PE

Knowledge and Skills Progression Overview

	Guidance Areas	Autumn		Spring		Summer	
		Physical development – Moving & Handling	**Physical Development – Health and Self Care**	**Personal, Social & Emotional Development – Making Relationships**	**Personal, Social & Emotional Development – Sense of Self**	**Personal, Social & Emotional Development – Understanding Emotions**	**Characteristics of Effective Learning – Engagement/Motivation/Thinking**
EYFS	**Nursery**	**Sit** comfortably on a chair, with both feet on the ground. **Run** safely on whole foot. **Move** in response to music or rhythms, i.e., slithering, twisting etc. **Jump** up or forward in the air with both feet leaving the floor. **Begin** to walk, run and climb on different levels/surfaces. **Kick** a ball stationary. **Throw** a ball with increasing force. **Catch** a large ball by using two hands to trap it. **Climb** up and down stairs/ladders. **Use** wheeled toys, i.e., pedalling, balancing etc. **Try** stretching, reaching, curling, twisting and turning activities. **Pour** a drink from an appropriately sized jug. **Manipulate** objects in their play.	**Sleep** for 10-13 hours in a 24-hour period. **Feed** oneself competently. **Hold** a cup with two hands and drink well without spilling. **Develop** self-independence for washing hands and brushing teeth. **Develop** control of bowel and bladder urges. **Put** on and take off clothing items. **Recognise** danger and seek support from significant adults. **Express** their thoughts and emotions through words.	**Build** relationships with special people. **Separate** from their close carers and explore new situations with support. **Show** understanding of others perspectives, ideas and needs that are different to theirs. **Share** toys with others. **Begin** to cooperate with familiar people. **Seek** out others to share experiences with. **Choose** to play with a child who has similar interests.	**Know** their name, preferences, interests and unique abilities. **Develop** understanding of differences in gender, ethnicity and ability. **Show** a sense of autonomy through making choices and decisions. **Experiment** with their own and other people's views of who they are through their play. **Learn** that actions have consequences.	**Express** self-aware emotions of pride and embarrassment. **Understand** that people can feel overwhelmed by intense emotions. **Start** to think about their feelings and manage their emotions. **Seek** comfort from familiar adults when necessary. **Respond** to the feelings of others, showing concern and offering comfort. **Recognise** some actions can hurt or harm others. **Begin** to stop themselves from doing something they should not. **Participate** more in collective cooperation as their understanding of some boundaries grow.	**Engagement** **Finding out and exploring:** - Showing curiosity. - Using senses to explore the world around them. - Engaging in open-ended activities. - Showing particular interests. **Playing with what they know:** - Pretending objects are things from their experience. - Representing their experiences in play. - Taking on a role in their play. - Acting out experiences with other people. **Being willing to "have a go":** - Initiating activities. - Seeking challenge. - Showing a "can do" attitude. - Taking a risk, engaging in new experiences and learning by trial and error. **Motivation** **Being involved and concentrating:** - Showing a deep drive to know about more people and their world. - Maintaining focus. - Showing high levels of energy and involvement. - Not easily distracted. - Paying attention to details. **Keeping on trying:** - Persisting when challenges occur. - Showing belief that more effort will pay off. - Bouncing back after difficulties. **Enjoying achieving what they set out to do:** - Showing satisfaction in meeting goals. - Being proud of how they accomplished something. - Enjoy meeting challenges for their own sake. **Thinking** **Having their own ideas (creative thinking):**
	Reception	**Move** in different ways, adapting oneself to reduce risk. **Jump** off an object and land appropriately, showing stability and balance. **Negotiate** space successfully to avoid obstacles in games. **Travel** with confidence and skills, under, over and through equipment.	**Eat** a range of healthy foods. **Describe** a range of different food textures. **Describe** physical changes to the body that can occur when feeling various emotions. **Establish** a daily routine in relation to eating, toileting and sleeping. **Understand** that enough exercise, good food and hygiene, drinking water	**Represent** their learning on social interactions from their relationships with close adults, in their play and relationships with others. **Understand** different points of view. **Challenge** their own and others' thinking. **Understand** other's needs, wants and behaviours.	**Recognise** that they belong to different communities/social groups. **Show** sensitivity to prejudice and discrimination. **Show** confidence in speaking to others about their own needs, wants, interests and opinions. **Describe** themselves in positive but realistic terms. **Know** what they want to do in their play and how they can go about it.	**Understand** their own and other people's feelings. **Talk** about their own and others' feelings and behaviour. **Attempt** to repair a situation where they have caused upset. **Understand** how their actions impact other people. **Manage** their feelings and tolerate situations	

Knowledge and Skills Progression Overview

		Show increasing control over an object in pushing, throwing, catching etc. **Handle** tools, objects and malleable materials safely and with control. **Show** preference for a dominant hand. **Use** and hold a pencil correctly to retrace vertical lines and form recognisable letters.	and sleeping can contribute to good health. **Consider** and manage some risks by acting or giving verbal warnings to others. **Know** how to transport and store equipment safely.	**Take** steps to resolve conflicts by negotiating and finding a compromise. **Show** that they are proactive in seeking adult support. **Understand** what makes a consistent and stable relationship.	**Show** confidence in choosing resources.	in which their wishes cannot be met. **Seek** support and practical help in challenging situations. **Aware** of behavioural expectations. **Sensitive** to the ideas of justice and fairness. **Seek** ways to manage conflict.	- Thinking of new, meaningful ideas. - Playing with possibilities. - Visualising and imagining options. - Finding new ways to do things. **Making links:** - Making links and noticing patterns in their experience. - Making predictions. - Testing ideas. - Developing ideas of grouping, sequences, cause and effect. **Working with ideas (critical thinking):** - Plan and make decisions about how to approach a task and solve problems. - Check how well their activities are going. - Flexibly changing strategies as needed. - Review how well the approach worked.
	Continuous Provision	• One classroom set up as a physical development base, i.e. climbing structure, heavy equipment & open-ended construction areas. • Fine motor skill activities, i.e. play-doh stations, tinker tables, lose parts areas to manipulate and deconstruct. • Climbing/swinging areas. • Equipment to improve balance, i.e. balance bikes. • Water area for tipping and pouring. • Indoor and outdoor sand pits for raking, sweeping & digging. • Forest exploration including whittling and sawing, climbing trees and walking on uneven terrains. • Daily movement sessions, i.e. Jump Start Jonny, yoga, doh disco, listening attention songs and rainbow dancing. • PE rotation once per week (tasks in line with current stage of development).					

PE

Knowledge and Skills Progression Overview

	Guidance Areas	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
Year 1	Topic/Focus	**Commando Joe – Traditional Tales**	**Gymnastics and Fitness (once all 6 objectives have been met)**		**Invasion**	**Teambuilding**	**Athletics**
	Key knowledge	**<u>Key Vocabulary</u>** Communication, excellence, listens, reflective, evaluative, creative, and curious. By the end of the topic, children should have a better understanding of how to work in a team, know why we need to take turns and share, and be curious to explore and try new things.	**<u>Warm up/cool down</u>** **Concepts to know:** Consider how the body feels before, during and after exercise. Running makes your heartbeat faster. **<u>Key Vocabulary</u>** **Concepts to know: -** **Balance** – holding a position with control. **Travel** – movement from one area to another. **Roll** – turn of the body. **Sequence** – two or more exercises together. **Raising** both arms (girls) to indicate you are ready before routine. **Raising** one arm (boys) to indicate you are ready before routine. **Begin** routines at the edge of a mat. **Focusing** on a point on the floor helps you maintain balance. **Changing** the **STEP** makes the task easier or harder – **S**pace, **T**ask, **E**quipment and **P**eople. **Shapes** - straight, tuck, star, straddle, dish and arch. **Rolls** – barrel, straight, forward roll progressions. **For quality, gymnasts are expected to: -** • **Make** their body stretched and long. • **Stretch** out their arms to help balance. • **Stretch** out their arms and legs when travelling. • **Keep** their head high.		**<u>Key Vocabulary</u>** **Concepts to know: -** Space, dodging, possession, marking, opposition, competition, defenders and attackers **Intercepting** – stopping a player on the opposite team.	**<u>Key Vocabulary</u>** **Concepts to know: -** Teamwork, trust, co-operate, challenge, lead, plan, share, instruction, lead, planning. **Spatial awareness** – knowing where your body is in relation to objects or other people.	**<u>Key Vocabulary</u>** **Concepts to know: -** **Pace** – keeping at an even speed to be able to keep running. **Sprint** – faster run, meaning your arms move faster. **Jog** – slower, longer run with lower arms. **Power** – being able to perform a movement that needs strength. **Overarm** – arm goes past the head. **Underarm** – arm goes past your hip. **Strength** **Accuracy**
	Key skills	**Identify** equipment needed to negotiate a safe passage across the fast-flowing river. **Identify** the most effective way of transporting porridge within a given time. **Identify** the resources needed to grow a magic beanstalk. **Work** as a team, negotiating a safe path and identifying the treasure. **Escape** the Giant's clutches and safely transport the	**Explore** travelling movements using the space around you. **Develop** quality when performing gymnastic shapes. **Develop** stability and control when performing balances. **Develop** technique and control when performing shape jumps. **Develop** technique in the barrel, straight and forward roll. **Link** gymnastic actions to create a sequence.		**Understand** the role of defenders and attackers. **Understand** who to pass to and why. **Move** towards a goal with the ball. **Support** a teammate when playing in attack. **Move** into space showing an awareness of defenders. **Stay** with a player when defending.	**Work** with a partner to complete challenges. **Explore** and develop working as a team. **Develop** talking, listening and sharing skills. **Use** speaking and listening skills to lead a partner. **Plan** with a partner and small group to complete challenges. **Use** talking, listening and sharing skills to complete challenges.	**Move** at different speeds over different distances. **Develop** balance. **Develop** changing direction quickly. **Explore** hopping, jumping and leaping for distance. **Develop** throwing for distance. **Develop** throwing for accuracy.

Knowledge and Skills Progression Overview

		treasure back down the beanstalk. **Cross** the bridge safely and collect apples for grandma. **Plan and negotiate** a safe path through the woods and past the wolves' lair. **Scavenge** around in the depths of the dark forest in search of suitable building materials. **Use** scavenged materials to replicate and build a safe house. **Avoid** the hungry wolf and guide your team through the dark, desolate forest to safety.	**Fitness** Once all 6 objectives have been met or if the hall becomes unavailable, please see the unit 'Fitness' on GetSet4PE.			

	Topic/Focus	Commando Joe – Samuel Pepys	Gymnastics and Fitness (once all 6 objectives have been met)	Fundamentals	Teambuilding	Athletics
Year 2	**Key knowledge**	**Key Vocabulary** Communication skills, teamwork skills, resilience and problem-solving skills. By the end of the topic, children should be more independent and know ways of helping themselves without over reliance on adults, be persistent in their attempts to succeed and not give up so easily, and know why rules are important.	**Warm up/cool down** Staying healthy means doing things that are good for your body, i.e., exercise, eating nutritious foods and getting enough sleep. **Vocabulary** Concepts to know: - **Core strength** – strength of the muscles in the stomach. **Synchronise** - when two people do the same thing at the same time. **Fluent** - the easy transition between movements. **Controlled landing** - 2 feet together and soft knees. **Rolls** – barrel, straight & forwards roll. **Tuck, pike, straddle, back support sequence.** **For quality, gymnasts are expected to: -** • **Point** their toes. • **Focus** on a point on the floor to help them maintain balance • **Keep** their hands flat if they touch the floor during travel. • **Extend** their arms out in front when landing.	**Key vocabulary** **Concepts to know: -** **Dodging**, **sprinting** & **balancing**. **Momentum** – motion that an object has.	**Key Vocabulary** **Concepts to know: -** **Trail, maps, diagrams, teamwork, cooperation, planning, seek and find, symbols.**	**Key Vocabulary** **Concepts to know: -** **Speed, power, strength & accuracy.** - Longer strides will help you run faster. - Shorter strides give you more power at the start of a sprint. - When jumping, both feet should come off the floor at the same time. - Arms help with balance and generate power. - Bending knees helps to jump. - Overarm throws are used for longer distances. - Underarm throws often have more control.
	Key skills	**Transport** water successfully across the city and put out the fire. **Transport** water successfully across the city and put out the fire.	**Perform** gymnastics shapes and link them together. **Use** shapes to create balance, holding them for 5 seconds. **Link** travelling actions and balances using apparatus.	**Explore** how the body moves at different speeds. **Develop** changing direction and dodging. **Develop** balance, stability and landing safely.	**Follow** instructions and work with others. **Co-operate** and communicate in a small group to solve challenges.	**Run** fast and develop sprinting. **Develop ju**mping further. **Develop** jumping higher. **Develop** throwing for a distance. **Develop** throwing for accuracy.

Knowledge and Skills Progression Overview

		Identify and save valuable items. **Use** a boat to get you and your family across the river to safety. **Build** a temporary shelter successfully. **Guide** each other safely back to the location of their homes.	**Demonstrate** different shapes, take off and landings when performing jumps. **Develop** rolling and sequence building. **Develop** sequence work on apparatus. **Fitness** Once all 6 objectives have been met or if the hall becomes unavailable, please see the unit 'Fitness' on GetSet4PE.	**Explore** and **develop** jumping, hopping and skipping actions. **Develop** co-ordination and combine jumps. **Develop** combination jumping and skipping in an individual rope.	**Create** a plan with a group to solve challenges. **Communicate** clearly and develop trust. **Use** teamwork skills to solve problems. **Work** with a group to copy and create a basic map.	**Select and apply** knowledge and technique in an athletics carousel.

Year 3	**Topic/Focus**	**Commando Joe – Ed Stafford**	**Gymnastics and Fitness (once all 6 objectives have been met)**	**Basketball**	**Rounders**	**Hockey**
	Key knowledge	**Vocabulary** Cooperative, reflective, teamwork and organisation. By the end of the topic, children should be able to know others have needs and that they can help, think in different ways, be able to apply strategies to resolve differences and cooperate, and understand that places and the environment need to be cared for.	**Warm up** **Concepts to know: -** Warmups are important for increasing our heart rate and preparing our body for exercise. **Vocabulary** **Concepts to know: -** **Change in direction** – turn in a jump before landing. **Controlled landing** – 2 feet together, soft knees and don't move your feet upon landing. **Body tension –** tensing all of your muscles to hold a shape. **Point balance –** balance on small body part **Patch balance –** balance on large body part (low level) **Rhythmic** – dance-like routines. **Ramps** help with forwards rolls. **Extend –** to make longer **Momentum, rotate & extension.**	**Vocabulary** **accurate**: successful in reaching the intended target **attack**: the offensive action of trying to score goals or points **control**: being able to perform a skill with good technique **intercept**: to gain possession of the ball **invasion**: a game of two teams who invade each other's space to score goals **opponent**: a player on the other team **possession**: to have **referee**: the person who makes sure the rules are followed **shoot**: to send the ball to the target to score a goal or point **tactic**: a plan that helps you to attack or defend .	**Vocabulary** **accuracy**: how close the object is to the given target **bowler**: a player on the fielding team caught **out**: fielder catches a batted ball before it touches the ground **collect**: to pick up no ball: a bowled ball deemed to be outside of the rules **score**: the total points for each team **barrier**: creating a barrier with hands in front of feet to stop a ball travelling at slow speed **strike**: to hit **stump**: touching a base with the ball stumped **out**: when a fielder touches the ball to get the batter out **umpire**: a person who makes sure the rules are followed	**Vocabulary** **accurate**: reaching the target **attack**: the offensive action of trying to score goals or points **attacker**: someone in possession **control**: being able to perform a skill with good technique **defender**: someone not in possession **defend**: mark a space or player **dribble**: to travel with a ball using feet or hands **intercept**: to gain possession of the ball **invasion**: a game of two teams who invade each other's space to score goals **possession**: to have **receiver**: to collect or stop a ball that is sent to you **tactics**: a plan for how to play
	Key skills	**Undertake** fitness training in preparation for the mission ahead. **Identify and pack** effectively the right equipment to support the success of the mission. **Cross** the Amazon River safely with your whole team. **Build** a safe and organised base camp, whilst working as a team. **Re-locate** base camp to higher, safer ground.	**Create** interesting point and patch balances. **Develop** stepping into shape jumps with control. **Develop** the straight, barrel, and forward roll. **Transition** smoothly into and out of balances. **Create** a sequence with matching and contrasting actions and shapes. **Create** a partner sequence incorporating **Fitness** Once all 6 objectives have been met or if the hall becomes unavailable, please see the unit 'Fitness' on GetSet4PE.equipment.	**Understand** the role of an attacker when in possession. **Use** attacking skills to maintain possession. **Develop** passing and moving to support my team in attack. **Understand** the role of a defender and explore ways to gain possession. **Understand** that scoring goals is an attacking kill an demonstrate this. **Apply** skills and knowledge to compete in a tournament.	**Learn** how to score points in in a striking and fielding game. **Develop** batting to score points. **Develop** fielding skills to limit the batter's score. **Understand** the role of a bowler in the fielding team. **Develop** an understanding of tactics and begin to use them in game situations. **Apply** skills and knowledge to play games using rounders rules.	**Send** and receive with some control. **Move** safely and with control when in possession. **Develop** decision making in attack. **Understand** the role of a defender. **Apply** tactics to a small sided game. **Apply** rules, skills and tactics to play in a tournament.

Knowledge and Skills Progression Overview

		Retrieve lost equipment safely. **Save** the tribe! **Construct** a stretcher.				

	Topic/Focus	Team Building	Gymnastics and Fitness (once all 6 objectives have been met)	Dodgeball	Cricket	Netball
Year 4	**Key knowledge**	**<u>Vocabulary</u>** Teamwork Communication Cooperation Encourage Problem-solving Leadership Strategy Resilience	**<u>Warm up</u>** **Concepts to know: -** **Pulse raiser** – an activity that raises the heart rate to increase blood flow to our muscles and increase body temperature. **Dynamic stretching** – movement-based type stretching to improve speed, agility and acceleration. **Agility** – ability to change direction to dodge an opponent. **<u>Vocabulary</u>** **Concepts to know: -** **Focus on specific muscle groups, i.e. arms, legs etc.** **Inverted movement =** actions when your hips go above your head. **Movement themes** – leading/following, meeting/parting and side by side. **Shoulder stand –** legs at 45-degree angle, roll upper arms outwards, hands on waist. **Bridge** **Straddle Roll**	**<u>Vocabulary</u>** **Accuracy -** how close the object is to the given target **Agility -** the ability to change direction **Quickly avoid -** keep away from or stop **Caught out** - when a player catches an opponent's ball deeming them out **Cushion** - take the power out of an object **Hit out -** when a player in dodgeball is hit below the shoulders by a live ball **Opposition -** the other team **Release**: the point at which you let go of an object **Tactic -** a plan or strategy **Tournament -** a competition of more than two teams	**<u>Vocabulary</u>** **Concepts to know: -** **Fielders, batters, striking, tracking & bowling.** **Wickets** – 3 stumps with two bails across the top, defended by the batsman. **Ball skills** – wide fingers, eyes on the ball, soft hands. **Overarm throw –** arm higher than shoulder, elbow bent, point arm in direction of target after release.	**<u>Vocabulary</u>** **Concepts to know: -** Interception, possession, defence, attack, conceding. **Footwork rule** – land on one foot, place the other foot down, saying as they land 'one, two'. **Pivot** – pivot around on the foot that landed first (landing foot). Pivot on ball of your foot.
	Key skills	**Work** together to solve physical challenges. **Communicate** clearly and effectively when working with others. **Work** together to solve problems and overcome challenges. **Build** trust and communication skills when working with a partner and a team. **Work** cooperatively with others when completing parachute challenges. **Apply** teamwork skills in a range of challenges.	**Develop** individual and partner balances, which include a change of level and shape. **Develop** control in performing and landing rotation jumps. **Develop** the straight, barrel, forward and straddle roll. **Develop** strength in inverted movements. **Create** a partner sequence to include apparatus.	**Develop** throwing and apply this to a target game. **Develop** dodging skills to avoid being hit. **Develop** catching and learn the rules of the skill within the game. **Develop** catching and use the rules of the skill within this game. **Think** tactically and apply this to a game. **Apply** skills and knowledge to compete in a tournament.	**Develop** overarm and underarm throwing. **Develop** bowling technique and learn the rules of the skill within the game. **Develop** batting technique and understand where to hit the ball. **Develop** fielding techniques and apply them to game situations. **Play** different roles in a game and begin to think tactically about each role. **Apply** skills and knowledge to compete in a tournament.	**Develop** attacking skills within the rules of the game. **Apply** attacking skills to move towards a goal. **Develop** movement skills to lose a defender. **Defend** an opponent and try to win the ball. **Develop** attacking skills to score goals. **Apply** skills and knowledge to play games using netball rules.

PE

Knowledge and Skills Progression Overview

	Topic/Focus	Team Building	Dodgeball	Gymnastics and Fitness (once all 6 objectives have been met) Swimming occurs in the last four half terms and all classes will attend a 45-minute session every Wednesday.	Hockey Swimming occurs in the last four half terms and all classes will attend a 45-minute session every Wednesday.	Netball Swimming occurs in the last four half terms and all classes will attend a 45-minute session every Wednesday.
Year 5	**Key knowledge**	**Vocabulary** Teamwork Communication Cooperation Leadership Strategy Problem-solving Decision-making Adaptation Resilience Evaluation	**Vocabulary** **Avoid** - keep away from or stop **Cushion** - take the power out of an object **Fake** - to pretend **Force** - create power **Officiate** - to be in charge of the rules **Opponent** - the other team **Situation** - circumstances that create the environment **Tactic** - a plan or strategy	**Warm up** **Pulse raiser knowledge –** Understand the role of oxygen and carbon dioxide in blood flow, as well as rehydrating through drinking liquids and dehydrating through sweating. **Dehydration –** loss of water from body. **Rehydration –** intake of water. **Specific muscle knowledge –** calf, quadricep, hamstring, tricep and bicep. **Vocabulary** **Weight bearing balances** – front and back support. **Core strength** – strength of the underlying muscles in the stomach to help with balancing/control. **Roll** – turn of the body which can be started in different positions. **Hold** balance for 5 seconds. **Bridge –** push hips off ground, lift chest, head relaxed, arms at side, palms flat on ground. **Symmetrical balance –** both sides are exactly the same. **Asymmetrical balance –** both sides are different. **Unison –** Together **Canon –** movements repeated exactly by others, i.e., Mexican wave. **Synchronise/mirroring** - when two people do the same thing at the same time. **Backward roll & cartwheel.**	**Key concepts to know: -** **Defend** using the stick to stop the ball and gain control. **Sprinting** with the ball is harder to control and this therefore makes it more difficult to shoot. **Interception, possession, opposition, defender, attacker & reverse.**	**Vocabulary** **Key concepts to know: -** **Possession, opponent, interception, passing, shooting, support, pitch, attack and defend.** **Netball positions** – centre, goal attack, goal defence, goal shooter and goalkeeper. **Speed** – quickness which is used to outwit an opponent. **Contact** – any action resulting in players touching or bumping each other. If this occurs, the opposing team receives a penalty pass. **Dodging** – moving from side to side to confuse players and escape them. **Held ball** – one player having possession of the ball for more than 3 seconds. **Marking –** staying close to opposition player to prevent them catching the ball. **Footwork** – When you lift up and place back down your landing foot. **Conceding** – to fail to stop an opposing team/person from winning a point/game.
	Key skills	**Use** teamwork and strategy to solve increasingly complex challenges. **Communicate** effectively and take responsibility when	**Develop** throwing skills and apply them appropriately to the situation. **Develop** dodging skills and apply them appropriately to the situation.	**Perform** symmetrical and asymmetrical balances. **Develop** the straight, forward, straddle and backward roll.	**Hold** a hockey stick using the correct grip. **Dribble** a ball and with control to beat a defender. **Develop** sending the ball using a push pass.	**Know and understand** the basic rules of netball. **Develop** moving and passing technique (one/two handed, bounce, chest, overhead, shoulder and underarm).

Knowledge and Skills Progression Overview

		working with others during a challenge. **Work** as a team to solve problems using limited resources. **Develop** and adapt my team's strategy when faced with new challenges. **Communicate**, **cooperate** and **adapt** my actions to successfully complete parachute challenges. **Apply** teamwork skills independently across a range of challenges.	**Develop** catching skills and apply them appropriately to the situation. **Develop** blocking skills and apply them appropriately to the situation. **Understand** the need for tactics and identify how to create and use them. **Apply** rules, skills and tactics when playing a tournament.	**Explore** different methods of travelling, linking actions in both canon and synchronisation. **Perform** progressions in inverted movements. **Explore** matching and mirroring using actions both on the floor and on apparatus. **Use** strength and flexibility to improve the quality of performance. **Create** a partner sequence using apparatus. **Fitness** Once all 6 objectives have been met or if the hall becomes unavailable, please see the unit 'Fitness' on GetSet4PE.	**Pass** the ball with increased accuracy from different speeds. **Move** into space to support a teammate. **Develop** using an open tick (block) tackle and jab tackle to gain possession of the ball. **Defend** using the hockey stick to gain possession of the ball. **Mark** an opponent and begin to block passes to the opposition. **Play** in a team competitively for points.	**Develop** the use of attacking principle of creating and using space. **Use** passing effectively in a game. **Change** direction and lose a defender. **Discuss** defending tactics. **Defend** ball side and know when to go for interceptions. **Develop** shooting technique. **Use** and apply skills and tactics to small-sided games.

Year 6	Topic/Focus	Team Building **Swimming occurs in the first two half terms.**	Dodgeball **Swimming occurs in the first two half terms.**	Gymnastics	Quidditch	Cricket	Basketball
	Key knowledge	**Vocabulary** Teamwork Leadership Communication Strategic thinking Decision-making Problem-solving Adaptability Responsibility Evaluation Resilience	**Vocabulary** **Abide** - act in accordance with the rules **Anticipate** - to expect / be ready **Appropriate** - suitable approach **Assess** - make a judgement of the situation **Cushion** - take the power out of an object **Fake** - to pretend **Officiate** - to be in charge of the rules **Stance** - the body position taken **Tactic** - a plan or strategy **Trajectory** - the path the object takes in the air	**Vocabulary** **Concepts to know: -** **Counter balance –** person uses another person's weight to stay balanced by pushing against them. **Counter tension –** person uses another person's weight to stay balanced by pulling away from them. **Inverted movements –** gymnastics holds position upside down. **Headstand, Handstand, Vault & Cartwheel**	**Vocabulary** **Quaffle** – the ball players score goals with. **Bludger** – a ball that tries to temporarily "knock players out of play" **Golden Snitch** – a tiny, flying ball worth lots of points. **Hoops** – the goals players aim for. **Pitch** – the Quidditch playing field. **Chaser** – tries to score using the Quaffle. **Keeper** – defends the hoops (like a goalkeeper). **Beater** – throw Bludgers. **Seeker** – tries to catch the Golden Snitch.	**Vocabulary** **Concepts to know: -** Backstop, control, tactics, fielders, continuous, bowling, accuracy and scoring.	**Vocabulary** **Concepts to know: -** Dribbling, interception, opponent, passing, defending, attacking, possession, accuracy, fluency, fair play, honesty, perseverance, and competence.

PE

Knowledge and Skills Progression Overview

	Key skills	**Lead** and support others during increasingly complex team challenges. **Communicate** effectively to organise and motivate a team. **Plan, implement and refine** strategies independently. **Make decisions** and take responsibility for team outcomes. **Evaluate** performance and identify improvements. **Apply** leadership, teamwork and problem-solving skills independently across a range of challenges.	**Throw** under pressure and apply this to a target game. **Select** the appropriate dodging skill for the situation. **Develop** catching with increasing consistency under pressure. **Develop** defensive techniques and select the appropriate action for the situation. **Understand** and apply tactics in a game. **Develop** officiating skills and referee a game.	**Develop** the straddle, forward and backward roll. **Develop** counter balance and counter tension. **Perform** inverted movements with control. **Perform** the progressions of a headstand and cartwheel. **Use** flight from hands to travel over apparatus. **Create** a group sequence using formations and apparatus.	**Develop** basic ball-handling skills and spatial awareness in a game setting. **Improve** passing accuracy and teamwork to maintain possession of the ball. **Create** space and use passing to support attacking play. **Defend** effectively and apply pressure to win possession of the ball. **Apply** attacking and defending skills in a game using teamwork and simple tactics. **Apply** all skills, teamwork and tactics in a competitive game situation.	**Develop** throwing accuracy and catching skills. **Strike** a bowled ball with increasing consistency and accuracy. **Develop** directional batting. **Focus** on catching skills (close/deep catching and wicket keeping). **Develop** overarm bowling technique and accuracy. **Develop** a variety of fielding techniques and use them within a game. **Develop** long and short barriers and apply them to a game situation.	**Develop** protective dribbling against an opponent. **Move** into space to support a teammate. **Choose** when to pass and when to dribble. **Track** an opponent and use defensive techniques to win the ball. **Perform** a set shot and jump shot. **Apply** the rules and tactics to play in a basketball tournament.