

## PE Scheme of Work: Knowledge and Skills Curriculum

<p><b>Key Stage One:</b> Reception – follow the ‘statutory framework for the Early Years’: The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs) Year 1 Year 2 KS1 coverage</p>	<p>Physical Development: Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</b> <b>Pupils should be taught to:</b> •Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities •Participate in team games, developing simple tactics for attacking and defending •Perform dances using simple movement patterns. •Recognise how their body feels when still and when exercising</p>	
<p><b>Fundamental movement:</b> •Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. •To explore the skill of running fast; To develop the skill of running •To explore the skill of dodging; To develop the skill of dodging •To explore the skill of jumping •To develop travelling skills; to develop the skill of the side gallop</p>	<p><b>Throwing:</b> •To explore the skill of throwing overarm •To develop the skill of throwing overarm for accuracy •To develop the skill of throwing overarm for distance •To explore throwing equipment underarm; to develop the skill of throwing underarm; to apply the skill of an underarm throw in different ways; to apply the skill of throwing underarm with accuracy</p>	<p><b>Kicking:</b> •To explore different ways of kicking objects •To explore different ways of kicking objects with increasing accuracy and control •To receive a kick with control •To intercept a ball •To explore kicking with a variety of equipment</p>
<p><b>Striking:</b> •To strike a ball off a tee; to develop the skill of striking a ball; to develop the skill of striking a ball with accuracy •To know the ready position and how to hold a bat</p>	<p><b>Rolling Ball:</b> •To explore rolling different equipment •To develop the skill of rolling different equipment •To apply the skill of rolling different equipment</p>	<p><b>Catching:</b> •To explore the skill of catching a ball; to catch a ball with two hands; to develop the skill of catching •To develop the skill of bouncing a ball with control •To revise the skill of catching a ball and bouncing a ball</p>
<p><b>Games:</b> •To understand and apply simple tactics in a game; to understand and apply simple tactics in a team game; to develop simple tactics; to apply tactics in a simple striking/fielding game •To choose skills effectively for a game •To bounce a ball while travelling in a game •To work cooperatively in a small group; To develop the skill of passing and moving into space •To apply throwing, moving and catching in a simple team game •To develop the skill of fielding a ball •To apply striking a ball, throwing and fielding in a simple team game</p>	<p><b>Athletics:</b> •To develop the skill of running fast •To develop the skill of hopping •To develop the skill of rolling a ball with accuracy •To develop the skill of changing direction; to apply changing direction in relay type races •To develop the skill of underarm throwing; to explore different ways of throwing; to throw underarm accurately; to throw overarm for distance; to throw overarm with accuracy; to explore a push throw •To develop the skill of jumping for distance; to explore jumping for distance; to complete jumping challenges •To develop posture when walking and running •To complete an obstacle course •To complete run, jump and throw challenges</p>	
<p><b>Dance:</b> •To explore movement ideas based around a theme; Creating travelling patterns using a stimulus; Creating pathways using a stimulus •To watch, copy and discuss the ideas; Recreating ideas, adding expression and developing and improving our work •To create circle dances •To create a sequence with a travel, turn and jump •To compose and link moves to create a movement phrase using different directions; Exploring different ways of travelling and using the space.</p>	<p><b>Gymnastics:</b> •To develop the basic skills of travelling; to develop the basic skills of travelling on hands and feet •To develop the basic skills of rolling; To apply the skills of travelling, rolling and jumping with two different shapes; to develop the basic skills of travelling, balancing, jumping and rolling •To develop the basic skills of jumping; to develop the skills of jumping with different shapes •To perform basic skills with straight and tuck shapes •To develop the skill of balancing on different body parts •To link basic movements together; to link basic movements together to create a sequence; to link actions of movement together to create a simple sequence</p>	

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- To perform actions quickly and slowly
- To use “weight” and “speed” to compose a movement phrase with a clear beginning, middle and end
- Explore and perform contrasting actions individually, in pairs, in groups and as a class; Creating effective travelling pathways individually and in a group; Performing in a whole class performance (assessed and recorded) and responding to own work.

- To adapt the sequence to perform on apparatus; to adapt a sequence of moves to apparatus

### Key Stage Two:

Year 3

Year 4

Year 5

Year 6

### **KS2 Coverage**

**Pupils should:** perform a selection of throws and passes; perform a selection of throws and passes with accuracy and be able to catch balls of different sizes; develop different throws and passes to increased accuracy with the target in mind; throw, pass and aim accurately

**Pupils should:** be able to run at a range of paces; be able to run at an appropriate pace; develop running speeds for different distances

### **Pupils should be taught to:**

- Use a range of simple tactics in games; use tactics in games (basketball/ football/ All in one rounders and Quick Cricket); use the skills and tactics for hockey, rugby, netball, cricket and rounders; apply a range of tactics to all games develop a leader role in a team game
- Perform a range of simple jumps; use and combine different jumps; combine jumps and improve previous distances
- Be aware of their body in dance elements; perform fluent and contrasting movements in dance with control; develop and perform a dance sequence with a prop; learn a set dance routine and perform in time with control and accuracy
- Perform some balances and travel movements to create a simple sequence; perform balances and sequences with a partner; perform a sequence using various balances and shapes with a partner and apparatus; perform a group sequence which includes balances, paired balances, apparatus and group balances with control and fluency
- Evaluate other’s performances and suggest how to improve; begin to perform in competitive events; take part in competitive events
- Travel around a mapped course with speed

### **Athletics:**

- I can throw for distance using 2 different throws- push and pull throw; I can throw for distance using three different throws- pull, push and sling; I can perform a heave throw
- I can select appropriate equipment in a throwing type event; I can develop throwing skills in an athletic type activity
- I can perform 3 different jumps- 2 feet to 2 feet, 1 foot to 2 feet, hop; I can combine 3 different jumps; I can perform a hop, step and jump; I can perform 5 different jumps; I can combine jumping actions (5 jumps)
- I can run at different paces; I can select an appropriate pace for my distance; I can use different running techniques and speeds for different events; I can develop running skills in isolation.
- I can perform a sprint start
- I can pass a quoit/baton to a teammate when stationary; I can pass a quoit/baton to a teammate successfully whilst moving
- I can evaluate my own and other performances; I can evaluate my own and other performances and compare my performances with previous ones to improve my personal best; I can compare my performances with previous ones and demonstrate improvement to achieve my personal best; I can revise and develop previous skills to improve my performance.
- I can perform in athletic type competitive events (run, jump and throw);

### **Orienteering: (check with SC)**

I can keep the map “set or “orientated” when I move; I know some of the symbols on a orienteering map; I can run safely with a map around a simple orienteering course; I know the 8 points of a compass I can navigate to a control marker; I can plan effectively to visit as many control markers in the time allowed ;I understand how OAA can help fitness and health.

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### Net/wall games:

Aiming, Throwing and Space Skills:

- I can throw ball/bean bags/ shuttlecock into target.
- I can intercept an object thrown
- I can throw ball over a barrier
- I can explain which throw is best for shorter / longer passes
- I can strike a ball with my hand
- I can outwit my opponent when playing a game
- I can suggest what I need to do to improve

**I can outwit my opponent using simple tactics; can defend an area; I can suggest ways I can improve my shots; I can recognise when others are playing well and identify why with help**

### Invasion Games: (Suggested years: Y4 basketball/football; Y5 hockey/Y6 rugby/ netball)

Developing ball skills:

- I can pass a ball using a chest pass and catch from a chest pass; I can throw and catch using a chest pass with control and accuracy; I can pass a hockey ball using a push pass; I can receive a pass using hockey equipment; I can run with a rugby ball in two hands; I can pass and catch a rugby ball using a swing pass; I can pass a netball using a chest pass accurately and successfully when playing games
  - I can pass a ball using a bounce pass; I can throw and catch using a bounce pass with control and accuracy; I can pass a netball using a bounce pass accurately and successfully when playing games
- I can explain when to use a bounce pass; I can explain which pass to use and when to use it
- I can pass a netball using a shoulder pass accurately and successfully when playing games
- I can run into space to receive a pass; I can run into space to receive a pass after passing the ball; I can show a change of speed and direction to beat a defender to keep possession of the ball; I can send and receive a variety of objects
- I can pass to a teammate in space when playing a game; I can communicate with teammates where I want the ball to go when I haven't got it.
- I can use a simple tactic of pretending to throw one way and then the other to outwit an opponent; I can disguise a pass when playing a game; I know when to use a dummy pass with a rugby ball; I can select and apply tactics in different invasion games
- I can try to intercept a ball when defending; I can intercept a pass; I know how to tag an opponent
- I can dribble a basketball with control; I can dribble a ball using hockey equipment; I can travel with an object confidently in various ways.
- I can decide when to dribble with the ball and when to pass in a game
- I can shoot accurately into a target; I can shoot at goal using hockey equipment; I can score a goal from a stationary position; I can score a try; I can score a goal from a stationary position
- I can evaluate mine and my attacker's success when throwing and catching; I can describe the help I need to improve; I understand the role of an attacker / defender; I can undertake a leadership/officiating role; I can evaluate tactics across invasion games for similarities; I can develop the ability to evaluate my team's work and suggest ways to improve it
  - I can close down an opponent effectively
  - I can play a competitive hockey type game following the rules; I play a competitive rugby type game by the rules; I can play a competitive netball type game following the rules
  - I can create an invasion game to solve a tactical problem
  - I can choose and apply skills and tactics consistently in an invasion type competitive games

**I can show a change of speed and direction to lose a defender; I know when to pass a ball when attacking; I can identify aspects of my own performance that needs improvement and that of others; I can use a range of tactics with the ball**

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### Strike/Field Games (suggested years: Y4 all in one rounders/quick cricket; Y5 cricket/rounders; Y6 cricket)

- I can throw a ball underarm with accuracy
- I can catch a ball thrown to me; I can catch a small ball
- I can run between wickets; I can run safely round bases or between wickets
- I can strike a ball off a tee; I can strike a bowled ball
- I can catch a ball when playing a game; I can field a ball and throw back overarm
- I can use a simple tactic when batting; I can strike a ball away from fielders; I can use simple tactics when playing a modified competitive softball/ rounders type game; I can strike a ball with a straight drive; I can apply basic principles of striking and fielding in a game
- I can bowl a ball underarm; I can bowl a ball through a hoop to a partner; I can bowl a ball underarm correctly; I can send a ball using an overhead bowl
- I can look for examples of specific things in a game that were successful and explain why they are good; I can evaluate and recognise my own success

### Dance

- I can interpret a visual stimulus and link movements to it; I can perform movements of different sizes.
- I can travel using different pathways and levels; I can carry out movements with control and fluency; I can make contrasting movements using different body parts; I can create a sequence including different levels and pathways; I can create travelling patterns and use canon effectively
- I can work co-operatively to select roles; I can work collaboratively to create a sequence
- I can link travel, jump, turn and stillness to depict a stimulus; I can link a travel to a gesture fluently and with control
- I can slow actions down, showing good control and fluency; I can make quick sharp turns showing change of direction; I can carry out actions with control and fluency
- I can link the five dance elements within a group to depict a story (body, space, time, energy and action); I can link five dance elements with a partner; I can use a wide range of interesting movements to convey a story, performing with expression
- I can incorporate a prop within a sequence
- I can use good facial ; Convey emotions and events using contrasting actions
- I can work in time within the performance; I can development techniques and performing with accuracy, control and timing
- I can perfect and perform a final piece; I can learn a set Dance, creating a solo sequence and participating in a whole class performance
- I can comment on others' work; I can evaluate my own and others' performances and suggest ways to improve a sequence; I can perform in a whole class performance (assessed and recorded) and respond to own work

### Gymnastics

- I can balance on one foot; I can balance on left foot; I can balance on right foot
- I can balance on 2 and 3 small body parts; I can balance in a dish shape; I can perform front and back support; I can balance in an arch shape
- I can travel on 4 points with control; I can turn while travelling on hands and feet
- I can create a sequence of travel and balance; I can combine and perform a sequence with that of a partner; I can perform a matched partner balance; I can perform a mirrored partner balance; I can explain the difference between a matched and mirrored shape; I can travel into and out of a matched and mirrored shape with a partner; I can create a simple sequence of matched and mirrored shapes with a partner with a change of level and direction; I can perform matched and mirrored shapes with a partner; I can perform a counter balance with a partner; I can perform a counter tension balance with a partner; I can create a simple sequence of travel, jump, roll, and partner counter balances with fluency and control; I can perform a group balance
- I can perform different rolling actions including: pencil roll, teddy bear roll and egg roll; I can perform rolling actions with accuracy; I can perform forward roll
- I can perform straight and star jumps; I can perform a tuck jump; I can perform a stretch jump and turn (1/4 or 1/2)
- I can attempt shoulder stand and arabesque

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- I can create a sequence of six actions (using travelling, rolling, jumping and balancing on small body parts with a change of direction and speed); I can create a simple sequence of six moves (one balance, one roll, one jump and three others); I can perform a created routine in a competition; I can create a sequence with a partner of 8 elements including counter balance and counter tension balances; I can create a sequence with a group of 8 elements including a group balance and paired balances
- I can suggest how my performance and my partner's performance could be improved; I can make simple judgements about the quality of my performance; I can identify which sequences were performed with fluency, accuracy and consistency; I can identify which sequences were performed with fluency, accuracy and consistency
- I can use the apparatus to perform travelling and balancing on small body parts; I can perform matched and mirrored shapes with a partner using apparatus; I can perform counter balances with a partner using apparatus; I can perform a group balance using apparatus; I can adapt group sequence of 8 elements to apparatus; I can work as part of a team to design an apparatus layout for group sequence