills that suit the needs of the game</li> <li>To balance on 2 points and combine 2 point balances with a travelling action.</li> <li>On apparatus, to balance on 2 points and</li> <li>Combine a 2 point balance with travelling actions 'towards' and 'away from' apparatus.</li> <li>To perform different actions using 'tuck' and 'pin' shapes.</li> <li>To combine four actions showing 'tuck' and 'pin' shapes.</li> <li>To perform different actions using 'tuck and 'pin' shapes on apparatus.</li> <li>To combine four actions showing 'tuck' and 'pin' shapes on apparatus.</li> <li>To perform with control, different whole body shapes.</li> <li>To perform the phrase of dance with control and accuracy.</li> <li>To demonstrate the use of size in dance.</li> <li>To demonstrate use of control and shape within balance.</li> <li>To demonstrate a range of dynamics.</li> <li>To apply some dynamics to dance phrase.</li> <li>To perform the dance showing control, balance and dynamic range.</li> <li>To identify the fundamental skills used in the lesson.</li> <li>To maintain control during a rally with a partner.</li> <li>To choose and apply appropriate stride patterns.</li> <li>To use different throwing techniques</li> </ul>	<ul style="list-style-type: none"> <li>Identify space when playing in a game.</li> <li>To show effective communication with team-mates.</li> <li>Demonstrate spatial awareness when moving.</li> <li>To further improve ability to choose and use simple tactics.</li> <li>Know when to mark the player and when to mark the space.</li> <li>Play in a tournament</li> <li>To work effectively as a team.</li> <li>Work together and respect team-mates.</li> <li>To further explore simple attacking skills.</li> <li>To choose a range of simple tactics when playing in a game.</li> <li>Play a range of roles in a fielding team.</li> <li>Show awareness of space.</li> <li>To select a range of skills that suit the needs of the game.</li> <li>To perform different actions using three different shapes.</li> <li>To perform different actions using three different shapes using apparatus.</li> <li>To perform 'wheeling' actions and gestures.</li> <li>To perform 'wheeling' actions and gestures using apparatus.</li> <li>To perform with accuracy key actions from Oliver's 'Consider Yourself'.</li> <li>To identify performance qualities used in 'Consider Yourself'</li> <li>To select and apply with appropriate characteristics for theme of dance.</li> <li>Perform a phrase of dance showing understanding of timing and musicality.</li> <li>To demonstrate use of mirroring.</li> <li>To develop a phrase using re-ordering.</li> <li>To link together sections of dance demonstrating movement memory.</li> <li>To perform showing moments of accuracy of timing musicality and a sense of character.</li> <li>To know when to use the volley shot when rallying with a partner.</li> <li>To choose a range of simple tactics to use in a game.</li> <li>To create a net/wall game.</li> <li>To choose a range of skills that will suit the game.</li> <li>To use a variety of jumps in different games and activities.</li> <li>To work together as a team.</li> <li>To use changeovers in different relay games.</li> <li>To apply a variety of techniques in competition.</li> </ul>	<ul style="list-style-type: none"> <li>Apply a range of tactics when playing in defense.</li> <li>Perform a back pass with accuracy.</li> <li>Identify and develop fundamental movement skills used in netball.</li> <li>Perform this technique with some accuracy.</li> <li>Aim to hit a ball using different equipment.</li> <li>To perform different actions using 'twisted' shapes.</li> <li>To perform different actions showing 'twisted' shapes using apparatus.</li> <li>To perform set actions on a 'matching pathway'.</li> <li>To perform 'swinging gestures'.</li> <li>To perform 'swinging gestures' and actions using apparatus.</li> <li>To perform a 'straddle' shape.</li> <li>To develop a range of problem-solving strategies.</li> <li>To select actions and apply repetition.</li> <li>To demonstrate accuracy, control and timing.</li> <li>To demonstrate use of varied pathways.</li> <li>To select and apply a simple pathway.</li> <li>To demonstrate the use of varied dynamics.</li> <li>To select and apply the appropriate use of dynamics.</li> <li>To select and apply appropriate actions to demonstrate understanding of levels.</li> <li>To demonstrate the use of binary.</li> <li>To select and apply appropriate actions creating a fluid and whole dance.</li> <li>To perform a structured dance with accuracy, fluidity and timing.</li> <li>To use a racket with the correct technique.</li> <li>To understand when to use a volley shot.</li> <li>To develop a range of throwing techniques.</li> </ul>	<ul style="list-style-type: none"> <li>Apply a range of tactics when playing in defence.</li> <li>Use a range of tactics in attack and defence.</li> <li>Enjoy competing with each other.</li> <li>Play in a tournament.</li> <li>Work effectively in a team.</li> <li>Apply attacking skills to keep possession of the ball.</li> <li>Apply the range of tactics when defending.</li> <li>Use a range of tactics in attack and defence.</li> <li>Know when to apply bowling knowledge in a game.</li> <li>Use a range of tactics when batting and fielding.</li> <li>Play in a tournament.</li> <li>Work effectively in a team.</li> <li>Use a range of tactics when batting and fielding.</li> <li>To perform a variety of actions using 'symmetrical' and 'asymmetrical' body shapes.</li> <li>To perform a variety of actions using 'symmetrical' and 'asymmetrical' body shapes using apparatus.</li> <li>To perform a variety of actions showing '¼ and ¾ turns' on the 'vertical axis.</li> <li>To perform a variety of actions showing '¼ and ¾ turns' on the 'vertical axis using apparatus.</li> <li>To perform actions on 'contrasting' partner pathways.</li> <li>To perform actions 'in unison' and 'in canon'.</li> <li>To perform actions 'in unison' and 'in canon' using apparatus.</li> <li>To develop a range of problem-solving strategies.</li> <li>To demonstrate the dynamic bounce and swing of jive.</li> <li>To perform lifts and support safely.</li> <li>To demonstrate use of pathways.</li> <li>To demonstrate the use of formation in dance</li> <li>To perform the dance showing co-ordination, timing and style.</li> <li>Evaluate own and peers' performance.</li> <li>To evaluate own and groups' choreography and performance, writing valuable targets for the following unit.</li> <li>To use a range of tactics when playing against another team</li> <li>To assess others' work.</li> <li>To work together in teams &amp; taking turns a different roles.</li> <li>To apply a range of techniques to different challenges</li> </ul>

# PE: key knowledge, skills and concepts

## Intention 3: To evaluate and improve performance.

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"><li>• Understand importance of team work.</li><li>• Evaluate others work using simple criteria.</li><li>• To help umpire games.</li><li>• To begin to evaluate strengths and weaknesses when playing as a team.</li><li>• To match a partner's shape whilst performing the same or a different action.</li><li>• To use a simple map to find points.</li><li>• To allow children to explore vocabulary on assessing each other.</li><li>• To evaluate own performance.</li><li>• To set targets for next dance unit.</li><li>• Suggest ideas to improve performance</li></ul>	<ul style="list-style-type: none"><li>• Evaluate others work using simple criteria.</li><li>• To umpire games</li><li>• Devise own rules and scoring system.</li><li>• Evaluate strengths and weaknesses when playing as a team.</li><li>• To evaluate use of actions, timing and musicality in own and others work.</li><li>• To evaluate own use of mirroring.</li><li>• To evaluate own and peers' accuracy of timing, musically and character.</li><li>• To identify targets for next dance unit.</li><li>• To evaluate others work using simple criteria.</li><li>• To try and improve personal performance</li></ul>	<ul style="list-style-type: none"><li>• Evaluate others work and make suggestions to improve.</li><li>• Recognise own strengths and weaknesses when batting.</li><li>• To identify targets for next dance unit.</li></ul>	<ul style="list-style-type: none"><li>• Evaluate others work and make suggestions to improve.</li><li>• Umpire games.</li><li>• Evaluate others work.</li><li>• Evaluate and recognise own success.</li><li>• Evaluate strengths and weaknesses when fielding.</li><li>• Evaluate own and peers' performance.</li><li>• To evaluate own and groups' choreography and performance, writing valuable targets for the following unit.</li><li>• To evaluate and recognise own success</li><li>• To work effectively in a team.</li><li>• To umpire a game.</li><li>• To set personal challenges &amp; improving performances</li></ul>

# PE: key knowledge, skills and concepts

**Intention 4: To gain knowledge and understanding of health and fitness. (Linked to PSHE/Science modules)**

Year 3	Year 4	Year 5	Year 6
<p>(H1) how to make informed decisions about health</p> <p>(H2) about the elements of a balanced, healthy lifestyle</p> <p>(H3) about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>(H6) about what constitutes a healthy diet; how to plan healthy meals; benefits to health and well-being of eating nutritionally rich foods; risks associated with not eating a healthy diet opportunities to be physically active and t including obesity and tooth decay.</p> <p>(H7) how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise some of the risks associated with an inactive lifestyle</p>	<p>(H1) how to make informed decisions about health</p> <p>(H2) about the elements of a balanced, healthy lifestyle</p> <p>(H3) about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>(H5) about what good physical health means; how to recognise early signs of physical illness</p> <p>(H15) that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p>	<p>(H1) how to make informed decisions about health</p> <p>(H2) about the elements of a balanced, healthy lifestyle</p> <p>(H3) about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>(H5) about what good physical health means; how to recognise early signs of physical illness</p> <p>(H7) how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p>(H8) about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p> <p>(H46) about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>(H47) to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p> <p>(H48) about why people choose to use or not use drugs (including nicotine, alcohol and medicines)</p> <p>(H49) about the mixed messages in the media about drugs, including alcohol and smoking/vaping</p> <p>(H50) about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p>	<ul style="list-style-type: none"><li>• To identify the components of blood and describe their functions.</li><li>• To explore the structure and function of the human heart.</li><li>• To investigate and understand that heart size and speed relates to age, fitness &amp; activity and can be improved.</li><li>• To know that nutrients and water are transported around the body via the blood.</li><li>• To explore and demonstrate how the circulatory system works including the role of the heart.</li><li>• To identify those aspects of a diet that are healthy and unhealthy and the impact diet can have on the body, using scientific evidence</li><li>• To examine the amount and types of exercise that keep a child and adult body healthy</li><li>• To note how lifestyle can impact on the body and identify healthy habits</li></ul>



# PE Implementation



A great Year 3 sportsperson will:

## Skilled

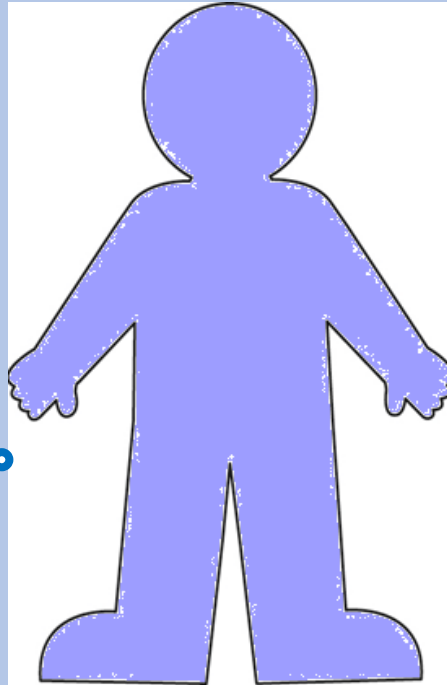
**Pupils explore simple skills.**  
They copy, remember, repeat and explore simple actions with control and coordination.

## Resilient

Practise techniques and skills to ensure success.

## Reflective

They talk about differences between their own and others' performance and suggest improvements.



## Knowledgeable

They begin to show some understanding of simple tactics and basic compositional ideas. They understand how to exercise safely, and describe how their bodies feel during different activities.

## Creative

They vary skills, actions and ideas and link these in ways that suit the activities.



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# PE Implementation



A great **Year 4 sportsperson** will:

## Skilled

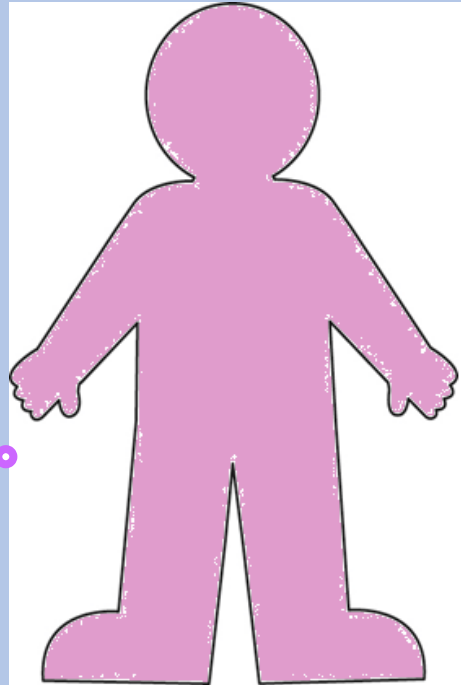
Pupils select and use skills, actions and ideas appropriately, applying them with coordination and control.

## Resilient

Practise techniques and skills to ensure success.

## Reflective

They can see how their work is similar to and different from others' work, and use this understanding to improve their own performance.



## Knowledgeable

They show that they understand tactics and composition by starting to vary how they respond.

They give reasons why warming up before an activity is important, and why physical activity is good for their health.

## Creative

They vary skills, actions and ideas and link these in ways that suit the activities.





# PE Implementation



A great Year 5 sportsperson will:

## Skilled

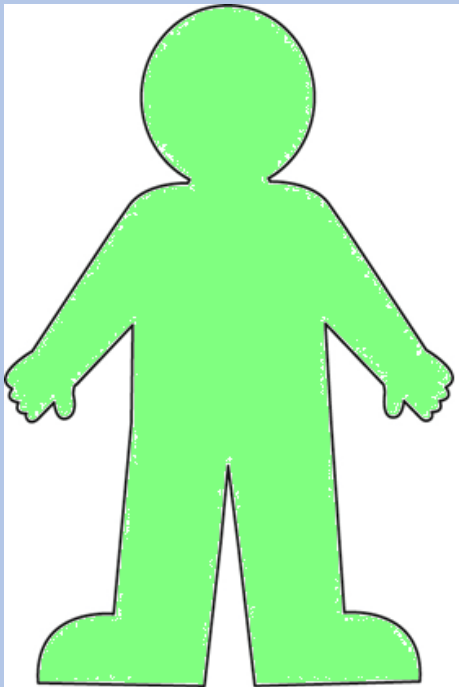
Pupils link skills, techniques and ideas and apply them accurately and appropriately.

## Resilient

Practise techniques and skills to ensure success.

## Reflective

They compare and comment on skills, techniques and ideas used in their own and others' work, and use this understanding to improve their performance.



## Knowledgeable

They explain and apply basic safety principles in preparing for exercise. They describe what effects exercise has on their bodies, and how it is valuable to their fitness and health.

## Creative

Their performance shows precision, control and fluency, and that they understand tactics and composition.



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# PE Implementation



A great **Year 6** sportsperson will:

## Skilled

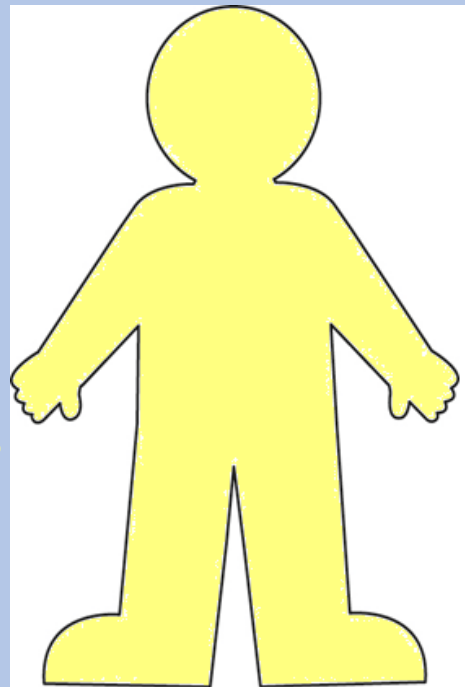
Pupils select and combine their skills, techniques and ideas and apply them accurately and appropriately, consistently showing precision, control and fluency.

## Resilient

They modify and refine skills and techniques to improve their performance.

## Reflective

They analyse and comment on skills and techniques and how these are applied in their own and others' work.



## Knowledgeable

They explain how the body reacts during different types of exercise, and warm up and cool down in ways that suit the activity. They explain why regular, safe exercise is good for their fitness and health.

## Creative

When performing, they draw on what they know about strategy, tactics and composition.



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