PE Skills and Knowledge Overview

KS1 and KS2 National Curriculum

Key Themes

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way that supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims - The national curriculum for Physical Education aims to ensure that all pupils:
• develop competence to excel in a broad range of physical activities
• are physically active for sustained periods
• engage in competitive sports and activities
• lead healthy, busy lives

Attainment targets - By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study

Teaching Sequence in PE

PE Lessons will follow this sequence of learning.

Starter Activity
This is linked to the learning intention and is designed as a 'warm up' activity.

Assessment for Learning
This activity is designed to allow the teacher to assess pupils against the learning intention to either move children quickly through the skill or adapt using the STEP principle.

Skill Development
Based on the Assessment for learning, the teacher will then set an activity up to refine skills using the teaching points.

Learning, working and talking like a sports person.

Being introduced to the key terms and vocabulary that a sports person would use and encouraging use of correct vocabulary when writing and talking about physical activity.

Concepts	Explanation
Athletic Activity	Athletic activity refers to physical exercises and sports that focus on developing and improving running, jumping, and throwing skills. This can include activities like track and field, sprinting, long jump, and throwing events
Net and Wall	Net and wall games involve players sending an object (like a ball or shuttlecock) toward a court or target area defended by an opponent, aiming to land the object in that area while making it difficult for the opponent to return it. These games typically require a net, wall, or both, and involve strategies for attacking, defending, and court positioning.
Dance	Dance involves a range of movements, often to music, to express ideas, emotions, or simply enjoy the movement itself. It's a creative and engaging activity that develops various physical and cognitive skills.
Invasion Games	Invasion games in PE are team-based activities where players aim to score by entering the opposing team's territory while also defending their own and preventing the other team from scoring. These games focus on movement, ball skills, teamwork, and strategy
Striking and Fielding	Striking and fielding games in PE are a type of physical activity where one team attempts to strike an object, like a ball, to score points, while the other team fields the ball to prevent scoring. These games focus on locomotor and manipulative skills like running, catching, and throwing.

EYFS								
Body Management			**Gymnastics**			**Dance**		
Skills	**Knowledge**	**End Points**	**Skills**	**Knowledge**	**End Points**	**Skills**	**Knowledge**	**End Points**
Balance obstacle course. Work with others to move through hoops. Reach, stretch, retrieve objects. Steps, strides, bounce, hop, bridges and tunnels. Travel over apparatus. Twist, turn, roll. Coordinate and control limbs. Run and jump in time to music. Agility, balance, coordination obstacle course. Perform basic actions with others.	Explore balance and managing own body including manipulating small objects Able to stretch, reach, extend in a variety of ways and positions Able to control body and perform specific movements on command Explore a variety of rolling, sliding and slithering. Jump using a variety of take offs and landings, moving on and off low apparatus using hands and feet Participate in a variety of small group co-operative activities.	Explore and develop balance and body management, including manipulation of small objects. Stretch, reach, and extend the body in various ways and positions with control. Perform specific movements accurately on command.	Adapt instructions to physical actions. Develop take-off and landing position for jumps. Transferring and moving small equipment. Moving through and under apparatus. Copying and repeating actions. Refines shapes and jumps to improve coordination. Experiment with egg & log roll. Recognise pathways and direction. Points and patches to develop body tension. Link basic movements and use start and finish position.	To develop confidence in fundamental movements. To experience jumping, sliding, rolling, moving over, under and on apparatus To develop coordination and gross motor skills. To develop confidence in fundamental movements. To learn and refine a variety of shapes, jumps, balances and rolls. To link simple balance, jump and travel actions	Build confidence in fundamental movements and gross motor skills. Experience and practice jumping, sliding, rolling, and moving over, under, and on apparatus. Develop coordination through a variety of shapes, jumps, balances, and rolls.	Link colours to feelings. Explore animal movements and levels. Replicate actions in larger groups. Sequence work. Explore leader or follower work. Learning and repeating actions through circle dance. Perform to the count of 8. Copy and repeat 4 actions. Perform an African dance motif.	Recognise actions can be performed to music. Copy, create, repeat and perform some basic actions to music Use their body to recreate and symbolise people and actions with themes of 'transport' and 'people who help us'. Count and move to beats of 8. Copy and repeat movement patterns. Work as an individual, in partners, and as a group	Recognise and respond to music by performing and creating basic actions. Use movement to symbolise themes such as 'transport' and 'people who help us.' Count and move accurately to beats of 8.
Cooperate and Problem Solve			**Speed and Agility**			**Manipulation and Coordination**		
Skills	**Knowledge**	**End Points**	**Skills**	**Knowledge**	**End Points**	**Skills**	**Knowledge**	**End Points**
Work as an individual and part of a group to match. Keep heart rate high. Travel and follow travel trails as and individual. Work cooperatively to form shapes. Move along a pathways/trail with partner. Work with partner to form jumping patterns. Respond to visual cues. Compete as a team to complete an obstacle relay.	Organise and match various items, images, colours and symbols. Work with a partner to listen, share ideas, question and choose Move confidently and cooperatively in space Copy and repeat various patterns and actions Show an understanding of own feelings and others. Solve more complex tasks using skills learned. Work and play cooperate and take turns	Organise and match items, images, colours, and symbols accurately. Collaborate with a partner by listening, sharing ideas, questioning, and making choices. Move confidently and cooperatively in shared space.	Demo agility in variety of games. Recognise and follow instructions. Experiment with starting and stopping positions. Perform fast and slow movements. Show control to stop and perform actions. Play games, take turns. Move by inching, crawling & jumping. Jump for speed and distance. Recognise cues in lyrics to change actions. Use strength to maintain a body shape.	Travel with some control and coordination Change direction at speed through both choice and instructions. Stop, start, pause, prepare for and anticipate movement in a variety of situations Agility-based activities moving and controlling objects. Recognise different actions such as: moving softly, quietly, quickly, powerfully Relate body movements to music and percussion	Travel with control and coordination, changing direction quickly and accurately. Stop, start, pause, and anticipate movements in varied situations. Perform agility-based activities involving movement and object control.	Coordinate limbs to carry out defined movements and actions. Replicate bilateral movements. Make contact with ball with legs and feet. Practice hop, step, jump sequence. Play parachute games. Move small objects using dominant and non-dominant hand. Push, hit, dribble. Use a baton to steer objects. Roll, spin, rotate, throw and catch hoops.	Send and receive a objects with different body parts. Work with others to control objects in space. Coordinate body parts such as hand-eye, foot-eye over a variety of activities and in different ways Coordinate similar objects in a variety of ways Differentiate ways to manoeuvre objects. Skip in isolation and with rope	Send and receive objects using different body parts with control. Collaborate effectively to control objects in shared space. Develop hand-eye and foot-eye coordination across various activities.

Year 1								
Athletic Activity			**Dance**			**Gymnastics**		
Skills	**Knowledge**	**End Points**	**Skills**	**Knowledge**	**End Points**	**Skills**	**Knowledge**	**End Points**
Starting and stopping at speed. Show power in run, use arms. Take off on two feet. Use leading arm to throw. Compete in relay teams. Perform agile movements. Work for sustained periods of time. Negotiate obstacles. Jumping and bounding. Run from different starting positions	Pupils will begin to link running and jumping. To learn and refine a range of running which includes varying pathways and speeds Develop throwing techniques to send objects over long distances. Increase stamina and core strength needed to undertake athletics activities. Take part in a broad range of opportunities to extend strength, balance, agility and coordination. Cooperate with others to carry out more complex tasks	Improve overall strength, balance, agility, and coordination. Work cooperatively with others on complex physical tasks.	Exploring storytelling through dance. Use a theme to create a dance. Develop actions to express friendship. Dance with start middle and end. Perform with feeling. Perform actions to tell a story. March in time. Move and turn as a group. Perform simple canon and in rounds.	Copy or mirror actions with some accuracy. Perform showing meaning behind simple dance ideas. Select appropriate movements & apply simple choreographic relationships, e.g. leading and following, mirroring. Share some ideas and listen to the ideas of others. Identify the actions of others and specify the body parts used. Identify why they enjoyed a dance and respond to feedback.	Create and perform dances with a clear beginning, middle, and end. Develop movements that express emotions and ideas, such as friendship. Perform dances with feeling and meaning.	Carry equipment safely. Hurdle step take off. Perform egg roll and log roll. Explore body tension. Linking movements. Rock, spin, turn. Move on, off, over. Point balances h,y, front/back support	Identify and use simple gymnastics actions and shapes. Apply basic strength to a range of gymnastics actions. Begin to carry simple apparatus such as mats and benches. To recognise 'like' actions and link them. To perform a variety of basic gymnastics actions showing control. To introduce turn, twist, spin, rock and roll and link these into movement patterns. To perform longer movement phrases and link with confidence. To perform with simple canon and unison	Carry and set up equipment safely and independently. Create and perform longer movement sequences using canon and unison. Apply body tension and control when linking movements in a routine.
Invasion Games			**Net/Wall Games**			**Striking and Fielding**		
Skills	**Knowledge**	**End Points**	**Skills**	**Knowledge**	**End Points**	**Skills**	**Knowledge**	**End Points**
Send to targets. Catch and intercept. Bounce ball to self. Defend a target. Attack and defend as a pair. Communicate with partner. Compete in a basic tournament 2v2.	To practice basic movements including running, jumping, throwing and catching. To begin to engage in competitive activities. To experience opportunities to improve agility, balance and coordination. To recognise rules and apply them in competitive and	Practice fundamental movements: running, jumping, throwing, and catching. Engage in competitive activities with understanding. Develop agility, balance, and coordination through varied experiences.	Sliding and receiving a ball/beanbag. Explore different ways of sending a ball. Moving towards and returning balls. Scoring points against opposition. Attempt to hit a ball. Basic rally with slow moving objects (balloon). Feeding the ball over a net. Track balls. Develop core strength to send objects from a sitting, kneeling, and standing position.	Able to send an object with increased confidence using hand or bat. Move towards a moving ball to return it. Sending and returning a variety of balls/objects such as balloons and beachballs. Track, intercept and stop a variety of objects such as balls and beanbags.	Send objects confidently using hands or bats. Move effectively to track and return moving balls. Send, return, track, intercept, and stop various objects like balloons, beachballs, and beanbags.	Use a range of throwing and rolling skills. Return a ball to a base/zone. Work with others to stop players scoring runs. Self-feed and hit a ball. Run between bases to score points.	Able to hit objects with hand or bat. Track and retrieve a rolling ball. Throw and catch a variety of balls and objects. Develop sending and receiving skills to benefit fielding as a team. Distinguish between the roles of batters and fielders. Introduce the concept of simple tactics.	Accurately strike a stationary ball using a bat or hand. Demonstrate control when hitting objects such as balloons or beach balls. Develop a variety of shots, including forehand and backhand techniques.

	cooperative games. Use and apply simple strategies for invasion games. Preparing for, and explaining the reasons why we enjoy exercise.			Select and apply skills to beat the opposition.				
Year 2								
Athletic Activity			**Dance**			**Gymnastics**		
Skills	**Knowledge**	**End Points**	**Skills**	**Knowledge**	**End Points**	**Skills**	**Knowledge**	**End Points**
Aware of others when running in space. Create more power with legs and apply to agility test. Select best throw for conditioned games. Perform some static and dynamic balances. Explore their emotions around different challenges. Attempt more accuracy in throws. Perform under pressure. Explore breathing techniques.	Develop power, agility, coordination and balance over a variety of activities. Can throw and handle a variety of objects including quoits, beanbags, balls, hoops. Can negotiate obstacles showing increased control of body and limbs. Improve running and jumping movements, work for sustained periods of time. Reflect on activities and make connections between a healthy active lifestyle. Experience and improve on jumping for distance and height.	Show spatial awareness and consideration for others when moving. Apply leg power to improve speed, agility, and jumping performance. Recognise the value of physical activity for a healthy lifestyle.	Dance in solo, duet and as a whole group/class. Explore canon. Add an ending to their dance. Use a range of actions and facial expressions to move like different characters. Respond to visual stimulus. Comment on contrasting actions. Use the theme of a clockface to develop a dance. Perform 'freestyle' moves. Perform a motif to music. Explore movement pathways.	Demonstrate coordination and accuracy in their movements. Apply facial expression and respond to the music. Can apply spatial dynamic choices to communicate their dance ideas and apply unison and canon. Contribute some ideas to others and respond to their suggestions. Describe the action, space and dynamics of a dance and offer some interpretation. Offer feedback and make some changes to their work in response to suggestions.	Perform dances confidently in solo, duet, and group formations. Use canon, unison, and spatial pathways to enhance choreography. Create and perform motifs with clear beginnings and endings.	Use start & finish shapes. Power in jumping. Levels and speed. Rhythm in performing. Body management in a range of actions. Arabesque, bridge, japana.	Describe and explain how performers can transition and link gymnastic elements. Perform basic actions with control and consistency at different speeds and levels. Challenge themselves to develop strength and flexibility. Refine and perform a range of point and patch balances. Develop body management through a range of floor exercises. Use core strength to link recognised gymnastics elements, e.g., back support and half twist. Attempt to use rhythm while performing a sequence.	Use clear start and finish positions in sequences. Show power and control in jumping actions. Perform movements at varying levels, speeds, and with rhythm.
Invasion Games			**Net/Wall Games**			**Striking and Fielding**		
Skills	**Knowledge**	**End Points**	**Skills**	**Knowledge**	**End Points**	**Skills**	**Knowledge**	**End Points**
Kick with inside of foot and stop ball with feet. Control a ball. Bounce the	Can send a ball using feet and can receive a ball using feet. Refine ways to	Send and receive a ball using the feet with	Identify the dominant and non-dominant side. Use basic serving rules in a game. Able to self-	Be able to track the path of a ball over a net and move towards it. Begin to	Identify and use both dominant and non-	Hit with bats (some still hitting with hands). Use kicking to send a ball and	To develop hitting skills with a variety of bats. Practice	Develop hitting skills using a variety of bats (and hands where needed).

ball to send it. Bounce a ball to begin to dribble. Throw/send a variety of equipment. Pass and move. Intercepting in a game. Play goalkeeper.	control bodies and a range of equipment. Recall and link combinations of skills, e.g. dribbling and passing. To select and apply a small range of simple tactics. Recognise good quality in self and others. To work with others to build basic attacking play	control (e.g., passing, stopping, kicking). Dribble and bounce a ball with increasing control and coordination. Throw and send a variety of equipment accurately.	feed a ball to a partner using a racquet. Develop agility in isolated challenges. Develop the ready position to receive a ball. Play a variety of roles in a simple game. Throw into space to make it difficult for opponent to return. Play out a point from a serve.	hit and return a ball using hands and racquets with some consistency Play modified net/wall games throwing, catching and sending over a net Be able to make it difficult for their opponent to score a point. Begin to choose specific tactics appropriate to the situation. Improve agility and coordination and use in a game.	dominant sides effectively. Demonstrate correct ready position and track the ball's path over a net. Serve and return a ball with increasing consistency using hands or a racquet.	score points. Use underarm bowling. Play as part of a team. Run to 'safety'. Outwit bowler and hot to space. Move in line to stop ball.	feeding/bowling skills. Hit and run to score points in games. Work on a variety of ways to score runs in the different hit, catch, run games. Attempt to work as a team to field. Begin to play the role of wicketkeeper or backstop	Use kicking and hitting to send a ball and score points. Bowl underarm with increasing accuracy and control.
Year 3								
Athletic Activity			**Dance**			**Gymnastics**		
Skills	**Knowledge**	**End Points**	**Skills**	**Knowledge**	**End Points**	**Skills**	**Knowledge**	**End Points**
Combination jumps. Recognising and performing different paced runs. Approaching hurdles. Pull action when throwing. Skipping technique. Recording scores accurately.	Control movements and body actions in response to specific instructions. Demonstrate agility and speed. Jump for height and distance with control and balance. Throw with speed and power and apply appropriate force.	Perform combination jumps with control and coordination. Recognise and execute running at different paces. Approach and clear hurdles effectively.	Perform a jazz square. Perform 2 contrasting characters. Communicate ideas as part of a group. Use a prop in a 4-action dance phrase. Discuss examples of professional work. Create your own floor patterns. Create longer dance phrases by linking shorter ones. Introduce start and endings to dances. Perform in solo, duet and group. Apply feedback to imp	Practise different sections of a dance aiming to put together a performance. Perform using facial expressions. Perform with a prop. Building improvisation skills to build a narrative around a theme. Building basic creative choreography skills in travelling, dynamics and partner work through the ocean theme. Delve deeper into opposing dynamics.	Perform jazz square and use contrasting characters effectively. Communicate ideas clearly in solo, duet, and group dances. Use props creatively within dance phrases.	Cartwheel progressions. Using STEP. Judging. Changes in speed. Shoulder roll. Shoulder stand. Showing flow. Fitness through Tabata's.	To become increasingly competent and confident to perform skills more consistently. Able to perform in time with a partner and group. Independently use compositional ideas in sequences such as changes in height, speed and direction. Develop an increased range of body actions and shapes to include in a sequence. Define muscles groups needed to support the core of their body. Refine taking weight on small and large body parts, for example, hand and shoulder.	Progress in performing cartwheels and shoulder rolls/stands with control. Apply STEP (Space, Task, Equipment, People) principles and judging skills. Demonstrate flow and changes in speed within sequences.

Invasion Games			Net/Wall Games -			Striking and Fielding		
Skills	**Knowledge**	**End Points**	**Skills**	**Knowledge**	**End Points**	**Skills**	**Knowledge**	**End Points**
Handball Catching ready position. Move correctly with the ball. Attacking formations. Effective hand grip **Basketball** Jump Ball, 2 handed shot. Defensive body position.	To perform some basic invasion games skills, throwing, catching, kicking and dribbling. To build attacking/offensive play. Able to show basic control skills including sending and receiving the ball. To send the ball with some accuracy to maintain possession and build attacking play. Able to implement basic rules of modified games e.g. basketball. Develop motor skills to handle sticks with ease and improve agility. Show basic skills to maintain possession. Use space efficiently to build an attack. Link skills to perform as a team.	Perform basic invasion game skills: throwing, catching, kicking, and dribbling. Develop attacking/offensive play by maintaining possession and using space effectively. Show control in sending and receiving the ball with growing accuracy.	**Volleyball** Ready position. Seated movement. Overarm seated serve. Team contacts **Tennis** Ready position. Hit to different areas of court. Perform a forehand shot. Move towards the ball to return. Serve with some accuracy to targets.	Identify and describe some rules of net/wall games. Serve to begin a game. Explore forehand hitting. Play with some understanding of modified court boundaries. Show understanding of how sitting volleyball is an inclusive game.	Understand and describe basic rules of net/wall games. Serve accurately to begin a game. Develop and apply forehand hitting skills.	**Rounders** Consistently hot one handed. Use underarm bowling action to bowl a 'good' ball. Selecting best base to throw to get players out. Introduction to the role of the backstop. **Golf** The tick-tock swing and using it to putt the ball. The grip and stance needed to chip the ball. To control a putt over different distance. To get some height with the ball when chipping it. The difference between the long and short game. To apply our golf skills in a range of challenges.	To be able to adhere to some of the basic rules of cricket of striking and fielding games. To develop a range of skills to use in isolation and a competitive context. To use basic skills with more consistency including striking a bowled ball. Work cooperatively with others to complete fielding tasks.	Understand and follow basic rules of cricket and striking/fielding games. Develop and apply a range of skills both individually and in competition. Improve consistency in key skills, such as striking a bowled ball.
Year 4								
Athletic Activity			**Dance**			**Gymnastics**		
Skills	**Knowledge**	**End Points**	**Skills**	**Knowledge**	**End Points**	**Skills**	**Knowledge**	**End Points**
Aiming at targets. Accelerating over short distances. Taking off from run with one foot to increase distance. Sling action when throwing. Perform baton exchanges.	Using running, jumping and throwing stations, children investigate in small groups different ways of performing these activities. Using a variety of equipment, ways of measuring and timing, comparing the effectiveness of different styles of runs, jumps and throws.	Aim accurately at targets using appropriate throwing techniques. Accelerate effectively over short distances. Take off from a run using one foot to increase jump distance.	Develop dance freeze frames. Perform a slide and roll. Replicate a set phrase. Work collaboratively to sequence movements. Create a 5- action routine. Use formations to tell a story. Perform without prompts. Use devices to manipulate movements. Perform contact work as a group. Identify strengths in	Work to include freeze frames in routines. Practise and perform a variety of different formations in dance. Develop a dance to perform as a group with a set starting position. Developing choreography and devising skills in relation to a theme. Exploring dynamic quality and formations	Develop and perform freeze frames within dance routines. Perform slides, rolls, and replicate set dance phrases accurately. Work collaboratively to sequence movements and create 5-action routines.	Cartwheel progressions. Using STEP. Judging. Changes in speed. Shoulder roll. Shoulder stand. Showing flow. Fitness through Tabata's.	To become increasingly competent and confident to perform skills more consistently. Able to perform in time with a partner and group. Independently use compositional ideas in sequences such as changes in height, speed and	Progress in performing cartwheels, shoulder rolls, and shoulder stands with control and flow. Apply STEP (Space, Task, Equipment, People) framework and judging skills in gymnastics. Perform sequences confidently with

			their performance.	to communicate character. Concentrating on one simple theme throughout and linking all activities to the communication of this to an audience.			direction. Develop an increased range of body actions and shapes to include in a sequence. Define muscles groups needed to support the core of their body. Refine taking weight on small and large body parts, for example, hand and shoulder.	partners and groups, maintaining timing.
Invasion Games			**Net/Wall Games**			**Striking and Fielding**		
Skills	**Knowledge**	**End Points**	**Skills**	**Knowledge**	**End Points**	**Skills**	**Knowledge**	**End Points**
Tag Rugby Picking up and running with ball, correct ball carrying position, keeping possession. **Football** Dribbling in different directions, defensive tackling, front of player and goal side marking. **Netball** Protecting the ball, basic shooting, playing within 3rds, 1to1 marking, pivoting, preliminary moves	Show increases confidence and perform with more consistency a selection of basic skills such as dribbling, throwing and shooting Develop a wider range of ball handling skills Use footwork rules in a game situation and explore basic marking. Passing over longer distance. Moving towards the ball to receive the pass. Pass and move with the ball as a team to build attacks. Apply a small range of tactics in a competitive situation. Demonstrate increased speed and endurance during game play. Evaluating skills, tactics and teamplay to aid improvement.	Perform basic skills (dribbling, throwing, shooting) with increased confidence and consistency. Develop and apply a wider range of ball-handling techniques. Use footwork rules and practice basic marking in game situations.	**Badminton** Underarm forehand shot. Overhead/clearance shot. Introducing backhand. Practice racquet handling skills with trick shots. Explain different scoring scenarios. Developing singles play	Explore and use different shots with both the forehand and backhand. Demonstrate different net/wall skills. Practise some trick shots in isolation. Work to return the serve. Demonstrate different court positions in gameplay. Start to implement basic volley2s rules.	Perform underarm forehand, overhead clearance, and basic backhand shots. Develop racquet handling skills, including trick shots. Understand and explain different scoring scenarios.	**Cricket** Anticipate when to run to score singles. Bowl overarm from a stationary position. Attempt a pull shot in a game. Inter	To develop the range of striking and fielding skills they can apply in a competitive context Choose and use a range of simple tactics in isolation and in a game context. Consolidate existing skills and apply with consistency. Strike to ball with intent, use decision making attempt direction.	Anticipate and time runs to score singles effectively. Bowl overarm with control from a stationary position. Attempt and apply a variety of striking skills, including the pull shot.

Swimming								
Skills	**Knowledge**	**End Points**						
Swim over greater distances, between 10 & 20 meters with confidence in shallow water. Begin to use basic swimming techniques including correct arm and leg action. Explore and use basic breathing patterns. Enter and exit the water in a variety of ways. Take part in problem-solving activities such as group floats and team challenges.	Jump in from side of pool and submerge. Sink and roll. Front crawl legs. Surface dive. Linking 3 different types of floating technique. Breastroke legs. Somersault in water. Sculling face in water. Kicking while submerged.	Swim 10–20 meters confidently in shallow water using basic techniques. Use correct arm and leg actions for strokes like front crawl and breaststroke. Explore and apply basic breathing patterns while swimming						
Year 5								
Athletic Activity			**Dance**			**Gymnastics**		
Skills	**Knowledge**	**End Points**	**Skills**	**Knowledge**	**End Points**	**Skills**	**Knowledge**	**End Points**
Prepare to run an individual leg. Develop further the principles of pace. Steeplechase and jump for distance. Push action when throwing. Baton exchange within restricted area. Run up for long jump	Sustain pace over short and longer distances such as running 100m and running for 2 minutes. Able to run as part of a relay team working at their maximum speed. Perform a range of jumps and throws demonstrating increasing power and accuracy	Prepare and run an individual leg in a relay, including accurate baton exchanges within the restricted zone. Develop and apply pacing strategies over short and longer distances. Sustain speed in sprints (e.g., 100m) and maintain effort in endurance runs (e.g., 2 minutes).	Perform locomotor and nonlocomotor movements in a dance phrase. Describe the key features of line dancing. Work collaboratively in a group of 4. Use basic knowledge of line dancing steps to create own line dance. Copy and perform a specific dance action to communicate a theme. Communicate the idea of a hero. Copy and execute a high energy jump sequence. Create a low-level attack sequence	Perform different styles of dance fluently and clearly. Refine & improve dances adapting them to include the use of space rhythm & expression. Worked collaboratively in groups to compose simple dances. Recognise and comment on dances suggesting ideas for improvement. Developing choreography and devising skills in relation to a theme. Exploring dynamic quality and formations to communicate	Perform locomotor and non-locomotor movements fluently within a dance phrase. Understand and describe key features of specific styles, such as line dancing. Work collaboratively to create and perform themed dances using basic choreography skills.	Symmetry & asymmetry. Perform counterbalances. Round off progressions. Linking cartwheels & roundoffs. Performing pathways. Devising warm-ups.	Create longer and more complex sequences and adapt performances. Take the lead in a group when preparing a sequence. Develop symmetry individually, as a pair and in a small group. Compare performances and judge strengths and areas for improvement. Select a component for improvement. For example - timing or flow. Take responsibility for own warm-up	Perform more complex actions, balances, and shapes (including symmetry and asymmetry) with consistency. Create and lead longer, more complex sequences, linking movements such as cartwheels and round-offs. Demonstrate counterbalances and coordinated movement in pairs or small groups.

				character. Concentrating on one simple theme throughout and linking all activities to the communication of this to an audience.			including remembering and repeating a variety of stretches. Perform more complex actions, shapes and balances with consistency. Use information given by others to improve performance.	
Invasion Games			**Net/Wall Games**			**Striking and Fielding**		
Skills	**Knowledge**	**End Points**	**Skills**	**Knowledge**	**End Points**	**Skills**	**Knowledge**	**End Points**
Football Turning with the ball, running with ball, keeping possession, step over. **Tag Rugby** Tagging opposition, when to run and when to pass into space, deny space to opposition, pop pass, magic diamond formation, 3 step and pass technique. **Netball** Effective bounce pass in game, use a greater variety of dodging skills, pivot and pass, 2 handed shooting. **Basketball** Block, forward pivot, forward pass, push pass, boxing out.	Use strength, agility and coordination when defending. Increase power and strength of passes, moving the ball accurately in a variety of situations. Select and apply a range of tactics and techniques and play with consistency. To play effectively in a variety of positions and formations on the pitch. Relate a greater number of attacking and defensive tactics to gameplay Become more skillful when performing movements at speed. Select and apply appropriate skill in a game situation. Play effectively as a team in defence taking individual responsibility for your role.	Use strength, agility, and coordination effectively in both attacking and defending. Pass with increased power and accuracy in a variety of game situations. Select and apply a range of tactics and techniques with consistency.	**Tennis** Volley shots. Clearing from the back of court. Different positioning for doubles games. Approach the ball and forehand and backhand. Conditioned games to encourage using different shot types.	Use different types of serves in-game and new shots learnt in games. Play with others to score and defend points in competitive games. Move confidently around the playing area using footwork techniques. Develop further ways of playing with others cooperatively and in competition. Introduce Volley shots and Overhead shots. Further, explore Tennis service rules.	Perform a range of shots including forehand, backhand, volleys, overheads, and clears with control. Use a variety of serves effectively during gameplay. Apply correct footwork to move confidently and position effectively on court	**Rounders** Body position to catch a ball to stump players out. Apply backwards hit rule, attempt to catch a backward hit. Distinguish between deep and close fielding.	Link together a range of skills and use in combination. Collaborate with a team to choose, use and adapt rules in games. Recognise how some aspects of fitness apply to striking and fielding e.g., power, flexibility, and cardiovascular endurance Develop retrieving and returning the ball.	Use correct body positioning to catch and stump players out effectively. Apply game rules such as the backwards hit rule and respond appropriately. Distinguish between deep and close fielding and choose positioning accordingly.

OAA								
Skills	**Knowledge**	**End Points**						
To know how to follow a simple course marked by cones in the hall. To follow a pre-marked route on a map. To plan and follow a route around the netball course. To examine orienteering maps and their symbols and name the features. To use an orienteering map to follow a course around the school site.	To introduce the sport of orienteering. To know how a marked route on a map is on the ground. To know how to plan their route and visit marked controls. To know the orienteering symbols on a map. To know how to record data on their control card at the marked controls en route.	Understand and follow a simple course marked by cones indoors. Follow a pre-marked route using a map. Understand how a marked route on a map corresponds to the ground layout.						
Year 6								
Athletic Activity			**Dance**			**Gymnastics**		
Skills	**Knowledge**	**End Points**	**Skills**	**Knowledge**	**End Points**	**Skills**	**Knowledge**	**End Points**
Sprint start techniques. Developing the phases of triple jump to jump for distance. Use the heave throw technique. Assess own ability in running tasks. Scissor jump preparation for high jump. Quad track and field competition.	Become confident and expert in a range of techniques and recognise their success. Apply strength and flexibility to a broad range of throwing, running and jumping activities. Work in collaboration and demonstrate improvement when working with self and others. Accurately and confidently measure and time keep for both track and field events.	Demonstrate confidence and accuracy in a range of athletic techniques, including sprint starts, triple jump, and heave throw. Apply strength, flexibility, and coordination across jumping, throwing, and running events. Perform and refine specific techniques such as the scissor jump and phases of triple jump for distance.	Explore space in a deeper way in relation to dance. Identify appropriate dynamics and group formations for a sports dance. Perform some basic street dance skills. Compose a street dance performance. Create a phrase of gestures that communicate a theme. Describe the meaning/purpose of several different devices. Show formations that create tension and relationships. Create and perform a live aural setting.	Work collaboratively to include more complex compositional ideas Develop motifs and incorporate into self-composed dances as individuals, pairs & groups Talk about different styles of dance with understanding, using appropriate language & terminology Developing group devices and greater use of teamwork. Demonstrating narrative through contact and relationships Showing tension through pattern and formation	Explore and use space, dynamics, and formations effectively to enhance performance. Perform and develop basic street dance skills into structured routines. Create and refine motifs and gestures that communicate a clear theme or narrative.	Prepare for vaulting. Dismounting from height. Flight in unison & cannon. Use music. Create group patterns. Entrance and relationships to one another. Use stimuli such as ribbons and hoops. Perform partner balances.	Lead group warm-up showing understanding of the need for strength and flexibility. Demonstrate accuracy, consistency, and clarity of movement. Work independently and in small groups to make up own sequences. Arrange own apparatus to enhance work and vary compositional ideas. Experience flight on and off high apparatus. Perform increasingly complex sequences.	Prepare for and perform vaulting, including dismounts and flight from height. Create and perform increasingly complex sequences with clarity, accuracy, and consistency. Work independently and collaboratively to develop routines using unison, canon, and group patterns.

							Combine own ideas with others to build sequences. Compose and practise actions and relate to music. Show a desire to improve across a broad range of gymnastics actions. Perform increasingly complex partner balances.	
Invasion Games			**Net/Wall Games**			**Striking and Fielding**		
Skills	**Knowledge**	**End Points**	**Skills**	**Knowledge**	**End Points**	**Skills**	**Knowledge**	**End Points**
Tag Rugby Set play for attacking, take the distance not the time, spaces not faces. **Football** Setting up others to shoot, deny space, role of covering defender, penalty shooting, goal keeping, close control knee, chest. **Netball** Double bounce rule, marking to pass or shoot, organisation around the D, rebounds as attacker and defender **Hockey** Shooting from close range, long corners, goal side marking, self-pass rule, channelling	Apply aspects of fitness to the game such as power, strength, agility and coordination. Choose and implement a wider range of strategies to play defensively and offensively. Grasp more technical aspects of the game. Observe, recognise and analyse good individual and team performances. Suggest, plan and lead simple drills for given skills. Combine and perform more complex skills at speed in games. Use set plays in game situation and explain when and why they are used. Switch effectively as a team between defence and attack.	Apply key fitness components (power, strength, agility, coordination) effectively in gameplay. Choose and execute a wider range of offensive and defensive strategies with understanding. Develop technical skills and combine them fluidly at game speed.	**Badminton** Drop and smash shot. Drop shot and recover. Use quick reactions for confident net play. Offensive court positioning. Defensive formations for doubles.	Develop a wider range of shots. Begin to select and apply more sophisticated tactics such as net play, and offensive and defensive positioning. Play with fluency with a partner in doubles/partner scenarios. Develop backhand shots. Begin to use full scoring systems Continue developing doubles play and tactics to improve	Develop a wider range of shots, including backhand and net play. Select and apply more advanced tactics for offensive and defensive positioning. Play fluently with a partner in doubles scenarios.	**Cricket** Ring field positions, mid on, mid off, mid wicket and cover. Bowling short. On drive. Attacking fielding roles slip, silly point and short leg.	Apply with consistency standard rules in a variety of different styles of games. Attempt a small range of shots in isolation and in competitive scenarios. Use a range of tactics for attacking and defending in the role of bowler, batter and fielder.	Consistently apply standard rules across different game styles. Execute a variety of shots both in practice and competitive situations. Use a range of attacking and defending tactics effectively in roles such as bowler, batter, and fielder.

Swimming								
Skills	**Knowledge**	**End Points**						
Swim over greater distances, between 10 & 20 meters with confidence in shallow water. Begin to use basic swimming techniques including correct arm and leg action. Explore and use basic breathing patterns. Enter and exit the water in a variety of ways. Take part in problem-solving activities such as group floats and team challenges.	Jump in from side of pool and submerge. Sink and roll. Front crawl legs. Surface dive. Linking 3 different types of floating technique. Breastroke legs. Somersault in water. Sculling face in water. Kicking while submerged.	Swim 10–20 meters confidently in shallow water using basic techniques. Use correct arm and leg actions for strokes like front crawl and breaststroke. Explore and apply basic breathing patterns while swimming						