



## Greenside Primary School Physical Education (PE) Skills Progression Framework

### Curriculum Intent

<b>Community</b>	<b>Resilience</b>	<b>Creativity</b>	<b>Aspiration</b>	<b>Diversity</b>
<p>The PE curriculum at Greenside aims for children to develop:</p> <ul style="list-style-type: none"> <li>The ability to acquire new knowledge and skills exceptionally well and develop an in-depth understanding of PE.</li> <li>The willingness to practise skills in a wide range of different activities and situations, alone, in small groups and in teams and to apply these skills in chosen activities to achieve exceptionally high levels of performance.</li> <li>High levels of physical fitness.</li> <li>A healthy lifestyle, achieved by eating sensibly, avoiding smoking, drugs and alcohol and exercising regularly.</li> <li>The ability to remain physically active for sustained periods of time and an understanding of the importance of this in promoting long-term health and well-being.</li> <li>The ability to take the initiative and become excellent young leaders, organising and officiating, and evaluating what needs to be done to improve, and motivating and instilling excellent sporting attitudes in others.</li> <li>Exceptional levels of originality, imagination and creativity in their techniques, tactics and choreography, knowledge of how to improve their own and others' performance and the ability to work independently for extended periods of time without the need of guidance or support.</li> <li>A keen interest in PE. A willingness to participate eagerly in every lesson, highly positive attitudes and the ability to make informed choices about engaging fully in extra-curricular sport.</li> </ul>				
<b>Implementation</b>				
<p>The PE curriculum at Greenside Primary school has been carefully considered to ensure coverage of all the national curriculum objectives. As a one and a half form entry school, we have carefully devised a 2-year cycle to ensure coverage of key substantive knowledge, skills and vocabulary for PE. The aim is that over the 2-cycle and throughout their PE learning journey at primary school, pupils will develop their physical literacy, knowledge, emotional and thinking skills for PE, Sport and life.</p> <p>At the beginning of their school life, children learn and explore basic fundamental movement skills and are taught the knowledge needed to master these. They develop these skills throughout their time at Greenside and leave as confident movers who are able to participate in a wide range of sports. To enable us to do this effectively, we use the <b>'Real PE'</b> and <b>'PE HUB'</b> schemes to support teachers in delivering high quality and inclusive PE lessons.</p> <p>We aim for children to engage in 2 hours of P.E a week which equates to two, 1-hour lessons. During the first lesson, teachers follow the 'Real PE' scheme which aims to develop to develop children's physical, personal, social and emotional skills, through a child centred, holistic approach: not only are we on a mission to get our children more active by developing the fundamental physical skills that are so often overlooked, our PE lessons are centred around the child to enable them to be successful in the classroom and in later life. At the end of each lesson children are given the opportunity to share success and provide constructive feedback to their peers. During the second lesson, teachers utilise the 'PE Hub', 'Real Gym' or 'Real Dance' resources to support them in delivering a sports specific approach to PE, particularly for children in year 5 and 6, where the subject leader has ensured that skills taught in the first session through the Real PE approach are transferred into a sports specific lesson. Here, children develop their understanding of various sports, rules and continue to develop a passion for sport and physical activity.</p> <p>Formative assessment takes place during PE lessons through methods such as questioning and observation. Teachers use this type of assessment to monitor learning and progress and to adapt their teaching as necessary to reflect pupils' needs. Throughout a lesson, the 'Real PE' scheme supports teachers in praising behaviour not skill, passing the responsibility of the lesson to the learner. Pupils are given regular and specific feedback, in order for them to recognise their strengths and to understand how to improve. Pupils are given opportunities to discuss and reflect on their own learning against the objectives and success criteria for the lesson. Peer assessment may also take place in pairs or groups.</p> <p>PE lessons are generally taught within classes and by the class teacher. Where professional coaches are utilised, this is used as a professional development opportunity for staff and to enhance an aspect of the PE curriculum, for example developing skills in a particular sport. Through our high-quality PE curriculum, children learn that being active is fun and an essential part of a healthy lifestyle.</p> <p>The <b>essential knowledge</b>, highlighted in yellow, has been identified for sport specific units only, due to the more advanced knowledge required to play sport.</p>				

## The Physical Education Curriculum and Provision for Pupils with SEND

At Greenside Primary School, we believe all pupils should have the opportunity to learn to the best of their capabilities through a broad and balanced, inclusive curriculum. For our pupils with a Special Educational Need, we scaffold their learning to provide them with the strongest opportunities for success in our school. We believe firmly in the SEND Code of Practice's statement that 'every teacher is a teacher of SEN' and that our pupils with SEN should be provided with the same opportunities as their peers in our school. This means that, with their learning being personalised to meet their areas of need, they feel included in the classroom and make progress year on year. Reasonable adjustments are made in all lessons to enable this.

**The Physical Education curriculum can be adapted to meet the needs of children with SEND in the following ways:**

Universal Support across school for all subjects
Word Banks for pre-learning and to support during topics and themes
Cutting and Sticking Key Words on to work as prompts
Print out portions of work and learning objectives to minimise writing
Coloured Paper or recycled paper to minimise visual stress & background colours of the whiteboard is considered for pupils with dyslexia.
Breaking down lessons into short, manageable chunks
Mixed ability groups – using peers as support and role models
Adult assistance nearby/ Using another student as a reader/support
Now/Next or Visual Timetables – class and individual/ My Turn/Your Turn
Knowledge map/Mind Maps
Printing work larger and in smaller chunks
Cloze passages/activities to check learning
Draw answers or explanations / Actions – telling the story of a lesson
Fidget toys available/ Cushions for seats – wobble and wedge cushions- Access to standing desks
Pupils with hearing impairments/visual impairments are positioned close to the whiteboard to be able to access.
Word lists of key vocabulary for pre-learning and as prompts
A safe/quiet space in or Cloud Room
Keeping instructions short and one at a time

Universal Support specific to subject
Ensuring the changing facilities are accessible in school and at sporting events
Some pupils will require careful management of their physical regime to allow for their specific medical conditions
All pupils are well prepared for visits – e.g. to sports events, festivals, swimming pools and sports centres. This can include using photographs, videos, objects etc so that pupils are not worried about unfamiliar situations.
Plans for pre-tutoring important PE vocabulary, concepts, processes or skills, for pupils who need it.
Before starting an activity, clarify the rules of any game to be played and set how long it will be played
All equipment is checked for safety and SEND needs.
Sensory time/circuits
Use of Real PE adaptive learning

When planning for PE, class teachers should adapt their lessons where necessary using ideas taken from this list, however it is important to remember this list is not exhaustive and other adaptations may be needed for children with specific needs.

**We also have 'Continuum of Provision Maps' for each area of SEND need (e.g. Autism, Cognitive, SEMH, Visual impairment etc).**

### Breadth of Study

Key Concepts	EYFS	KS1	KS2
<p><b>Develop practical skills in order to participate, compete and lead a healthy lifestyle.</b> This concept involves learning a range of physical movements and sporting techniques.</p>	<ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others;</li> <li>Demonstrate strength, balance and coordination when playing;</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.</li> </ul>	<ul style="list-style-type: none"> <li>Participate in team games, developing simple tactics for attacking and defending.</li> <li>Perform dances using simple movement patterns.</li> <li>Swimming and water safety: take swimming instruction either in Key Stage 1 or Key Stage 2.</li> </ul>	<ul style="list-style-type: none"> <li>Play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis and apply basic principles suitable for attacking and defending.</li> <li>Take part in gymnastics activities.</li> <li>Take part in athletics activities.</li> <li>Perform dances.</li> <li>Take part in outdoor and adventurous activity challenges both individually and within a team.</li> <li>Swimming and water safety: take swimming instruction either in Key Stage 1 or Key Stage 2.</li> </ul>

### Long Term Plans

EYFS		KS1	LKS2	UKS2
<p><b>Autumn 1</b> <b>Real PE Unit 1 (Foundation unit):</b> Co-ordination – Floor Movement Patterns. Static Balance – 1 Leg Standing.</p> <p><b>Autumn 2</b> <b>Real PE Unit 2: (Foundation unit):</b> Dynamic Balance to Agility. Static Balance – Seated</p> <p><b>Spring 1</b> <b>Real PE Unit 3: (Foundation unit):</b> Dynamic Balance. Static Balance – Small Base.</p> <p><b>Spring 2</b> <b>Real PE Unit 4: (Foundation unit):</b> Coordination – Ball Skills. Counter Balance in pairs.</p> <p><b>Summer 1</b> <b>Real PE Unit 5: (Foundation unit):</b> Coordination with equipment. Agility – Reaction/Response.</p> <p><b>Summer 2</b> <b>Real PE Unit 6: (Foundation unit):</b> Agility – Ball Chasing. Static Balance – Floor work.</p>	<p>Cycle A</p>	<p><b>Autumn 1</b> <b>Real PE Unit 1</b> Co-ordination – Footwork Static Balance – 1 Leg Standing. <b>Invasion Games</b> THE PE HUB – Attack, Defend, Shoot – Unit 1</p> <p><b>Autumn 2</b> <b>Real PE Unit 5</b> Coordination with Equipment. Agility – Reaction/Response. <b>Striking and Fielding</b> THE PE HUB – Hit, Catch, Run – Unit 1</p> <p><b>Spring 1</b> <b>Real PE Unit 6</b> Agility – Ball Chasing. Static Balance – Floorwork. <b>Gymnastics</b> <b>Real Gym - Unit 1</b></p> <p><b>Spring 2</b> <b>OAA</b> The PE Hub – Unit 1 <b>Dance</b> <b>Real Dance</b></p> <p><b>Summer 1</b> <b>Real PE Unit 2</b> Dynamic Balance to Agility. Static Balance – Seated. <b>Athletics</b> THE PE HUB – Run, Jump, Throw – Unit 1</p> <p><b>Summer 2</b> <b>Real PE Unit 4</b> Coordination – Ball Skills. Counter Balance in Pairs. <b>Net Games</b> THE PE HUB – Send and Return Unit 1</p>	<p><b>Autumn 1</b> <b>Real PE Unit 1</b> Co-ordination – Footwork Static Balance – 1 Leg Standing (Cool down). <b>Gymnastics</b> <b>Real Gym – Unit 1</b></p> <p><b>Autumn 2</b> <b>Real PE Unit 2</b> Dynamic Balance to Agility. Static Balance – Seated (Cool down). <b>Dance</b> <b>Real Dance</b></p> <p><b>Spring 1</b> <b>Real PE Unit 3</b> Dynamic Balance. Coordination – Ball Skills (Cool down). <b>OAA</b> THE PE HUB - OAA</p> <p><b>Spring 2</b> <b>Real PE Unit 4</b> Coordination with equipment. Counter Balance in pairs (Cool down). <b>Invasion Games</b> THE PE HUB –Netball</p> <p><b>Summer 1</b> <b>Real PE Unit 5</b> Agility – Reaction/Response. Static Balance – Floorwork (Cool down) <b>Striking and Fielding</b> THE PE HUB – Cricket</p> <p><b>Summer 2</b> <b>Real PE Unit 6</b> Agility – Ball Chasing. Static Balance – Small Base (Cool down). <b>Athletics</b></p>	<p><b>Autumn 1</b> <b>Real PE Unit 1 – Throw Tennis &amp; Endball</b> Coordination: ball skills Agility: reaction/response <b>Invasion Games</b> THE PE HUB –Netball</p> <p><b>Autumn 2</b> <b>Real PE Unit 3 – Crossing the River &amp; Kabbadi</b> Static Balance: stance &amp; Coordination: footwork <b>Dance</b> <b>Real Dance</b></p> <p><b>Spring 1</b> <b>Real PE Unit 2 – Seated Volleyball &amp; Scorpion Handball</b> Dynamic Balance: on a line Counter Balance: with a partner <b>Invasion Games</b> The PE Hub - Hockey</p> <p><b>Spring 2</b> <b>Real Gym</b> Gymnastics <b>Invasion Games</b> THE PE HUB – Rugby</p> <p><b>Summer 1</b> <b>Real PE Unit 6 - Scatterball</b> Static Balance – Sending and receiving. Coordination – Ball Chasing <b>Striking and Fielding</b> THE PE HUB - Cricket</p> <p><b>Summer 2</b> <b>The PE Hub</b> Athletics <b>Net Games</b> THE PE HUB – Tennis</p>

			THE PE HUB	
<p><b>Autumn 1</b>  <b>Real PE Unit 1 (Foundation unit):</b>            Co-ordination – Floor Movement Patterns.            Static Balance – 1 Leg Standing.</p> <p><b>Autumn 2</b>  <b>Real PE Unit 2: (Foundation unit):</b>            Dynamic Balance to Agility.            Static Balance – Seated</p> <p><b>Spring 1</b>  <b>Real PE Unit 3: (Foundation unit):</b>            Dynamic Balance.            Static Balance – Small Base.</p> <p><b>Spring 2</b>  <b>Real PE Unit 4: (Foundation unit):</b>            Co-ordination – Ball Skills.            Counter Balance in pairs.</p> <p><b>Summer 1</b>  <b>Real PE Unit 5: (Foundation unit):</b>            Co-ordination with equipment.            Agility – Reaction/Response.</p> <p><b>Summer 2</b>  <b>Real PE Unit 6: (Foundation unit):</b>            Agility – Ball Chasing.            Static Balance – Floor work.</p>	<p>Cycle B</p>	<p><b>Autumn 1</b>  <b>Real PE Unit 5</b>  <b>Coordination</b> - Sending and receiving.  <b>Agility</b> – Reaction/Response.  <b>Striking and Fielding</b>            THE PE HUB - <b>Hit, Catch, Run</b></p> <p><b>Autumn 2</b>  <b>Real PE Unit 2</b>            Dynamic Balance to Agility. Jumping and Landing. Static Balance – Seated.</p> <p><b>Gymnastics</b>            Real Gym Unit 2</p> <p><b>Spring 1</b>  <b>Real PE Unit 1</b>            Co-ordination – Footwork            Static Balance – 1 Leg Standing.</p> <p><b>Dance</b>            Real Dance</p> <p><b>Spring 2</b>  <b>Real PE Unit 3</b>            Dynamic Balance.            Static Balance – Small Base.</p> <p><b>Gymnastics</b>            THE PE HUB <b>Unit 1</b></p> <p><b>Summer 1</b>  <b>Real PE Unit 4</b>            Co-ordination – Ball Skills.            Counter Balance in Pairs.</p> <p><b>Invasion Games</b>            THE PE HUB – <b>Attack, Defend, Shoot</b></p> <p><b>Summer 2</b>  <b>Real PE Unit 6</b>            Agility – Ball Chasing.            Static Balance – Floorwork.</p> <p><b>Athletics</b>            THE PE HUB- <b>Run, Jump, Throw</b></p>	<p><b>Autumn 1</b>  <b>Real PE Unit 6</b>            Agility – Ball Chasing.            Static Balance – Small Base (Cool down).  <b>Invasion Games</b>            THE PE HUB – <b>Hockey</b></p> <p><b>Autumn 2</b>  <b>Real PE Unit 2</b>            Dynamic Balance to Agility: Jumping and Landing.            Static Balance – Seated (Cool down).  <b>Gymnastics</b>            Real Gym Unit 2</p> <p><b>Spring 1</b>  <b>Real PE Unit 1</b>            Co-ordination – Footwork            Static Balance – 1 Leg Standing (Cool down).  <b>Dance</b>            Real Dance</p> <p><b>Spring 2</b>  <b>Real PE Unit 3</b>            Dynamic Balance on a line            Co-ordination – Ball Skills (Cool down).  <b>Net Games</b>            THE PE HUB - <b>Tennis</b></p> <p><b>Summer 1</b>  <b>Real PE Unit 5</b>            Agility – Reaction/Response.            Static Balance – Floorwork (Cool down)  <b>Striking and Fielding</b>            THE PE HUB - <b>Rounders</b></p> <p><b>Summer 2</b>  <b>Real PE Unit 4</b>            Co-ordination: Sending and Receiving            Counter Balance in pairs (Cool down).  <b>Athletics</b>            THE PE HUB</p>	<p><b>Autumn 1</b>  <b>Real PE Unit 1</b>            Co-ordination – Ball Skills.            Agility – Reaction/Response.  <b>Invasion Games</b>            THE PE HUB –<b>Basketball</b></p> <p><b>Autumn 2</b>  <b>Real PE Unit 3</b>            Static Balance – Stance            Co-ordination: Footwork  <b>Dance</b>            Real PE</p> <p><b>Spring 1</b>  <b>Real PE Unit 2</b>            Dynamic Balance: on a line            Counter Balance: with a partner  <b>Invasion Games</b>            The PE HUB: <b>Handball</b></p> <p><b>Spring 2</b>  <b>Gymnastics</b>            Real Gym  <b>OAA</b>            THE PE HUB - <b>OAA</b></p> <p><b>Summer 1</b>  <b>Real PE Unit 5</b>            Static Balance – Small Base.            Co-ordination – Floor Movement Patterns.  <b>Striking and Fielding</b>            THE PE HUB - <b>Rounders</b></p> <p><b>Summer 2</b>  <b>Real PE Unit 4 -</b>            Static Balance – Seated            Static Balance - Floorwork  <b>Athletics</b>            The PE HUB</p>

Progression of Knowledge & Vocabulary – PE

Key: Essential Knowledge identified for each unit of learning.

EYFS Knowledge and Vocab Summary – Real PE (Real Foundations)						
	Unit 1 Coordination: Footwork Static Balance: One Leg	Unit 2 Dynamic Balance to Agility: Jumping and Landing Static Balance: Seated	Unit 3 Dynamic Balance on a Line Static Balance: Stance	Unit 4 Coordination: Ball Skills Counter Balance with a Partner	Unit 5 Coordination: Sending and Receiving Agility: Reaction and Response	Unit 6 Agility: Ball Chasing Static Balance: Floorwork
ELG	<b>Gross Motor ELG:</b> Children will: <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and Others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>	<b>Gross Motor ELG:</b> Children will: <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and Others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>	<b>Gross Motor ELG:</b> Children will: <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and Others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>	<b>Gross Motor ELG:</b> Children will: <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and Others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>	<b>Gross Motor ELG:</b> Children will: <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and Others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>	<b>Gross Motor ELG:</b> Children will: <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and Others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>
Substantive Knowledge	<u>Footwork</u> Keep head up. Bend knees to help you balance. Work off balls of feet. <u>Static Balance</u> Keep head up and still. Keep tummy tight. Keep back straight.	<u>Dynamic Balance to Agility</u> Bend knees on take-off and landing. Keep feet a shoulder width apart. Keep head up and land on balls of feet. <u>Seated Balance</u> Keep back straight. Keep head up and still. Keep tummy tight.	<u>Dynamic Balance on a Line</u> Keep back straight. Keep head up and still. Swing arms to help move and balance. <u>Static Balance – Stance</u> Keep feet a shoulder width apart. Keep balls of feet on the line. Keep back straight and head up.	<u>Coordination – Ball Skills.</u> Use fingers to move the ball. Keep tummy tight and weight through your bottom. Focus on moving the ball smoothly rather than on speed. <u>Counter Balance in Pairs.</u> Keep tummy tight. Keep back straight and head up. Hold on to your partner’s forearms.	<u>Co-ordination – Sending and Receiving</u> Look at partner. Use backswing and follow through. Adopt a good ‘ready position’ (weight on balls of feet, wide base). Keep eyes focused on the ball. <u>Agility – Reaction &amp; Response</u> Push off hard with feet. Keep head steady and watch the ball. Move feet to get to the ball, rather than stretching, and bend knees.	<u>Agility – Ball Chasing.</u> Take up a good ready position and push off hard. Keep head steady and watch the ball. Try rolling the ball at different speeds to get the right challenge. <u>Static Balance – Floorwork.</u> Keep back straight and tummy tight. Keep knees in line with hips. Complete this slowly.
Disciplinary Knowledge (Skills)	<u>Footwork</u> Side-step in both directions, gallop leading with either foot, hop on either foot and skip with good control, good balance and smooth movements. <u>Static Balance (on both legs)</u> On both legs: Stand still for 10 seconds with minimum wobble, standing foot still and non-standing foot off the floor.	<u>Dynamic Balance to Agility</u> Jump from 2 feet to 2 feet forwards, backwards and side- to-side. <u>Seated Balance</u> In a seated position: 1. Balance with both hands/ feet down 2. Balance with 1 hand/ 2 feet down 3. Balance with 2 hands/ 1 foot down 4. Balance with 1 hand/ 1 foot down 5. Balance with 1 hand or 1 foot down 6. Balance with no hands or feet down with...	<u>Dynamic Balance on a Line</u> Walk forwards and backwards with fluidity and minimum wobble with smooth movements, balance maintained on the line and opposite arm and leg moving forwards. <u>Static Balance – Stance</u> Stand on line with good stance for 10 seconds with both feet facing forwards, feet still, minimum wobble (control).	<u>Coordination – Ball Skills.</u> Sit and roll a ball along the floor around body using 2 hands, 1 hand (right and left) with ability to move the ball in both directions, control of the ball maintained throughout and smooth movements with the ball. Stand and roll a ball up and down legs and round upper body using 2 hands with ability to move the ball in both directions, control of the ball maintained throughout and smooth movements with the ball. <u>Counter Balance in Pairs.</u> Sit holding hands with toes touching, lean in together then apart and rock forwards, backwards and side-to-side with balance maintained throughout, smooth, controlled movements, coordinated movements with partner.	<u>Co-ordination – Sending and Receiving</u> Roll large ball and collect the rebound. Roll small ball and collect the rebound. Throw large ball and catch the rebound with. <u>Agility – Reaction &amp; Response</u> React and catch tennis ball dropped from shoulder height after 1 bounce.	<u>Agility – Ball Chasing.</u> Roll a ball, or chase a ball rolled by a partner and collect it in balanced position facing opposite direction with control when starting and stopping quickly, timing to get in the right position and balance/control when collecting the ball. <u>Static Balance – Floorwork.</u> Hold mini-front support position with balance maintained throughout with correct position held and control when changing balance. Reach round and point to ceiling with either hand in mini-front support with correct position held and control when changing balance.

Vocabulary	Footwork fluency gallop side-step control hop skip directions forwards backwards	Static Balance back (body) challenging wobble muscles straight	Seated Balance Seated balance wobble position touching control width	Dynamic Balance to Agility stance balance minimum line wobble backwards	Dynamic Balance on a line minimum line wobble backwards fluidity maintain heels forwards	Static Balance – Stance stance balance ball line heel low beam stand	Coordination – Ball Skills sit, stand along hand roll around right upper body legs down/up	Counter Balance toes rock lean side-to-side long base hold balance long base core muscles	Coordination – Sending and Receiving roll partner ready position rebound backswing power weight	Agility Reaction / Response react shoulder height catch bounce quickly	Agility Ball Chasing roll collect chase seated position	Static Balance Floor Work mini-front support position reach round hold cone
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**KS1 Knowledge and Vocab Summary – Real PE**

	<b>Unit 1</b> <b>Coordination: Footwork</b> <b>Static Balance – 1 Leg Standing</b>	<b>Unit 2</b> <b>Dynamic Balance: Jumping and Landing</b> <b>Static Balance – Seated</b>	<b>Unit 3</b> <b>Dynamic Balance on a Line</b> <b>Static Balance - Stance</b>	<b>Unit 4</b> <b>Coordination: Ball Skills</b> <b>Counter Balance in Pairs</b>	<b>Unit 5</b> <b>Coordination: Sending and Receiving</b> <b>Agility: Reaction and Response</b>	<b>Unit 6</b> <b>Agility: Ball Chasing</b> <b>Static Balance: Floorwork</b>
KS1	Pupils should be taught to: • 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..	Pupils should be taught to: • 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..	Pupils should be taught to: • 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..	Pupils should be taught to: • 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.	Pupils should be taught to: • 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.	Pupils should be taught to: • 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.
Substantive Knowledge	<u>Co-ordination – Footwork</u> Keep head up. Bend knees to help you balance. Work off balls of feet. Keep head up and back straight. Work off balls of feet looking straight ahead. Bend knees to push off and land. <u>Static Balance – 1 Leg Standing.</u> Keep head up and still. Keep tummy tight. Keep back straight. Keep head up and still. Keep tummy (core muscles) tight and back straight. Use arms to help you balance.	<u>Dynamic Balance: Jumping and Landing</u> Bend knees on take-off and landing. Keep feet a shoulder width apart. Keep head up and land on balls of feet. Swing arms to help gain height and use them to help balance on landing. Bend knees on take-off and landing. Try to land softly without noise <u>Balance-Seated</u> Keep back straight. Keep head up and still. Keep tummy tight. Keep weight going through your bottom. Keep tummy tight (core muscles) and back straight. Keep head up and breathe throughout.	<u>Dynamic Balance on a Line</u> Keep back straight. Keep head up and still. Swing arms to help move and balance. Work off the balls of feet. Keep head still and look forward. Use arms to help you move and balance as you walk (opposite arm and leg). <u>Static Balance – Stance</u> Keep feet a shoulder width apart. Keep balls of feet on the line. Keep back straight and head up. Keep feet a shoulder width apart and knees bent. Keep weight on balls of feet. Keep back straight, head up and look forward.	<u>Coordination – Ball Skills.</u> Use fingers to move the ball. Keep tummy tight and weight through your bottom. Focus on moving the ball smoothly rather than on speed. Move the ball with fingertips. Focus on maintaining good balance throughout. Perform movements smoothly and then gradually increase speed. <u>Counter Balance in Pairs.</u> Keep tummy tight. Keep back straight and head up. Hold on to your partner’s forearms. Keep tummy (core muscles) tight and body straight throughout. Hold with straight arms when leaning back. I Hold on to partner’s forearms and maintain a long base	<u>Co-ordination – Sending and Receiving</u> Look at partner. Use backswing and follow through. Adopt a good ‘ready position’ (weight on balls of feet, wide base). Keep eyes focused on the ball. Explore and experiment with the speed you send the ball. Move feet to get in line with the ball when receiving. Try to have ‘soft hands’ when catching. Keep eyes focused on the ball.  <u>Agility – Reaction &amp; Response</u> Push off hard with feet. Keep head steady and watch the ball. Move feet to get to the ball, rather than stretching, and bend knees. Start quickly and accelerate by pushing off hard with feet. Take up ready position with knees bent and feet apart (front to back). Bend knees to help you slow down	<u>Agility – Ball Chasing.</u> Take up a good ready position and push off hard. Keep head steady and watch the ball. Try rolling the ball at different speeds to get the right challenge. Start quickly and accelerate by pushing hard with feet. Drive arms from ‘hips to lips’ to help you accelerate. Keep watching the ball and concentrate on timing so you arrive at the right time. <u>Static Balance – Floorwork.</u> Keep back straight and tummy tight. Keep knees in line with hips. Complete this slowly. Keep hands in line with shoulders and knees in line with hips (mini-front support). Keep hands in line with shoulders and knees in line with hips (mini-back support). Point fingers towards feet in the mini-back support.

Disciplinary Knowledge (Skills)	<p><b>Co-ordination – Footwork</b> Side-step in both directions, gallop leading with either foot, hop on either foot and skip with good control, good balance and smooth movements. Combine side-steps with 180° front and reverse pivots off either foot with balance and control throughout, fluent, smooth movements performed in both directions/on both sides. Skip with knee and opposite elbow at 90° angle with balance and control throughout, fluent, smooth movements performed in both directions/on both sides. Hopscotch forwards and backwards, hopping on the same leg (right and left) with balance and control throughout, fluent, smooth movements performed in both directions/on both sides.</p> <p><b>Static Balance – 1 Leg Standing.</b> On both legs: Stand still for 10 seconds with minimum wobble, standing foot still and non-standing foot off the floor. On both legs: Stand still for 30 seconds with minimum wobble (control), standing foot still and non-standing foot off the floor. Complete 5 mini-squats with minimum wobble (control), standing foot still and non-standing foot off the floor.</p>		<p><b>Dynamic Balance to Agility – Jumping, Landing, Static</b> Jump from 2 feet to 2 feet forwards, backwards and side- to-side. Jump from 2 feet to 2 feet with quarter turn in both directions with... Stand on a line and jump from 2 feet to 1 foot and freeze on landing (on either foot) with... <b>Balance-Seated</b> In a seated position: 1. Balance with both hands/ feet down with... 2. Balance with 1 hand/ 2 feet down with... 3. Balance with 2 hands/ 1 foot down with... 4. Balance with 1 hand/ 1 foot down with.. 5. Balance with 1 hand or 1 foot down with... 6. Balance with no hands or feet down with... In a seated position: 1. Pick up a cone from one side, swap hands and place it on the other side. with... 2. Return the cone to the opposite side with...</p>		<p><b>Dynamic Balance on a Line</b> Walk forwards and backwards with fluidity and minimum wobble with smooth movements, balance maintained on the line and opposite arm and leg moving forwards. Walk fluidly, lifting knees to 90° and knees to bottom with smooth, controlled movements and minimum wobble, balance maintained on the line and opposite arm and leg moving forwards. <b>Static Balance – Stance</b> Stand on line with good stance for 10 seconds with both feet facing forwards, feet still, minimum wobble (control). Stand on low beam with good stance for 10 seconds with both feet facing forwards, feet still, minimum wobble (control).</p>		<p><b>Coordination – Ball Skills.</b> Sit and roll a ball along the floor around body using 2 hands, 1 hand (right and left) with ability to move the ball in both directions, control of the ball maintained throughout and smooth movements with the ball. Stand and roll a ball up and down legs and round upper body using 2 hands with ability to move the ball in both directions, control of the ball maintained throughout and smooth movements with the ball. Sit or stand, and roll a ball up and down legs and round upper body using 1 hand with ability to move the ball in both directions, control of the ball maintained throughout and smooth movements with the ball. <b>Counter Balance in Pairs.</b> Sit holding hands with toes touching, lean in together then apart and rock forwards, backwards and side-to-side with balance maintained throughout, smooth, controlled movements, coordinated movements with partner. Hold on (with 1 or 2 hands)and, with a long base, lean back, hold balance and then move back together with balance maintained throughout smooth, controlled movements, coordinated movements with partner.</p>		<p><b>Co-ordination – Sending and Receiving</b> Roll large ball and collect the rebound. Roll small ball and collect the rebound. Throw large ball and catch the rebound with. Throw tennis ball, catch rebound with same hand after 1 bounce. Throw tennis ball, catch rebound with same hand without a bounce. Throw tennis ball, catch rebound with other hand after 1 bounce. Throw tennis ball, catch rebound with other hand without a bounce. Strike large, soft ball along ground with hand 5 times in a rally. <b>Agility – Reaction &amp; Response</b> React and catch tennis ball dropped from shoulder height after 1 bounce. From 1, 2 and 3 metres: React and catch tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg.</p>		<p><b>Agility – Ball Chasing.</b> Roll a ball, or chase a ball rolled by a partner and collect it in balanced position facing opposite direction with control when starting and stopping quickly, timing to get in the right position and balance/control when collecting the ball. Start in seated/lying position, throw a bouncing ball or chase a partner fed ball, chase and collect it in balanced position facing opposite direction with control when starting and stopping quickly, timing and movement to get in the right position and balance/control when collecting the ball. <b>Static Balance – Floorwork.</b> Hold mini-front support position with balance maintained throughout with correct position held and control when changing balance. Reach round and point to ceiling with either hand in mini-front support with correct position held and control when changing balance. Place cone on back and take it off with other hand in mini-front support with balance maintained throughout, correct position held by keeping back straight and control when changing balance/position. Hold mini-back support position with balance maintained throughout, correct position held by keeping back straight and control when changing balance/position. Place cone on tummy and take it off with other hand in mini-back support.</p>	
	Vocabulary	<p><b>Co-ordination – Footwork</b> fluency gallop side-step control hop skip directions forwards backwards 180 degree half turn combine opposite half turn pivot elbow hopscotch 90 degree quarter turn</p>	<p><b>Static Balance – 1 Leg Standing.</b> back (body) challenging wobble muscles straight core muscles non0standing balance control tight mini-squat freeze dominant</p>	<p><b>Dynamic Balance to Agility – Jumping, Landing, Static</b> width take-off balance jump swing height control landing (soft)</p>	<p><b>Balance-Seated</b> seated balance wobble position touching control cone return core swap opposite muscles</p>	<p><b>Dynamic Balance on a Line</b> minimum line wobble backwards fluidity maintain heels forwards 90 degrees lifting</p>	<p><b>Static Balance – Stance.</b> stance balance ball line heels low beam stand</p>	<p><b>Coordination – Ball Skills.</b> sit along hand roll around right upper body legs down stand up</p>	<p><b>Counter Balance in Pairs.</b> toes rock lean side-to-side long base hold balance core muscles</p>	<p><b>Co-ordination – Sending and Receiving</b> roll partner ready position rebound backswing power weight strike along the ground catch rally bounce throw soft hands</p>	<p><b>Agility – Reaction &amp; Response</b> react shoulder height catch bounce quickly ready position dropped accelerate</p>	<p><b>Agility – Ball Chasing.</b> roll collect chase seated position accelerate lying bouncing</p>

**KS1 Knowledge and Vocab Summary Cycle A – Real Gym/Real Dance/PE Hub**

	<b>PE Hub – Attack, Defend, Shoot (Unit 1)</b>	<b>PE Hub – Hit, Catch, Run (Unit 1)</b>	<b>Real Gym: Shape &amp; Travel (Y1 Unit 1)</b>	<b>PE Hub – OAA (Unit 1)</b>	<b>PE Hub – Run, Jump, Throw (Unit 1)</b>	<b>PE Hub – Send &amp; Return (Unit 1)</b>
<b>NC</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• participate in team games, developing simple tactics for attacking and defending.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• participate in team games, developing simple tactics for attacking and defending.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• participate in team games, developing simple tactics for attacking and defending.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• participate in team games, developing simple tactics for attacking and defending.</li> </ul>
<b>Substantive Knowledge</b>	<ul style="list-style-type: none"> <li>• Know different ways to send a ball/object to a target.</li> <li>• Know what a defensive stance or position is.</li> <li>• Know what it means to send a ball/object accurately.</li> <li>• Know the key steps to send a ball accurately.</li> <li>• Know what the principle of attacking and defending in a game refers to.</li> <li>• Know some of the reasons why games have rules.</li> <li>• Know why heart rate increases during exercise.</li> <li>• Know how to move sideways to defend a goal.</li> <li>• Know techniques to bounce a ball both to yourself and to a partner.</li> <li>• Know techniques to send a ball accurately to a target.</li> <li>• Know how to adapt to rule changes in a game.</li> <li>• Know how to work with a partner in both attack and defence.</li> </ul>	<ul style="list-style-type: none"> <li>• Know what tracking a ball is and how to stop the ball.</li> <li>• Know and use a range of different throws for different situations.</li> <li>• Know the principles of catching a ball.</li> <li>• Know how to score points in a striking and fielding game.</li> <li>• Understand the role of teamwork when fielding.</li> <li>• Know where to hit a ball to maximise the chance of scoring.</li> <li>• Be able to decide where to stand when fielding to intercept a ball.</li> <li>• Know how to position a group of fielders to restrict run scoring.</li> <li>• Understand the importance of collaboration and teamwork when fielding.</li> <li>• Know how to play a game with basic rules.</li> </ul>	<p><b>Shape:</b> Keep a straight line from feet to head. Keep stomach and bottom squeezed tight. Keep legs and feet together. Use whole body to create the shape. Tighten body to hold the shape. Focus on quality of shape each time. Extend body as much as possible. Tighten core muscles to maintain shape. Grip apparatus with hands.</p> <p><b>Travel:</b> Maintain good body tension and extension. Concentrate on the coordination of body parts. Change speeds to develop fluency. Keep at least one body part in contact with apparatus. Concentrate on coordination of the body whilst using apparatus. Squeeze body muscles tightly to maintain good posture. Keep eyes on part of the body in contact with apparatus to maintain active balance.</p>	<ul style="list-style-type: none"> <li>• Know how to listen and follow simple instructions.</li> <li>• Know how to identify and match a symbol.</li> <li>• Know the steps to create a dance involving hoops.</li> <li>• Know how to work with a partner to complete a challenge.</li> <li>• Know what different symbols mean.</li> <li>• Know how to use decision-making skills to hide a piece of equipment.</li> <li>• Know how you can help in a group task.</li> <li>• Know why problem-solving is important in many different scenarios.</li> <li>• Know how to teach a movement pattern to somebody else.</li> <li>• Know how to use verbal and tactile clues to help a blindfolded person.</li> <li>• Know why repetition is important when learning a new skill.</li> <li>• Know what a key on a map is used for.</li> </ul>	<ul style="list-style-type: none"> <li>• Know the quickest way to move an object from one place to another.</li> <li>• Know how to change speed when running.</li> <li>• Know how the arms can increase the speed of running.</li> <li>• Know how to perform a two-footed jump.</li> <li>• Know how to overarm throw for distance.</li> <li>• Know the importance of balance, agility and coordination in athletics.</li> <li>• Know why agility is important when changing direction at speed.</li> <li>• Know and recognise different ways of starting and stopping.</li> <li>• Know what a lap is.</li> <li>• Know the importance of stamina when running.</li> <li>• Know how to bound or stride to improve jumping height.</li> <li>• Know the best position to start a running activity.</li> <li>• Know why it is important to stay in your lane.</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to hit a ball accurately in different ways.</li> <li>• Know how to track, stop and return a beanbag or ball.</li> <li>• Know how to work with a partner to collect a ball.</li> <li>• Know techniques to send a ball or object accurately to a partner.</li> <li>• Know what it means to feed a ball.</li> <li>• Know what it means to track a moving object.</li> <li>• Know why different muscles are important when playing games.</li> <li>• Know and name some net/wall games.</li> <li>• Know that people with disabilities have their own class of sports e.g. goalball, sitting volleyball.</li> </ul>
<b>Disciplinary Knowledge (Skills)</b>	<ul style="list-style-type: none"> <li>• Be able to hit a target.</li> <li>• Be able to defend a target.</li> <li>• Be able to roll and slide balls and beanbags.</li> <li>• Be able to shoot in a game to get points.</li> <li>• Be able to work with a partner to score points.</li> <li>• Be able to use our attacking and defending skills in a game.</li> <li>• Be able to find our pulse on our wrist.</li> <li>• Be able to move side to side to defend a goal.</li> <li>• Be able to bounce a ball with control to ourselves.</li> <li>• Be able to aim at different targets.</li> <li>• Be able to adapt to a game with changing rules.</li> <li>• Be able to play in the best defensive position in a game</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to select a space to throw or roll a ball into.</li> <li>• Be able to track and collect a rolling ball.</li> <li>• Be able to catch a ball to stop an opponent from scoring.</li> <li>• Be able to use their hands to hit a ball.</li> <li>• Be able to run between bases to score points.</li> <li>• Be able to work as a team to score points.</li> <li>• Be able to catch a ball over a short distance.</li> <li>• Be able to begin to hit a ball with power.</li> <li>• Be able to position themselves in the path of the ball.</li> <li>• Be able to field a ball to a base.</li> <li>• Be able to catch a high ball.</li> <li>• Be able to stop other teams from scoring points.</li> </ul>	<p><b>Shape:</b> I can perform an accurate shape. I can use good body tension to hold the shape. I can perform a repeatable shape.</p> <p><b>Travel:</b> I can move with good posture. I can move smoothly and fluently. I can perform accurate movement patterns. I can perform repeatable movements. I can maintain contact with apparatus</p>	<ul style="list-style-type: none"> <li>• Be able to follow simple instructions to complete a trail.</li> <li>• Be able to find matching symbols.</li> <li>• Be able to copy and create a hoop dance.</li> <li>• Be able to work with a partner to complete a hoop challenge.</li> <li>• Be able to recognise a drawn symbol as a real object, e.g. square = ball.</li> <li>• Be able to use decision-making skills to hide equipment.</li> <li>• Be able to work as a team to complete a task.</li> <li>• Be able to use problem-solving skills to complete a treasure hunt.</li> <li>• Be able to copy and then create a simple movement pattern.</li> <li>• Be able to give clues to guide a blindfolded person safely.</li> <li>• Be able to improve performance through repetition.</li> <li>• Be able to use a key on a map to re-create a map with accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to start and stop when moving at speed.</li> <li>• Be able to use arms when running at different speeds.</li> <li>• Be able to take off on two feet to jump for distance.</li> <li>• Be able to use the correct technique to throw different objects for distance.</li> <li>• Be able to show improvement in throwing.</li> <li>• Be able to take part in a competition using running, jumping and throwing skills.</li> <li>• Be able to use agile movements in different activities.</li> <li>• Be able to respond to the start and end of an activity e.g. whistle.</li> <li>• Be able to develop stamina when running.</li> <li>• Be able to develop core strength to improve throwing.</li> <li>• Be able to stride and jump for height.</li> <li>• Be able to use the best starting position for running quickly</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to slide a beanbag to a target.</li> <li>• Be able to hit a ball in different ways with their hands.</li> <li>• Be able to move towards a ball to return it.</li> <li>• Be able to work with a partner to stop and return a beanbag.</li> <li>• Be able to rally with a partner.</li> <li>• Be able to send a ball into space to make it harder for our opponent.</li> <li>• Be able to send the ball over a net to our partner.</li> <li>• Be able to track and stop a moving object using both hands.</li> <li>• Be able to send balls accurately from different positions, e.g. kneeling or sitting.</li> <li>• Be able to spot space in the playing area and hit the ball there.</li> <li>• Be able to play a game with a partner.</li> </ul>

Vocabulary	attack, catch, compete, defend, over-arm, play against, receive, roll, rolling, send, throw, under-arm.	batter, bowl, catch, collect, field, hit, hitter, pick up, retrieve, roll, stop, strike, throw.	<b>Shape:</b> accurate, stretched, perform, sequence, squeezed tight, supported, in contact, hanging, extend, grip, <b>Travel:</b> tiptoes, balls of feet, movement pattern, opposite arm and leg, smooth, continuously, sloped.	sequence, problems, instructions, perform, symbol, pyramid, core strength, coordination, combination, stacking, repeat, pattern.  reach, search, find, explore, teamwork, speed, verbal, tactile, map, key, equipment, variety.	backwards, distance, far, fast, forwards, furthest, high, hop, link, medium, fastest.  run, hop, skip, step, sideways, throw, slow, medium, agile, link, skipping, power, track, relay, tag, partner, sprint.	hit, send, collect, stop, net, throw, roll, strike, catch, bowl, feed, pick up, batter, hitter, forehand, backhand, court, server, track, opposition, umpire.
	cooperate, defend, fluency, heart rate, outwit, physical activity, pitch.					

**KS1 Knowledge and Vocab Summary Cycle B – Real Gym/Real Dance/PE Hub**

	PE Hub – Hit, Catch, Run (Unit 2)	Real Gym: Flight & Rotation (Y1 Unit 2)	Real Dance (Unit 1)	Real Gym: Balance & Travel (Y2 Unit 1)	PE Hub – Attack, Defend, Shoot (Unit 2)	PE Hub – Run, Jump, Throw (Unit 2)
NC	Pupils should be taught to: <ul style="list-style-type: none"> <li>• 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.</li> <li>• participate in team games, developing simple tactics for attacking and defending.</li> </ul>	Pupils should be taught to: <ul style="list-style-type: none"> <li>• 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.</li> </ul>	Pupils should be taught to: <ul style="list-style-type: none"> <li>• perform dances using simple movement patterns.</li> </ul>	Pupils should be taught to: <ul style="list-style-type: none"> <li>• 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.</li> </ul>	Pupils should be taught to: <ul style="list-style-type: none"> <li>• 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.</li> <li>• participate in team games, developing simple tactics for attacking and defending.</li> </ul>	Pupils should be taught to: <ul style="list-style-type: none"> <li>• 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.</li> </ul>
Substantive Knowledge	<ul style="list-style-type: none"> <li>• Make choices about where to hit the ball to maximise the chances of scoring.</li> <li>• Know the reason to defend a target when batting.</li> <li>• Know how to hit the ball to different areas when batting.</li> <li>• Know how to work as a team to score points in a striking and fielding game.</li> <li>• Know which bat they would choose when playing.</li> <li>• Know how to send a ball using different parts of the foot.</li> <li>• Know how to judge your pace to score a run.</li> <li>• Know the main role of a wicketkeeper/backstop.</li> <li>• Know different hitting techniques to increase scoring opportunities.</li> <li>• Know how to play a game using some basic rules.</li> </ul>	<p><b>Flight:</b> Decide before jumping which technique/footwork pattern to use. Squeeze body muscles during flight to make clear shape. Land through balls of feet with soft knees to absorb impact. When landing on apparatus, focus on landing spot.</p> <p><b>Rotation:</b> Patter Turn - Stand on toes and take multiple small steps to turn body around vertical axis. Spin on Bottom - Sitting, use hands to start rotation and lift legs and arms. Keep muscles squeezed tightly throughout. Use spotting to maintain balance. Hold body tight and extended. Choose type of rotation before starting.</p>	<p>Find strong, still positions in my standing and floor shapes – tummy tight, arms helping with balance. Find the simplest way to go from the standing shape to the floor shape. When jumping, land through the balls of my feet and bend my knees to absorb impact.</p> <p>Think about how the music makes me feel and make my body do exactly what the music does. Make my body do the opposite of what the music does, for example, move fast to slow music and slowly to fast music. Think how we can use our arms to help with balancing but also to create the most interesting shapes. Make big arm circles to create big movements with my body and step wherever the circle takes me. Jump low to begin with and turn slowly keeping my muscles tight to make sure I am in control. Watch carefully how the silk moves in the air and try to move at the same time. Use my core strength and control speed of my moves, especially my turns, to stay in balance. Think and communicate with my partner about what elements we want to include before we start creating our sequence.</p>	<p><b>Balance:</b> Points - use small bases of support (knees, hands, elbows, feet). Patches - use large bases of support (bottom, stomach, side, legs). Squeeze body muscles tightly to maintain balance. Keep head up and still. Keep tummy tight and back straight. Focus eyes on a fixed point to help balance.</p> <p>Keep at least one body part in contact with the apparatus throughout the balance. Keep whole body tight and extended.</p> <p><b>Travel:</b> Keep back straight, head up and core muscles squeezed. Step onto balls of feet first. Absorb impact with knee bend. Maintain good body tension and extension. Concentrate on coordination of body parts. Keep at least one body part in contact with apparatus. Squeeze body muscles tightly to maintain good posture. Keep eyes on part of the body in contact with apparatus to maintain active balance.</p>	<ul style="list-style-type: none"> <li>• Know how to kick a ball using the inside of the foot.</li> <li>• Know sports that use feet to control the ball.</li> <li>• Know what it means to dribble with control and a range of sports in which dribbling is used.</li> <li>• Know how to use a bounce throw to send a ball.</li> <li>• Know techniques to dribble the ball with their hands.</li> <li>• Know why sending the ball forward to a teammate increases the team's chances of scoring.</li> <li>• Know techniques to throw an object and knock over a target.</li> <li>• Knowing why a player moving into space is important in a game.</li> <li>• Know ways to collaborate with a teammate to move the ball forward.</li> <li>• Know how to position their body when goalkeeping.</li> <li>• Know how to intercept a pass.</li> <li>• Know how to play a game using rules.</li> </ul>	<ul style="list-style-type: none"> <li>• Know why it is important to be aware of other people when running at speed.</li> <li>• Know how to generate power to start a running or jumping action.</li> <li>• Know a range of techniques to negotiate obstacles.</li> <li>• Know when to use different types of throws.</li> <li>• Knowing how quick feet help sprinting speed.</li> <li>• Know the difference between static and dynamic balances</li> <li>• Know why we need to be able to run for sustained periods.</li> <li>• Know some exercises to improve strength.</li> <li>• Know the breathing technique for running longer distances.</li> <li>• Know how to work with a partner to improve performance.</li> <li>• Know how and why we compete in running, throwing and jumping activities.</li> <li>• Know how athletics skills can be used in other sports.</li> </ul>

Disciplinary Knowledge (Skills)	<ul style="list-style-type: none"> <li>• Be able to hit a ball and score points running to cones.</li> <li>• Be able to defend a target by kicking.</li> <li>• Be able to bowl underarm with control.</li> <li>• Be able to hit a ball using different bats and techniques.</li> <li>• Be able to throw accurately to a base.</li> <li>• Be able to hit a ball into space, away from fielders.</li> <li>• Be able to time their run around the bases to stay safe.</li> <li>• Be able to kick a ball into space using different parts of the foot.</li> <li>• Be able to respond to how a ball is being bowled when hitting.</li> <li>• Be able to play the role of the wicketkeeper.</li> <li>• Be able to bowl underarm in a game with accuracy.</li> </ul>	<p><b>Flight:</b> I can perform accurate footwork patterns and take-off. I can create a clear shape during flight. I can land quietly and in balance. I can perform an accurate movement pattern and preparation phase.</p> <p><b>Rotation:</b> I can maintain an accurate shape throughout. I can rotate with control. I can remain balanced throughout. I can maintain contact with apparatus throughout (where appropriate)</p>	<p>I can perform a range of different shapes with different leg positions creating challenge to core strength. I can perform with balance and control when holding a shape and when moving between shapes. I can perform smooth, fluent movements when moving between shapes. I can demonstrate a visible change in movement when music is changed. I can perform a range of different shapes with control to different music. I can perform a diverse range of different standing and floor shapes with partners. I can perform with balance and control when holding shapes and when moving between shapes. I can maintain balance and control when moving, turning, jumping and landing. I can perform a diverse range of circle moves, including simple jumps and turns. I can land quietly and in balance. I can perform a range of body movements demonstrating moving like silk. I can smoothly and fluently when transitioning between moves. I can develop a sequence of movements including shapes, circles &amp; silk moves. I can make a strong attempt at putting moves together, remembering and performing them.</p>	<p><b>Balance:</b> I can balance with control (minimum wobble). I can balance with the supporting body part still. I can hold the balance for at least 3 seconds.</p> <p><b>Travel:</b> I can move with good posture. I can move with light and quiet steps. I can perform accurate movement patterns. I can perform repeatable movements. I can maintain contact with apparatus.</p>	<ul style="list-style-type: none"> <li>• Be able to kick the ball over long and short distances.</li> <li>• Be able to stop a ball with control using the foot.</li> <li>• Be able to work as a team to keep the ball.</li> <li>• Be able to bounce a ball with a partner.</li> <li>• Be able to bounce the ball while moving (dribbling).</li> <li>• Be able to pass the ball forward in a game</li> <li>• Be able to throw different types of equipment.</li> <li>• Be able to move to space after passing the ball.</li> <li>• Be able to pass and move forward to a target with a partner.</li> <li>• Be able to position themselves as a goalkeeper.</li> <li>• Be able to intercept a ball from a person on the other team.</li> <li>• Be able to use the skills in a competition.</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to move quickly whilst being aware of others around.</li> <li>• Be able to create power with their legs to turn at speed.</li> <li>• Be able to move through an obstacle course with speed and control.</li> <li>• Be able to choose the best throw for different situations.</li> <li>• Be able to use quick feet whilst sprinting.</li> <li>• Be able to perform static and dynamic balances.</li> <li>• Be able to work individually to run over a longer distance.</li> <li>• Be able to improve strength to increase jumping distance.</li> <li>• Be able to create power when throwing for distance.</li> <li>• Be able to use breathing techniques to be able to run more.</li> <li>• Be able to cooperate with partners to complete a task well.</li> <li>• Be able to listen to others and work as a team to achieve the highest score possible.</li> </ul>
Vocabulary	<p>hit, catch, runs, wicket, bays, bowl, feed, throw, catch, underarm, overarm, field, hitter, bowler, umpire, posts, stumps.</p> <p>Outwit, strike, respond, stump, stumping, wicketkeeper, backstop, position, role.</p>	<p><b>Flight:</b> take-off, landing, balls of feet, linked, alternating, soft knees, squeeze muscles, hanging, swing through.</p> <p><b>Rotation:</b> throughout, multiple, peek, extended, maintained</p>		<p><b>Balance:</b> points, patches, bases of support, control, focus, combine, apparatus, fixed point, partial contact</p> <p><b>Travel:</b> Fluent, alternately, absorb impact, concentrate, core muscles, contact maintained</p>	<p>aim, attack, compete, control, cooperate, receive, restart, sideline.</p> <p>rebound, speed, direction, scoring, controlling, following, intercepting, tactics.</p>	<p>run, throw, handle, power, quick, burpee, obstacle, control, stamina, static, dynamic, collect.</p> <p>lunges, strength, power, repetition, power, accuracy, agility, burn, stamina, fitness, persevere, tally, develop, lap, cooperate, compete.</p>

LKS2 Knowledge and Vocab Summary – Real PE						
	Unit 1 Coordination: Footwork Static Balance: 1 Leg Standing	Unit 2 Dynamic Balance to Agility: Jumping and Landing Static Balance: Seated	Unit 3 Dynamic Balance on a Line Coordination: Ball Skills	Unit 4 Coordination: Sending and Receiving Counter Balance with a Partner	Unit 5 Agility: Reaction and Response Static Balance: Floorwork	Unit 6 Agility: Ball Chasing Static Balance: Stance
LKS2	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination.</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination.</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination.</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination.</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination.</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination.</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>

Knowledge	<p><u>Co-ordination – Footwork</u> Keep head up and back straight. Work off balls of feet and increase speed when ready. Bend knees and use arms to help you balance.</p> <p><u>Static Balance – 1 Leg Standing</u> Look forward and imagine a focus point. Use your arms to help you balance. Keep your tummy (core muscles) tight and back straight.</p>		<p><u>Dynamic Balance to Agility: Jumping and Landing</u> Swing arms to help gain height and use them to help balance on landing. Keep head up on landing. Bend knees on landing</p> <p><u>Static Balance – Seated</u> Keep tummy tight (core muscles) and back straight. Use arms to help maintain balance. Keep head up and breathe throughout.</p>		<p><u>Dynamic Balance on a line</u> Keep tummy (core muscles) tight and back straight. Keep head still and look forward. Use arms to help you move and balance as you walk, bringing them from ‘hips to lips’.</p> <p><u>Coordination – Ball Skills</u> Move the ball with fingers, avoiding it touching body. Focus on maintaining good balance and looking straight ahead throughout. Perform movements smoothly and then gradually increase speed.</p>		<p><u>Coordination: Sending and Receiving</u> Vary the speed you send the ball to find which is most effective. Watch the ball and move feet to get in line with the ball when receiving. Keep eyes focused on the ball. Use backswing and follow through when striking/ kicking.</p> <p><u>Counter Balance in pairs</u> Keep tummy (core muscles) tight and body straight throughout. Hold with straight arms when leaning back. Hold on to partner’s forearms and keep a short base.</p>		<p><u>Agility – Reaction/Response.</u> Start quickly and accelerate by pushing off hard with feet and looking forwards. Take up a ready position with knees bent and feet apart (front to back). Bend the knee on ‘catching leg’ and take weight back to enable you to stop quickly. (core muscles) tight and back straight.</p> <p><u>Static Balance – Floorwork</u> Keep back straight and flat. Keep legs straight and stretched out. Keep hands in line with shoulders and complete slowly.</p>		<p><u>Agility – Ball Chasing.</u> Accelerate by pushing off hard with feet and driving arms from ‘hips to lips’. Bend knees as you allow the ball to go through your legs. Keep watching the ball and concentrate on timing so you arrive at the right time. Move feet quickly to get in the collecting position in good time.</p> <p><u>Static Balance – Stance</u> Keep feet a shoulder width apart and knees bent. Keep weight on balls of feet. Keep back straight, head up and look forward at a focus point.</p>	
	Skills	<p><u>Co-ordination – Footwork</u> Hopscotch forwards and backwards, alternating hopping leg each time, move in a 3-step zigzag pattern forwards and backwards with balance and control throughout, fluent and smooth movements movements performed in both directions/on both sides.</p> <p><u>Static Balance – 1 Leg Standing</u> On both legs: 1. Stand still for 30 seconds with eyes closed 2. Complete 5 squats 3. Complete 5 ankle extensions with... minimum wobble (control), smooth, controlled movement and non-standing foot off the floor.</p>		<p><u>Dynamic Balance to Agility: Jumping and Landing</u> Jump from 2 feet to 2 feet with 180° turn in either direction with good take off and height, balance and control on landing and soft landings. Complete a tucked jump (with 180 degrees) in either direction with good take off and height, balance and control on landing and soft landings.</p> <p><u>Static Balance – Seated</u> In a seated position: 1. Pick up a cone from one side and place it on the other side with same hand 2. Return it to the opposite side using the other hand 3. Sit in a dish shape and hold it for 5 seconds with... feet and hands off the floor throughout, minimum wobble and balance held without strain.</p>		<p><u>Dynamic Balance on a line</u> March, lifting knees and elbows up to a 90° angle, walk fluidly lifting knees with heel to toe landing with smooth, controlled movements and minimum wobble, balance maintained on the line and opposite arm and leg moving forwards smoothly.</p> <p><u>Coordination – Ball Skills</u> In 20 seconds or less: 1. Stand with legs apart and move a ball around 1 leg 16 times (right and left leg) 2. Move a ball round waist 17 times 3. Stand with legs apart and move a ball around alternate legs 16 times with... control of the ball maintained throughout, ability to complete challenges in both directions consistently and smoothly and smooth movements with the ball.</p>		<p><u>Coordination: Sending and Receiving</u> 1. Strike a ball with alternate hands in a rally 2. Kick a ball with the same foot with. 3. Kick a ball with alternate feet. 4. Roll 2 balls alternately using both hands, sending 1 as the other is returning with accuracy and weight when sending, a good position when receiving and fluency/rhythm throughout.</p> <p><u>Counter Balance in pairs</u> 1. Hold on and, with a short base, lean back, hold balance and then move back together 2. Hold on with 1 hand and, with a short base, lean back, hold balance and then move back together 3. Perform above challenges with eyes closed with... balance maintained throughout, smooth, controlled movements, coordinated and controlled movements with partner</p>		<p><u>Agility – Reaction/Response.</u> From 1, 2 and 3 metres: React and catch tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg with quick reaction, quick, controlled movement and control when slowing down after catch.</p> <p><u>Static Balance – Floorwork</u> Hold full front support position with balance maintained throughout, correct position held by keeping back straight and control when changing balance/position. Lift 1 arm and point to the ceiling with either hand in front support with balance maintained throughout, correct position held by keeping back straight and control when changing balance/position. Transfer cone on and off back in front support with balance maintained throughout, correct position held by keeping back straight and control when changing balance/position.</p>		<p><u>Agility – Ball Chasing.</u> Chase a large rolled or bouncing ball, let it roll through legs and then collect it in balanced position facing the opposite direction with control when starting and stopping quickly, timing and movement to get in the right position and balance/control when collecting the ball. Complete above challenges with tennis ball.</p> <p><u>Static Balance – Stance</u> On a line/low beam: Receive a small force from various angles, raise alternate feet 5 times, raise alternate knees 5 times and catch ball at chest height and throw it back with both feet facing forwards, balance maintained throughout and minimum wobble (control).</p>
Vocabulary		<p><u>Co-ordination – Footwork</u> Alternating pattern 3-step zigzag increase</p>	<p><u>Static Balance – 1 Leg Standing</u> focus point support static improve heel raises practise</p>	<p><u>Dynamic Balance to Agility: Jumping and Landing</u> straight dynamic balls of feet momentum</p>	<p><u>Static Balance – Seated</u> dish straight shape hold</p>	<p><u>Dynamic Balance on a line</u> Marching action heel to toe landing hips to lips</p>	<p><u>Coordination – Ball Skills</u> tummy around alternate apart height</p>	<p><u>Coordination: Sending &amp; Receiving:</u> alternately same foot position kick return accuracy</p>	<p><u>Counter Balance in pairs</u> short base forearm perform coordinated</p>	<p><u>Agility – Reaction/Response.</u> Weight catching leg feet apart</p>	<p><u>Static Balance – Floorwork</u> full front support position point transfer</p>	<p><u>Agility – Ball Chasing.</u> hips to lips driving arms</p>

LKS2 Knowledge and Vocab Summary Cycle A – Real Gym/Real Dance/PE Hub

Real Gym: Travel & Rotation (Unit 1)	Real Dance (Unit 2)	PE Hub – OAA (Unit 1)	PE Hub – Invasion Games: Netball	PE Hub – Striking & Fielding: Cricket	PE Hub - Athletics
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NC	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</li> <li>perform dances using a range of movement patterns.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>take part in outdoor and adventurous activity challenges both individually and within a team.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination.</li> <li>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination.</li> <li>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination.</li> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>
Substantive Knowledge	<p><b>Travel:</b>  Maintain good body tension and extension.  Concentrate on the coordination of body parts.  Change speeds to develop fluency.  Hold apparatus away from body to enable apparatus movement.  Concentrate on coordination of apparatus with body movements.</p> <p><b>Rotation:</b>  Dish and Arch Roll - In dish or arch shape, roll keeping hands, feet and head off the floor, chin on chest and lift arms and legs as high as possible.  Keep muscles squeezed tightly throughout.  Tighten body to enable control.  Count with partner/s to help with timing.  Watch partner/s to aid synchronisation.</p>	<p>Keep my tummy tight and extend my arms to help find strong, still positions in my shapes.  Use as many different ways of moving as possible, including different ways of travelling, floor movements, jumping and turning.  When jumping, land through the balls of my feet and bend my knees to absorb impact.  Communicate with my partner and be inventive with how we move together.  When moving our arms in large circles, relax our body so it moves too and step wherever the circle takes us.  Jump low to begin with and turn slowly keeping our muscles tight to make sure we are in control.  Think about our starting position and how to start our circle before making our circles move.  Jump lower to start with. Land through the balls of my feet and bend my knees to absorb impact.  When jumping and turning squeeze my muscles to keep my body in shape  Watch carefully how the silk moves in the air and try to move at the same time.  Don't pretend to 'be' the silk, but instead watch it as it moves and see if I can move like it.  Don't rush when linking silk moves with shapes and circles to stay in control.  Use my core strength and control speed of my moves, especially my turns, to stay in balance.  Think and communicate with my partner about what elements we want to include before we start creating our sequence.  Explore different timings for different activities, for example, slow down then speed up our turns.</p>	<ul style="list-style-type: none"> <li>Know ways to communicate clearly to complete a task.</li> <li>Know why it is important to recognise symbols on a map key.</li> <li>Know why accuracy is vital in different tasks, including when drawing a map.</li> <li>Know the importance of analysing a performance after a task.</li> <li>Know how to explain a task to others in a group.</li> <li>Know why trust is important in completing tasks with others.</li> <li>Know how to listen and suggest ideas when working as a team.</li> <li>Know how to talk to teammates to help complete a task.</li> <li>Know how to include all teammates to complete a task.</li> <li>Know the cardinal points of a compass.</li> <li>Know what orienteering is.</li> <li>Know how to use a map to plot a route.</li> <li>Recognise and recall common map symbols.</li> </ul>	<ul style="list-style-type: none"> <li>Know when to use a chest pass.</li> <li>Know dodging can be used in netball and other invasion games.</li> <li>Know how to show that you are ready to catch the ball.</li> <li>Know when to use a bounce pass.</li> <li>Know the role of the goal shooter.</li> <li>Know when to use a shoulder pass.</li> <li>Know why you bring the ball to your chest to protect it.</li> <li>Know where you are allowed to go on the court.</li> <li>Know the footwork rule.</li> <li>Know some simple high-five rules.</li> <li>Know why good marking is essential.</li> <li>Know some preliminary moves.</li> </ul>	<ul style="list-style-type: none"> <li>Know how to hit a straight drive that travels along the floor.</li> <li>Know how to bowl accurately underarm.</li> <li>Know how to move towards a delivered ball to hit it consistently.</li> <li>Know when to use a long barrier to stop a moving ball.</li> <li>Know when to use an overarm throw.</li> <li>Know how the wicketkeeper supports the fielding team.</li> <li>Know how to score single runs.</li> <li>Know where the crease is and its purpose in a game.</li> <li>Know how to deliver an overarm bowl.</li> <li>Know when to play a pull shot when batting.</li> <li>Know how to stop a bouncing ball when fielding.</li> <li>Know how to set up a game of French cricket independently.</li> </ul>	<ul style="list-style-type: none"> <li>Know what a good approach and taking off for a jump is.</li> <li>Know the importance of changing pace when running.</li> <li>Know key techniques to hurdle obstacles while maintaining pace.</li> <li>Know how to use the pull-throw technique in javelin.</li> <li>Know links between athletics and real-life skills (javelin/hunting).</li> <li>Know different skipping techniques.</li> <li>Know how to compete in athletic activities.</li> <li>Know how to select the most appropriate technique for the best performance when running, jumping or throwing.</li> <li>Know how to use a run-up to increase the distance.</li> <li>Know what a sling throw is used for.</li> <li>Know how to measure a throw accurately.</li> <li>Know when and how to perform a relay baton exchange.</li> <li>Know how to measure and track scores in competitive running, throwing and jumping events.</li> </ul>

Disciplinary Knowledge (Skills)	<p><b>Travel:</b> I can move with good posture. I can move smoothly and fluently. I can perform accurate movement patterns. I can keep apparatus in motion throughout (where appropriate).</p> <p><b>Rotation:</b> I can maintain an accurate shape throughout. I can move smoothly and fluently. I can remain balanced throughout. I can rotate with control. I can move smoothly and fluently. I can move in coordination with my partner/s.</p>	<p>I can perform with balance and control when holding a shape and when moving between shapes / landing. I can perform a range balance positions on the floor and with different leg positions creating challenge to core strength. I can perform a variety of smooth, fluent movements when moving between shapes. I can perform a range of partner standing and floor shapes. I can perform with balance and control both when holding shapes and when moving between shapes. I can perform a variety of smooth, fluent movements when moving between shapes. I can perform a diverse range of circle moves that move the body. I can perform a diverse range of circle moves, including jumps and turns. I can perform exact, repeatable movements, including circles and half-circles rather than ovals. I can perform a diverse range of movements led by circles with a partner. I can demonstrate strong start and finish positions. I can land softly in my jumps. I can perform a sequence of movement containing circles, shapes and partnering. I can perform a range of body movements demonstrating moving like silk. I can perform a diverse range of moves, including linking silk moves with shapes and circles. I can move smoothly and fluently when transitioning between moves. I can perform a variety of shapes, circles and silk moves with balance and control. I can develop a sequence of movements including shapes, circles, silk moves and partnering. I can demonstrate an understanding of how to put moves together, remember and perform them.</p>	<ul style="list-style-type: none"> <li>• Be able to use clear communication, strength and flexibility to complete a task.</li> <li>• Be able to work with others to complete map-reading tasks.</li> <li>• Be able to draw and create a clear route on a map for others to follow.</li> <li>• Be able to work with others and identify what went well and what we could do to improve.</li> <li>• Be able to safely take part in trust-based activities.</li> <li>• Be able to work collaboratively to complete a problem-solving task.</li> <li>• Be able to work collaboratively to create shapes whilst blindfolded.</li> <li>• Be able to name and recognise the cardinal points of the compass.</li> <li>• Be able to complete an orienteering task calmly under time pressure.</li> <li>• Be able to work with a partner to use a map to follow a course.</li> <li>• Be able to recognise and recall common map symbols from a key.</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to catch a netball.</li> <li>• Be able to perform quick, accurate chest passes.</li> <li>• Be able to use dodging to get free from our opponent.</li> <li>• Be able to use a bounce pass to feed the goal shooter</li> <li>• Be able to throw for distance using a shoulder pass.</li> <li>• Be able to collect a loose ball.</li> <li>• Be able to protect the ball once we have caught it.</li> <li>• Be able to use basic shooting techniques in a game.</li> <li>• Be able to perform one-to-one marking.</li> <li>• Be able to pivot once we have caught the ball.</li> <li>• Be able to use quick feet.</li> <li>• Be able to use preliminary moves.</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to hit a stationary ball into space using the straight drive.</li> <li>• Be able to bowl underarm to a batter with some consistency.</li> <li>• Be able to use the correct footwork to strike a bowled ball.</li> <li>• Be able to stop a moving ball using the long barrier technique.</li> <li>• Be able to throw longer distances overarm.</li> <li>• Be able to perform as a wicketkeeper. Be able to hit the ball in different directions.</li> <li>• Be able to anticipate when to run to score singles.</li> <li>• Be able to intercept a moving ball with one hand.</li> <li>• Be able to attempt to bowl overarm.</li> <li>• Be able to play a pull shot and attempt it in a game.</li> <li>• Be able to field a bouncing ball effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to perform jumping and hopping sequences.</li> <li>• Be able to run at different speeds.</li> <li>• Be able to approach and jump hurdles.</li> <li>• Be able to throw a javelin using the pull-throw technique.</li> <li>• Be able to perform a variety of skipping techniques.</li> <li>• Be able to keep score accurately over a range of events.</li> <li>• Be able to challenge ourselves in running, jumping and throwing tasks.</li> <li>• Be able to accelerate over short distances.</li> <li>• Be able to run and jump using one-footed take-off.</li> <li>• Be able to use a sling action to throw a discus.</li> <li>• Be able to run on a curve and exchange a baton in a team.</li> <li>• Be able to apply the skills developed in a competitive way.</li> </ul>
Vocabulary	<p><b>Travel:</b> posture, body tension and extension, pathway, adjust, mirror, match, contrast, static shapes, mastered, apparatus in motion,</p> <p><b>Rotation:</b> spotting, pivot, transfer, timing, synchronisation,</p>		<p>maps, diagrams, scale, symbols, orienteering, controls, challenges, problem-solving, lead, follow, plan, trust</p> <p>challenges, problem-solving, lead, follow, plan, trust, solve, cardinal points, success.</p>	<p>Space, pass, accurately, mark, dodge, attack, defend, footwork, possession, shoot, rules, improve.</p> <p>Protect, semi-circle, one-to-one, pivot, pivoting, preliminary.</p>	<p>Batting, fielding, bowling, bat, wicket, stump, crease, boundary, run, batsman, bowler, wicketkeeper, innings, forward drive, long barrier, over.</p> <p>Zones, directing, conditioned game, intercepting, isolation, pull shot, ground ball, overarm bowling, run singles.</p>	<p>Agility, power, speed, track, force, distance, curve, accelerate, hurdles, record, pace, approach, combine.</p> <p>Track, force, distance, curve, accelerate, hurdles, foam javelins, vortex howler, bounce, target, take off, sling, exchange, accuracy.</p>

**LKS2 Knowledge and Vocab Summary Cycle B – Real Gym/Real Dance/PE Hub**

PE Hub – Invasion Games: Hockey	Real Gym: Flight & Balance (Unit 2)	Real Dance (Unit 2)	PE Hub – Net Games: Tennis	PE Hub – Striking & Fielding: Rounders	PE Hub - Athletics
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NC	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination.</li> <li>• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination.</li> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</li> <li>• perform dances using a range of movement patterns.</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination.</li> <li>• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination.</li> <li>• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination.</li> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</li> </ul>
Substantive Knowledge	<ul style="list-style-type: none"> <li>• Know the anatomy of the hockey stick</li> <li>• Know how to dribble the ball.</li> <li>• Know other invasion games where you would pass to space.</li> <li>• Know how to perform the defensive body position.</li> <li>• Know how to stop a moving ball.</li> <li>• Know what sport-specific agility means.</li> <li>• Know what happens if the ball hits a foot.</li> <li>• Know how to perform a push pass.</li> <li>• Know why players use a straight dribble.</li> <li>• Know the benefits of using reverse stick.</li> <li>• Know why a slap pass is used in hockey.</li> <li>• Know how to turn with the ball.</li> <li>• Know why playing with rules is important.</li> </ul>	<p><b>Flight:</b> Decide beforehand which jump or leap to perform. Squeeze body muscles during flight to make clear shape. <b>Land through balls of feet with soft knees to absorb impact.</b></p> <p><b>Balance:</b> Keep head up and still. <b>Keep tummy tight and back straight.</b> <b>Focus eyes on a fixed point to help balance.</b> Keep at least one body part in contact with the apparatus throughout the balance. Keep whole body tight and extended.</p>	<p><b>Keep my bottom and stomach tight to find still positions</b> in my standing and floor shapes. <b>Use as many different ways of moving as possible</b>, including different ways of travelling, floor movements, jumping and turning. <b>When jumping, land through balls of my feet and bend my knees to absorb impact.</b> and control the height of my jump, to ensure the landing isn't clunky. Allow my body to follow the circle movement of the arm or leg. Try to achieve extreme contrast in height and flatness between me and my partner. Secure but soft contact - when holding hands in partnering, keep thumbs in and hands soft without squeezing my partner. Talk with my partner to ensure both know what is going to happen before we start practising. When executing partner jumps, lift and jump at the same time, so the lifting isn't really lifting, but supporting my partner's jump to allow them to go higher. Communicate with my partner to create a mix of actions including solo and partner shapes and moves, lifts, jumps and turns.</p>	<ul style="list-style-type: none"> <li>• Know how to keep score in a game of tennis.</li> <li>• Know how to describe different styles of shots in tennis.</li> <li>• Know what the Ready Position is in tennis.</li> <li>• Know how to play over a net.</li> <li>• Know how to start a point in tennis.</li> <li>• Know where the middle of the court is.</li> <li>• Know how to play a backhand shot.</li> <li>• Know how to force an opponent to make a mistake.</li> <li>• Know some differences between singles and doubles court markings.</li> <li>• Know two ways of positioning yourself in doubles play.</li> </ul>	<ul style="list-style-type: none"> <li>• Know different methods to stop a moving ball.</li> <li>• Know how to hit a ball.</li> <li>• Know and explain different throwing techniques.</li> <li>• Know how to play using basic rounders rules.</li> <li>• Know how to work with teammates when fielding.</li> <li>• Know what the long barrier technique is.</li> <li>• Know why you hit the ball in different directions.</li> <li>• Know and play the role of the backstop.</li> <li>• Know how to make decisions when running between posts.</li> <li>• Know and use a scoring system.</li> <li>• Know and describe successful play in a game.</li> <li>• Know how to play using basic rounders rules.</li> </ul>	<ul style="list-style-type: none"> <li>• Know what a good approach and taking off for a jump is.</li> <li>• Know the importance of changing pace when running.</li> <li>• Know key techniques to hurdle obstacles while maintaining pace.</li> <li>• Know how to use the pull-throw technique in javelin.</li> <li>• Know links between athletics and real-life skills (javelin/hunting).</li> <li>• Know different skipping techniques.</li> <li>• Know how to compete in athletic activities.</li> <li>• Know how to select the most appropriate technique for the best performance when running, jumping or throwing.</li> <li>• Know how to use a run-up to increase the distance.</li> <li>• Know what a sling throw is used for.</li> <li>• Know how to measure a throw accurately.</li> <li>• Know when and how to perform a relay baton exchange.</li> <li>• Know how to measure and track scores in competitive running, throwing and jumping events.</li> </ul>

Disciplinary Knowledge (Skills)	<ul style="list-style-type: none"> <li>• Be able to keep close control of the ball using the flat side of the stick.</li> <li>• Be able to control the ball and pass it into space.</li> <li>• Be able to use defensive body position.</li> <li>• Be able to consistently stop a moving ball ready to pass or shoot.</li> </ul> <p>Be able to improve agility and apply it in a game situation.</p> <ul style="list-style-type: none"> <li>• Be able to avoid feet contacting the ball and apply basic rules to the game.</li> <li>• Be able to perform a push pass with accuracy.</li> <li>• Be able to perform a straight dribble to maintain possession.</li> <li>• Be able to use reverse-stick to control a ball.</li> <li>• Be able to use a slap pass to send the ball over longer distances.</li> <li>• Be able to turn to keep the ball under control and move into space.</li> <li>• Be able to develop new skills in competitive situations and look to improve.</li> </ul>	<p><b>Flight:</b> I can perform an accurate movement pattern and preparation phase. I can create a clear shape during flight. I can land quietly and in balance.</p> <p><b>Balance:</b> I can balance with control (minimum wobble). I can balance with supporting foot still. I can hold the balance for at least 3 seconds.</p>	<p>I can perform clear, strong and varied shapes. I can perform with balance and control when holding a shape and when moving between shapes can perform a variety of smooth, fluent movements. I can perform a diverse range of circle moves, including jumps and turns and demonstrate smooth, flowing transitions between moves. I can perform exact, repeatable movements, including circles and half-circles rather than ovals. I can perform a range of partner standing and floor shapes. I can perform with both partners taking on both roles and both aware of what we are doing. I can perform circle moves in and out of the lifts. I can perform a variety of circles with a partner, some the same and others different to my partner's. I can perform a repeatable sequence including a variety of movements learnt so far, both individually and with a partner. I can perform with strong and confident movement in and out of shapes.</p>	<ul style="list-style-type: none"> <li>• Be able to use the ready position to return a ball.</li> <li>• Be able to hit the ball to different parts of the court using a forehand hit.</li> <li>• Be able to perform an underarm serve to start a rally.</li> <li>• Be able to move towards a ball to return it over the net.</li> <li>• Be able to play cooperatively with a partner to keep the ball moving over the net.</li> <li>• Be able to perform forehand hits to score points in a competition.</li> <li>• Be able to return to the middle of the court after playing a shot.</li> <li>• Be able to use the forehand in game situations accurately.</li> <li>• Be able to play a backhand shot with some control.</li> <li>• Be able to combine ready position and court movement to return the serve consistently.</li> <li>• Be able to work with a partner to score points in a game.</li> <li>• Be able to use forehand and backhand shots to score points in a competitive situation.</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to get into the best body position to field a ball.</li> <li>• Be able to bowl with some consistency in a game.</li> <li>• Be able to hit a moving ball with one hand.</li> <li>• Be able to stop a moving ball with the long barrier technique.</li> <li>• Be able to throw longer distances using the overarm technique.</li> <li>• Be able to select and apply new skills in a competition.</li> <li>• Be able to hit the ball in different directions.</li> <li>• Be able to run between the posts and avoid getting stumped out.</li> <li>• Be able to intercept the ball using one hand.</li> <li>• Be able to underarm bowl, abiding by the rules of bowling.</li> <li>• Be able to play the role of backstop in a small game.</li> <li>• Be able to use a rounders scoring system and use it in a game.</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to perform jumping and hopping sequences.</li> <li>• Be able to run at different speeds.</li> <li>• Be able to approach and jump hurdles.</li> <li>• Be able to throw a javelin using the pull-throw technique.</li> <li>• Be able to perform a variety of skipping techniques.</li> <li>• Be able to keep score accurately over a range of events.</li> <li>• Be able to challenge ourselves in running, jumping and throwing tasks.</li> <li>• Be able to accelerate over short distances.</li> <li>• Be able to run and jump using one-footed take-off.</li> <li>• Be able to use a sling action to throw a discus.</li> <li>• Be able to run on a curve and exchange a baton in a team.</li> <li>• Be able to apply the skills developed in a competitive way.</li> </ul>
Vocabulary	Shoot, defend, attach, block, control, receive, pass, teamwork, score, hockey, shaft, foot, space, dribble, push, slap, reverse.	<p><b>Flight:</b> body tension, levels, consecutively, flight phase, squeeze body muscles,</p> <p><b>Balance:</b> Elevated, fixed point, partial contact, tight and extended</p>		Hit, return, court, forehand, backhand, bounce, points, score, net, tactics, underarm, overarm, position, ready.	Batting, fielding, bowling, bases, long barrier, batter, bowler, fielder, innings, no ball, batting box, backstop, rounders, half rounders.  Zones, directing, speed, avoid, intercept, role, scoring system, gain, stumped.	Agility, power, speed, track, force, distance, curve, accelerate, hurdles, record, pace, approach, combine.  Track, force, distance, curve, accelerate, hurdles, foam javelins, vortex howler, bounce, target, take off, sling, exchange, accuracy.

UKS2 Knowledge and Vocab Summary – Real PE						
	Unit 1 Coordination: Ball Skills Agility: Reaction and Response	Unit 2 Dynamic Balance on a Line Counter Balance with a Partner	Unit 3 Static Balance: Stance Coordination: Footwork	Unit 4 Static Balance: Seated Static Balance: Floorwork	Unit 5 Dynamic Balance to Agility: Jumping and Landing Static Balance: One Leg	Unit 6 Coordination: Sending and Receiving Agility: Ball Chasing
N/C UKS2	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination.</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> <li>• play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination.</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> <li>• play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination.</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> <li>• play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination.</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> <li>• play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination.</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> <li>• play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination.</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> <li>• play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</li> </ul>

<b>Knowledge</b>	<p><b><u>Co-ordination – Ball Skills.</u></b> Keep ball moving and away from body. Keep head up, looking forward. Concentrate on performing the movements smoothly to begin with and then gradually increase their speed. Concentrate on performing movements smoothly and with control. Keep back straight throughout. Focus on using ‘soft hands’ throughout.</p> <p><b><u>Agility – Reaction/Response.</u></b> In the ready position, start quickly and accelerate by pushing off hard with feet. React and move early to give you time to get balanced. Extend front leg across body and bend knees to enable you to stop quickly and get into balanced position. Reverse pivot, bend knees and push off to turn and move quickly. Move feet quickly to get into the catching position. Extend front leg across body and bend knees to enable you to stop quickly and get into balanced position when catching.</p>	<p><b><u>Dynamic Balance on a Line</u></b> Keep head still and back straight. Use arms to help you move and balance as you walk, bringing them from ‘hips to lips’. Practise the movement slowly at first movements. Keep head still and back straight. Use smooth, controlled movements. Concentrate on keeping centre of gravity over base of support.</p> <p><b><u>Counter Balance with a partner</u></b> Keep core muscles tight. Keep body straight, looking at partner throughout, and hold balance. Start by leaning in and then slowly lean back using smooth, controlled movements. Keep core muscles tight and focus on partner. Keep body straight and maintain balance throughout. Start by leaning in and then slowly lean back using smooth, controlled movements.</p>	<p><b><u>Static Balance – Stance</u></b> Keep feet a shoulder width apart and bend knees. Keep head up looking forward. Use smooth, controlled movements by twisting body to catch the ball. Keep feet a shoulder width apart and bend knees. Keep head up looking forward. Bend knees and maintain a ‘ready’ position.</p> <p><b><u>Co-ordination – Footwork</u></b> Keep head up and back straight throughout. Keep feet close to the ground as you move. Bend knees and use arms to help you balance. Keep head up and back straight throughout. Try to develop a good rhythm and perform the movements smoothly and with control. Bend knees and use arms to help you balance.</p>	<p><b><u>Static Balance – Seated</u></b> Keep legs, back and arms straight. Use smooth, controlled movements. Keep core muscles tight. Keep weight going through your bottom. Use smooth, controlled movements. Use legs and arms to help keep centre of gravity steady and breathe smoothly.</p> <p><b><u>Static Balance – Floorwork</u></b> Keep back straight and flat/ tummy up. Keep legs straight and stretched out and breathe slowly. Keep core muscles tight and posture aligned. Keep back straight and flat (front support)/tummy up (back support). Keep hands in line with shoulders and legs straight and stretched out. Rotate slowly and with control.</p>	<p><b><u>Dynamic Balance to Agility: Jumping and Landing</u></b> Swing arms to help gain height and use them to help balance on landing. Bend knees on take-off and landing. Land softly on balls of feet without noise, facing forward. Swing arms to help gain height and use them to help balance on landing. Bend knees on take-off and landing and use arms to help you balance. Keep centre of gravity over base of support on landing.</p> <p><b><u>Static Balance – 1 Leg Standing</u></b> Keep your tummy (core muscles) tight. Use your arms to help you balance. Use smooth, controlled movements. Keep your centre of gravity over your base of support. Keep your core muscles tight. Use smooth, controlled movements.</p>	<p><b><u>Coordination: Sending and Receiving</u></b> Explore the strength of your throw to work out how much force is needed. Take up a balanced position, making sure hands are in a good ready position. Try repeating several times. movements. Adopt a ‘ready position’ and communicate with partner so you know when they are ready. Focus on accuracy and speed of passes/throws. Keep this going in a circuit for 30 seconds.</p> <p><b><u>Agility: Ball Chasing</u></b> Start quickly by pushing off hard with feet and by driving arms (‘hips to lips’). Slow down to get into position. Run well past the ball to give you more time. Get into a stable position as early as you can. Move feet quickly to get into the collecting position. When facing partner, turn with a reverse pivot, bend knees and push off. When facing away from partner, use peripheral vision to spot the ball and react quickly. Move feet quickly to get into the collecting position.</p>
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Skills	<p><b>Co-ordination – Ball Skills.</b> In 20 seconds or less:</p> <ol style="list-style-type: none"> <li>Stand with legs apart and move ball in figure of 8 around both legs 12 times</li> <li>Move ball around waist into figure of 8 around both legs 10 times</li> <li>Move ball around waist and then around alternate legs 12 times</li> <li>Stand with legs apart and perform 24 criss-crosses, with and then without a bounce</li> </ol> <p>with... smooth movements with the ball, ability to complete challenges in both directions consistently and smoothly and fluidity when changing hands.</p> <p>In 20 seconds or less:</p> <ol style="list-style-type: none"> <li>Stand with legs apart and complete 20 front to back catches with a bounce in between</li> <li>Perform above 30 times without ball bouncing in between</li> <li>Complete above tasks with head up throughout</li> <li>Complete 11 overhead throw and catches</li> </ol> <p>with... smooth movements with the ball, ability to complete challenges in both directions consistently and smoothly and fluidity when changing hands.</p> <p><b>Agility – Reaction/Response.</b> From 1, 2 and 3 metres: React and step across body, bring hand across body and catch tennis ball after 1 bounce with quick reaction and good acceleration, quick, controlled movement and balance and control after catch.</p> <p>From 1, 2 and 3 metres: React to call from partner when they drop a ball, turn and catch it after 1 bounce</p> <ol style="list-style-type: none"> <li>Perform above challenge but react to sound of the bounce rather than call</li> </ol> <p>with... quick reaction and good acceleration, quick, controlled movement, and balance and control after catch.</p>	<p><b>Dynamic Balance on a Line</b></p> <ol style="list-style-type: none"> <li>Walk fluidly, forwards and backwards, lifting heel to bottom, knees up and heel to toe landing</li> <li>Lunge walk forwards (heel to bottom, knees up, extend leg, sink hips, heel to toe landing)</li> <li>Lunge walk forwards, bringing opposite elbow up to a 90° angle</li> <li>Complete all red challenges with eyes closed</li> </ol> <p>with... balance maintained on the line, opposite arm and leg driving forwards and fluidity and minimum wobble.</p> <ol style="list-style-type: none"> <li>Sidestep in both directions</li> <li>Stand sideways and complete continuous 180° front pivots. Then with 180° reverse pivots</li> <li>Move sideways, stepping across body (lateral step-over)</li> <li>Perform ‘grapevines’ (step-over, sidestep, step-behind, repeat).</li> <li>Complete blue challenges then above challenges with eyes closed</li> </ol> <p>with... balance maintained on the line, opposite arm and leg driving forwards, and fluidity and minimum wobble.</p> <p><b>Counter Balance with a partner</b></p> <ol style="list-style-type: none"> <li>Stand on 1 leg holding with 1 hand, lean back, hold balance and then move back together</li> <li>Stand on 1 leg while holding on to partner’s opposite foot</li> </ol> <p>with... balance maintained throughout, smooth, controlled movements and coordinated movements with partner.</p> <ol style="list-style-type: none"> <li>Complete all blue challenges with eyes closed</li> <li>Step onto bench facing partner, hold with both hands with feet side by side, lean back, hold and then move back together</li> <li>Step onto a bench facing partner, hold with both hands and swap places whilst leaning back with straight arms</li> </ol> <p>with... balance maintained throughout, smooth, controlled movements and coordinated movements</p>	<p><b>Static Balance – Stance</b> On a line/low beam:</p> <ol style="list-style-type: none"> <li>Raise alternate knees to opposite elbow 5 times</li> <li>Catch large ball thrown at knee height and above head</li> <li>Catch large ball thrown away from body</li> <li>Catch small ball thrown close to and away from body</li> </ol> <p>with... balance maintained throughout, minimum wobble (control) and good posture (head up/back straight).</p> <p><b>On a line/low beam:</b></p> <ol style="list-style-type: none"> <li>Throw and catch 2 small balls alternately, using both hands, both close to and away from body</li> <li>Strike small ball back to a partner with a racket</li> <li>Strike a small ball back to a partner from across body with a racket</li> </ol> <p>with... balance maintained throughout, minimum wobble (maintaining control of body and good posture (head up/back straight)).</p> <p><b>Co-ordination – Footwork</b></p> <ol style="list-style-type: none"> <li>Combine 3-step zigzag patterns with cross-over (swerve) when changing lead leg</li> <li>Move in 3-step zigzag pattern, with knee raise across body just before changing lead leg and direction</li> <li>Move in 3-step zigzag pattern, lifting foot up behind just before changing lead leg and direction</li> </ol> <p>with... smooth, controlled movements, fluency and rhythm and movements performed in both directions/on both sides.</p> <ol style="list-style-type: none"> <li>Move in 3-step zigzag pattern while alternating knee raise and foot behind</li> <li>Move backwards in 3-step zigzag pattern with cross-over (swerve)</li> <li>Move backwards in 3-step zigzag pattern with knee raise across body</li> </ol> <p>with... smooth, controlled movements, fluency and rhythm and movements performed in both directions/on both sides.</p>	<p><b>Static Balance – Seated</b> In a seated position:</p> <ol style="list-style-type: none"> <li>Reach and pick up cone an arms distance away, swap hands and place it on the other side (both directions)</li> <li>Reach and pick up cone an arms distance away and place it on the other side using same hand (both directions)</li> <li>Hold a V-shape with straight arms and legs for 10 seconds</li> </ol> <p>with... feet and hands off the floor throughout, minimum wobble and balance held without strain.</p> <p><b>In a seated position:</b></p> <ol style="list-style-type: none"> <li>Reach and pick up cones from in front, to the side and from behind</li> <li>Reach and pick up cones from in front, to the side and from behind with eyes closed</li> <li>Reach and pick up cones from in front, to the side and from behind while a partner applies a force</li> <li>Reach and pick up cones from in front, to the side and from behind with eyes closed, while a partner applies a force</li> </ol> <p>with... feet and hands off the floor throughout, minimum wobble and balance held without strain.</p> <p><b>Static Balance – Floorwork</b></p> <ol style="list-style-type: none"> <li>Transfer tennis ball on and off back in a front support</li> <li>Transfer cone on and off tummy in back support</li> <li>Transfer tennis ball on and off tummy in back support</li> </ol> <p>with... good posture straight back, balance held without strain and control while transferring objects.</p> <ol style="list-style-type: none"> <li>Hold front support position with only 1 foot in contact with floor and transfer cone on and off back</li> <li>Rotate fluently from front support to back support, and then continue rotating with fluency</li> </ol> <p>with... good posture (straight back), balance held without strain and control while rotating.</p>	<p><b>Dynamic Balance to Agility: Jumping and Landing</b></p> <ol style="list-style-type: none"> <li>Jump 2 feet to 2 feet forwards, backwards and side-to-side</li> <li>Hop forward and backwards, freezing on landing</li> <li>Jump 1 foot to other forwards and backwards, freezing on landing</li> <li>Hop sideways, raising knee and freezing on landing</li> <li>Jump 1 foot to other sideways, raising knee and freeze on landing</li> </ol> <p>with... good take off and height, balance and control on landing and soft and controlled landings.</p> <ol style="list-style-type: none"> <li>Jump 2 feet to 2 feet with a 180° turn in the middle (both directions)</li> <li>Jump from 2 feet to 2 feet with a tuck and a 180° turn (both directions)</li> <li>Stand with legs together (vertical stance), jump into a lunge position, then jump back to a vertical stance (both sides)</li> </ol> <p>with... good take off and height, balance and control on landing and soft and controlled landings.</p> <p><b>Static Balance – 1 Leg Standing</b> On both legs:</p> <ol style="list-style-type: none"> <li>Stand still on uneven surface for 30 seconds</li> <li>Stand still on uneven surface for 30 seconds with eyes closed</li> <li>Complete 10 squats into ankle extensions</li> <li>Complete 5 squats with eyes closed</li> </ol> <p>with... stability, smooth, controlled movements and consistent performance.</p> <p><b>On both legs:</b></p> <ol style="list-style-type: none"> <li>Complete 5 ankle extensions with eyes closed</li> <li>Complete 10 squats into ankle extensions with eyes closed</li> <li>Complete above 2 challenges on uneven surface with eyes open</li> <li>Complete first 2 challenges on uneven surface with eyes closed</li> </ol> <p>with... stability, smooth, controlled movements and consistent performance.</p>	<p><b>Coordination: Sending and Receiving</b></p> <ol style="list-style-type: none"> <li>Alternately throw and catch 2 tennis balls against a wall</li> <li>Throw 2 tennis balls against a wall and catch them with opposite hand (cross-over)</li> <li>Throw 2 tennis balls against a wall in a circuit, in both directions</li> </ol> <p>with... accuracy and weight of throws, fluency/rhythm throughout and a good position when receiving.</p> <ol style="list-style-type: none"> <li>With a partner, simultaneously pass large ball along the floor with feet and throw tennis ball for 10 continuous passes</li> <li>With a partner, keep 3 tennis balls going in a throwing circuit for 30 seconds</li> </ol> <p>with... movement and timing to get in a good position, accuracy and weight of throws and fluency/rhythm throughout</p> <p><b>Agility: Ball Chasing</b></p> <ol style="list-style-type: none"> <li>Roll and chase large ball, stopping it with knee sideways onto ball (long barrier position) facing opposite direction</li> <li>Perform above challenge with tennis ball</li> <li>Roll and chase large ball, stopping it with head in front support position facing opposite direction</li> </ol> <p>with... ability to turn over either shoulder, timing to get in the right position and balance/control when collecting the ball.</p> <ol style="list-style-type: none"> <li>Stand facing partner, who feeds ball over head, then turn and catch it after 1 bounce</li> <li>Stand facing away from partner, who feeds ball over head, react and catch it after 1 bounce</li> </ol> <p>with... ability to turn over either shoulder and catch the ball, timing to get in the right position and balance/control when collecting the ball.</p>
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<b>Vocabulary</b>	<u>Co-ordination – Ball Skills.</u> Waist criss-cross catches bounce direction figure of 8 complete fluidity front to back catches overhead throws soft hands	<u>Agility – Reaction/Response.</u> pushing off hard extend react sound reverse pivot challenge	<u>Dynamic Balance on a Line</u> heel to bottom extend lunge 90 degree angle sink hips driving sidestep stand front/reverse pivot continuous repeat lateral step-over lateral step-behind	<u>Counter balance in pairs</u> controlled counterbalance movements maintain taut trust smooth	<u>Static Balance – Stance</u> opposite thrown knee height posture alternately racket partner across body	<u>Co-ordination – Footwork</u> Knee raise fluent consistent maximum speed rhythm perform across alternative controlled smooth swerve	<u>Static Balance - Seated</u> arm's distance stability performance V-shape repeatable strain reach force apply steady	<u>Static Balance – Floorwork</u> back support strain control posture stretched fluently rotating contact	<u>Dynamic Balance to Agility: Jumping and Landing</u> maintain forwards freeze backwards side-to-side vertical stance turn tuck lunge beam directions raising 180 degree half turn gravity	<u>Static Balance – 1 Leg Standing</u> movement repeatable smooth uneven maintain ankle extension controlled centre of gravity stability base vigorous persevere performance	<u>Coordination: Sending and Receiving</u> cross-over opposite consistency circuit fluency repeatable communicate speed pass movement	<u>Agility: Ball Chasing</u> long barrier topping knee sideways react peripheral vision pivot
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**UKS2 Knowledge and Vocab Summary Cycle A – Real Gym/Real Dance/PE Hub**

	<b>PE Hub – Invasion Games: Netball</b>	<b>Real Dance (Unit 1)</b>	<b>PE Hub – Invasion Games: Hockey</b>	<b>PE Hub – Invasion Games: Rugby</b>	<b>PE Hub – Striking &amp; Fielding: Cricket</b>	<b>PE Hub – Net Games: Tennis</b>
<b>NC</b>	Pupils should be taught to: <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination.</li> <li>• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</li> </ul>	Pupils should be taught to: <ul style="list-style-type: none"> <li>• perform dances using a range of movement patterns.</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	Pupils should be taught to: <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination.</li> <li>• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</li> </ul>	Pupils should be taught to: <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination.</li> <li>• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</li> </ul>	Pupils should be taught to: <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination.</li> <li>• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</li> </ul>	Pupils should be taught to: <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination.</li> <li>• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</li> </ul>

Substantive Knowledge	<ul style="list-style-type: none"> <li>• Know some recognised netball passes.</li> <li>• Know why it is important to find space in a game.</li> <li>• Know how to get free of a defender in a game.</li> <li>• Know why dodging is a crucial skill in netball.</li> <li>• Know why quick turns/pivots help to build an attack.</li> <li>• Know why reaction time is important in netball.</li> <li>• Know why coordination is important in netball.</li> <li>• Know how to mark a ball when defending.</li> <li>• Know why positioning is important when attacking around the semi-circle.</li> <li>• Know how to rebound a missed shot.</li> <li>• Know how to be active as a defender to intercept a pass.</li> <li>• Know what it means to be onside.</li> </ul>	<p>Start with exploring shapes on 2 feet before moving on to 1 foot, remembering not to rush my movement.</p> <p>Find the simplest way to go from turning to jumping before moving to the floor, paying attention to which foot I step with. Use as many different ways of moving as possible, including different ways of travelling, floor movements, jumping and turning.</p> <p>When making large circles with my arm, let my body move with the arm to set me in motion.</p> <p>Tighten my muscles and keep my leg circles low to begin with to ensure control in my turns.</p> <p>Watch carefully how the silk moves in the air and try to move at the same time.</p> <p>Count music or sing a melody out loud or in my head if it helps.</p> <p>Think about how the music makes me feel and start with making my body replicate what the music does.</p> <p>Focus on timing. Make sure lifting happens at the same time as the jump, so the lifting isn't really lifting but supporting the jump to go higher.</p> <p>Create my sequence using a variety of dance elements I feel confident with, using music as an inspiration.</p> <p>Use my core strength to stay balanced, both in shapes and when moving.</p> <p>Communicate - focus on my own moves as well as staying aware of what my partner is doing.</p>	<ul style="list-style-type: none"> <li>• Know why you would use a block tackle.</li> <li>• Know what type of pass you would make into the D.</li> <li>• Know where you should position yourself when marking.</li> <li>• Know what it means to contact the ball 'first time'.</li> <li>• Know what a drag is and a situation in which it can be used.</li> <li>• Know how to dribble with one hand.</li> <li>• Know how to shoot from close range.</li> <li>• Know where to play a long corner from.</li> <li>• Know what the benefits of goal side marking are and in what other sports it's used.</li> <li>• Know how to perform a banana run to force the attacker wide.</li> <li>• Know when a hit-out should be awarded.</li> <li>• Know when you would use an Indian dribble.</li> </ul>	<ul style="list-style-type: none"> <li>• Know what a defensive line is.</li> <li>• Know how accurate passing is important in invasion games and give examples.</li> <li>• Know when you would use a pop pass.</li> <li>• Know what a formation is in invasion games.</li> <li>• Know how the magic diamond formation works.</li> <li>• Know how to support a ball carrier to create continuity.</li> <li>• Know some set plays and how they benefit the attacking team.</li> <li>• Explain why taking the distance, not the time, is best once tagged.</li> <li>• Know what it means to attack 'spaces not faces'.</li> <li>• Know how to transition quickly from attack to defence.</li> <li>• Know what it means to transition from attack to defence and vice versa.</li> </ul>	<ul style="list-style-type: none"> <li>• Know what a run-out is.</li> <li>• Know how to judge and call for a run when batting with a partner.</li> <li>• Know which is the off-stump when keeping wicket.</li> <li>• Know how to grip the ball correctly to bowl overarm.</li> <li>• Know how to play a forward defensive shot when batting.</li> <li>• Know what the on and off side of the field refers to.</li> <li>• Know some of the fielding positions in a ring field, e.g. mid-off.</li> <li>• Know when the on and off side of the field changes.</li> <li>• Know when to bowl a short-pitched ball</li> <li>• Know how to work together to field a long ball.</li> <li>• Know how to set an attacking field.</li> <li>• Know how to consistently apply the rules of cricket as both a player and umpire.</li> </ul>	<ul style="list-style-type: none"> <li>• Know why you hit the ball before the second bounce.</li> <li>• Know when you might play an overhead shot.</li> <li>• Know what a volley is and when you would use it.</li> <li>• Know different doubles formations and when to use them.</li> <li>• Know some of the service rules of tennis.</li> <li>• Know how to umpire using some basic rules of the game.</li> <li>• Know what is meant by a powerful shot.</li> <li>• Know how to work collaboratively with a doubles partner.</li> <li>• Know what a lob shot is.</li> <li>• Know what it means to cover space as a doubles partner.</li> <li>• Know how to score a game.</li> </ul>
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<b>Disciplinary Knowledge (Skills)</b>	<ul style="list-style-type: none"> <li>• Be able to choose the appropriate pass for different scenarios.</li> <li>• Be able to find space to receive in a game.</li> <li>• Be able to use different dodging techniques to outwit a defender and get free.</li> <li>• Be able to practice and perform pivoting and quick turns.</li> <li>• Be able to get into closer shooting positions.</li> <li>• Be able to react and move quickly in isolation and games.</li> <li>• Be able to improve our coordination.</li> <li>• Be able to mark the pass or the shot.</li> <li>• Be able to organise themselves in and around the semi-circle.</li> <li>• Be able to compete to win the rebounding ball.</li> <li>• Be able to stay active to intercept a pass.</li> <li>• Be able to stay onside in games depending on the position being played.</li> </ul>	<p>I can perform with balance and control when holding a shape and when moving between shapes / landing.</p> <p>I can perform a variety of smooth, graceful movements when moving between shapes, with no stopping between moves.</p> <p>I can perform clear and repeatable shapes and moves.</p> <p>I can perform a diverse range of circle moves, including jumps and turns with control.</p> <p>I can perform a diverse range of moves, including linking silk moves with shapes and circles.</p> <p>I can identify musical melody and express it with body movement.</p> <p>I can demonstrate a visible change in movement when music or musical phrase is changed.</p> <p>I can perform a range of shapes, circles and silk moves with control to different music.</p> <p>I can demonstrate strong start and finish positions.</p> <p>I can perform with balance and control throughout – soft landing, minimum wobble when assisting my partner.</p> <p>I can communicate with my partner to ensure correct timing when jumping and lifting.</p> <p>I can perform a sequence of moves with a partner, executed with confidence and control.</p> <p>I can perform strong and balanced shapes and smooth, fluid and confident movements.</p> <p>I can demonstrate clear strategies of working together in a range of roles from creator to listener, jumper to lifter, first mover to last finisher.</p>	<ul style="list-style-type: none"> <li>• Be able to perform a block tackle to dispossess an attacker.</li> <li>• Be able to use fast, accurate passes into the D to create scoring opportunities.</li> <li>• Be able to mark an attacker closely to stop them receiving the ball.</li> <li>• Be able to perform a sweep hit to send the ball ‘first time’</li> <li>• Be able to move the ball quickly from left to right to outwit a defender.</li> <li>• Be able to use a variety of techniques to keep possession in a game.</li> <li>• Be able to shoot under pressure from close range.</li> <li>• Be able to perform long corner routines as part of a team.</li> <li>• Be able to use goal-side marking to prevent an attacker from getting closer to the goal.</li> <li>• Be able to use a banana run to force an oncoming attacker wide.</li> <li>• Be able to use a hit-out to successfully restart a game.</li> <li>• Be able to attempt an Indian dribble and play competitively using new skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to use defensive positions to mark and tag an attacker.</li> <li>• Be able to pass a ball accurately and consistently while on the move.</li> <li>• Be able to defend as part of a team to deny space to attackers</li> <li>• Be able to use a pop pass over short distances to create an explosive run.</li> <li>• Be able to move the ball quickly using the ‘magic diamond’ formation.</li> <li>• Be able to use the 3-step and pass rule with some confidence.</li> <li>• Be able to create attacking continuity by supporting the player with the ball.</li> <li>• Be able to use set plays in attack to create space for the ball carrier.</li> <li>• Be able to develop the 3-step rule</li> <li>• Be able to attack the space as a ball carrier to create scoring opportunities.</li> <li>• Be able to change from an attacking to a defensive formation when your team loses possession.</li> <li>• Be able to observe and analyse our classmate’s performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to work with a partner to score runs.</li> <li>• Be able to throw accurately over short distances to get batters out.</li> <li>• Be able to follow the path of the ball to catch as a wicketkeeper.</li> <li>• Be able to overarm bowl with accuracy whilst using a run-up.</li> <li>• Be able to play a forward defensive shot.</li> <li>• Be able to set a field in a game to limit the runs scored by a batter.</li> <li>• Be able to create pressure on a batter by using a ring field.</li> <li>• Be able to track and catch a high ball consistently.</li> <li>• Be able to perform a short-pitched bowl to get a batter to hit the ball in the air.</li> <li>• Be able to work in a pair to restrict runs scored when fielding.</li> <li>• Be able to play an on-drive.</li> <li>• Be able to set an attacking field.</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to perform a range of different shots with control.</li> <li>• Be able to move quickly to the ball to perform a volley.</li> <li>• Be able to play an overhead shot.</li> <li>• Be able to use different court formations during doubles play.</li> <li>• Be able to refine movement to hit the ball before the second bounce.</li> <li>• Be able to perform a diagonal serve to begin a game.</li> <li>• Be able to communicate clearly with a partner to score points.</li> <li>• Be able to attempt a two-handed backhand shot with control.</li> <li>• Be able to perform a lob shot.</li> <li>• Be able to apply the correct rules and scoring system in games.</li> <li>• Be able to play in different doubles formations and work with our partner to improve.</li> <li>• Be able to successfully apply a range of tactics in doubles play.</li> </ul>
<b>Vocabulary</b>	<p>Score, shoot, possession, react, foul, umpire, quick turns, dodge, pivot, stationary, shooting circle/semi-circle.</p> <p>Tactics, gameplay, blocking, organisation, rebounds, prone, thirds, offside, intercepting.</p>		<p>Teamwork, score, shoot, positions, power, distance, perform, consistent, fair play, covering, supporting.</p>	<p>Contest, possession, pressure, support, pop pass, turn over, loose pass, W grip, offence, formation.</p> <p>Transition, principle, STEP, agility, turnover, support, observe, analyse.</p>	<p>Calling, accuracy, rise of the ball, anticipating, forward defensive shot, setting a field, flexibility, cardiovascular endurance, power.</p> <p>Urgency, acquire, high ball, tracking, short delivery, long balls, on drive, off side, on side, slip, short leg, silly point, innings, retires, attack.</p>	<p>Service rules, volley, overhead, singles, doubles.</p> <p>Lob shot, positioning, footwork, listening skill, dispute, peers, attacking, defensive, improvement.</p>

**UKS2 Knowledge and Vocab Summary Cycle B – Real Gym/Real Dance/PE Hub**

	<b>PE Hub – Invasion Games: Basketball</b>	<b>Real Dance (Unit 2)</b>	<b>PE Hub – Invasion Games: Handball</b>	<b>PE Hub – OAA</b>	<b>PE Hub – Striking &amp; Fielding: Rounders</b>	<b>PE Hub – Striking &amp; Fielding: Athletics</b>
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NC	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination.</li> <li>• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• perform dances using a range of movement patterns.</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination.</li> <li>• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• take part in outdoor and adventurous activity challenges both individually and within a team.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination.</li> <li>• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination.</li> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</li> <li>• perform dances using a range of movement patterns.</li> </ul> <p>with previous ones and demonstrate improvement to achieve their personal best.</p>
Substantive Knowledge	<ul style="list-style-type: none"> <li>• Know why blocking is used in a game.</li> <li>• Know what the term 'ball carrier' means.</li> <li>• Know what the 'wing' refers to on a basketball court.</li> <li>• Know what it means to be under pressure in a game.</li> <li>• Know the importance of winning the rebounding ball.</li> <li>• Know some basic rules of the game.</li> <li>• Know what it means to perform a counter-attack.</li> <li>• Know the purpose of a retreat dribble.</li> <li>• Know how agility skills can be used in basketball.</li> <li>• Know the purpose of a v-cut.</li> <li>• Know why an attacker would drive to the net.</li> <li>• Know why playing basketball is a good way to maintain fitness.</li> <li>• Know how different points are awarded</li> </ul>	<p>Know to explore shapes on 2 feet and 1 foot.</p> <p>Find the simplest way to go from turning to jumping before moving to the floor, paying attention to which foot I step with.</p> <p>Use as many different ways of moving as possible, including different ways of travelling, floor movements, jumping and turning.</p> <p>When making large circles with my arm, let my body move with the arm to set me in motion.</p> <p>Tighten my muscles and keep my leg circles low to begin with to ensure control in my turns.</p> <p>Watch carefully how the silk moves in the air and try to move at the same time.</p> <p>Count music or sing a melody out loud or in my head if it helps.</p> <p>Think about how the music makes me feel and start with making my body replicate what the music does.</p> <p>Focus on timing. Make sure lifting happens at the same time as the jump, so the lifting isn't really lifting but supporting the jump to go higher.</p> <p>Create my sequence using a variety of dance elements I feel confident with, using music as an inspiration.</p> <p>Use my core strength to stay balanced, both in shapes and when moving.</p> <p>Communicate - focus on my own moves as well as staying aware of what my partner is doing.</p>	<ul style="list-style-type: none"> <li>• Know why a jump shot is used to shoot in Handball.</li> <li>• Know techniques to defend the goal as a goalkeeper.</li> <li>• Know the double fault rule and sports with similar regulations.</li> <li>• Know the benefits of pivoting when in possession.</li> <li>• Know the role of a set play.</li> <li>• Know a variety of ways to stop a bouncing ball.</li> <li>• Know and apply rules when dribbling.</li> <li>• Know what screening is and other games it is used in.</li> <li>• Know why patience is important when attacking around the 'D'.</li> <li>• Know what it means to exploit a counterattack.</li> <li>• Know how to make decisions under pressure to benefit the team.</li> </ul>	<ul style="list-style-type: none"> <li>• Know some different forms of communication.</li> <li>• Know how to quickly and safely collect control points.</li> <li>• Know the importance of remembering and recalling locations.</li> <li>• Know how to communicate with a group when leading them in a task.</li> <li>• Know how to think creatively when building marshmallow towers.</li> <li>• Know how to decipher simple Morse Code.</li> <li>• Know how to orient a map.</li> <li>• Know the difference between a scavenger hunt and orienteering.</li> <li>• Know how to perform group balances using a range of techniques safely.</li> <li>• Know the steps to tie a reef knot.</li> <li>• Know what the key features of a game are.</li> <li>• Know the importance of trial and error when problem-solving.</li> </ul>	<ul style="list-style-type: none"> <li>• Know and list the rules of rounders learned so far.</li> <li>• Know how to maximise the chance of scoring as a batter.</li> <li>• Know what a backward hit is.</li> <li>• Know how to be effective as a fielder to reduce scoring opportunities.</li> <li>• Know how to work with other fielders to restrict run-scoring.</li> <li>• Know what it means to set a field.</li> <li>• Know and apply modified rules of rounders.</li> <li>• Know tactics for batting and fielding.</li> <li>• Know how to work together when fielding.</li> <li>• Know tactics for attacking and defensive batting.</li> <li>• Know how to avoid getting run out by your teammate.</li> <li>• Know how to field a long ball.</li> </ul>	<ul style="list-style-type: none"> <li>• Know what a leg of a relay race is.</li> <li>• Know how to pace a run over longer distances.</li> <li>• Know how to mark out a run-up for the long jump.</li> <li>• Know which event(s) a push throw is used in.</li> <li>• Know where to perform a baton exchange in a relay race.</li> <li>• Know how to use the STEP principle to adapt a task.</li> <li>• Know why a crouch start to a sprint creates power.</li> <li>• Know how to combine the phases correctly for a triple jump.</li> <li>• Know when you would use a heave throw.</li> <li>• Know what a paralauff is.</li> <li>• Know which throwing event they perform best at.</li> <li>• Know why being active for a sustained period improves fitness.</li> </ul>

Disciplinary Knowledge (Skills)	<ul style="list-style-type: none"> <li>• Be able to use blocking to stop an opponent from shooting.</li> <li>• Be able to perform a front pivot and try to use it in a game.</li> <li>• Be able to use a forward pass and wing play to build an attack as a team.</li> <li>• Be able to perform a one-handed push pass under pressure.</li> <li>• Be able to create space using the box-out technique to recover rebounds.</li> <li>• Be able to catch the ball under pressure into the triple-threat position.</li> <li>• Be able to counterattack using the fast break.</li> <li>• Be able to perform the retreat dribble to maintain possession.</li> <li>• Be able to perform a free throw with consistency.</li> <li>• Be able to use speed and agility to perform a v-cut to get free from a defender.</li> <li>• Be able to drive to the basket using strength and coordination.</li> <li>• Be able to attempt a three-point shot.</li> </ul>	<p>I can perform with balance and control when holding a shape and when moving between shapes / landing.</p> <p>I can perform a variety of smooth, graceful movements when moving between shapes, with no stopping between moves.</p> <p>I can perform clear and repeatable shapes and moves.</p> <p>I can perform a diverse range of circle moves, including jumps and turns with control.</p> <p>I can perform a diverse range of moves, including linking silk moves with shapes and circles.</p> <p>I can identify musical melody and express it with body movement.</p> <p>I can demonstrate a visible change in movement when music or musical phrase is changed.</p> <p>I can perform a range of shapes, circles and silk moves with control to different music.</p> <p>I can demonstrate strong start and finish positions.</p> <p>I can perform with balance and control throughout – soft landing, minimum wobble when assisting my partner.</p> <p>I can communicate with my partner to ensure correct timing when jumping and lifting.</p> <p>I can perform a sequence of moves with a partner, executed with confidence and control.</p> <p>I can perform strong and balanced shapes and smooth, fluid and confident movements.</p> <p>I can demonstrate clear strategies of working together in a range of roles from creator to listener, jumper to lifter, first mover to last finisher.</p>	<ul style="list-style-type: none"> <li>• Be able to attempt a jump shot.</li> <li>• Be able to goal keep by closing the angles attackers can shoot from.</li> <li>• Be able to abide by the double fault rule.</li> <li>• Be able to perform a pivot to create space to pass or shoot.</li> <li>• Be able to select and apply new skills in a competitive situation.</li> <li>• Be able to play in a game abiding by the double dribble rule.</li> <li>• Be able to attempt screening in a game.</li> <li>• Be able to show patience around the D to find the best position to shoot.</li> <li>• Be able to show control of the ball when dribbling under pressure.</li> <li>• Be able to counterattack into space with speed.</li> <li>• Be able to develop decision-making skills in game situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to explore different ways of communicating with a blindfolded partner.</li> <li>• Be able to follow a designated route at maximum speed and complete a task safely.</li> <li>• Be able to use memory methods to recall different objects whilst navigating.</li> <li>• Be able to use clear communication to recreate a shape from memory.</li> <li>• Be able to use imagination and creative thinking to create the tallest marshmallow tower.</li> <li>• Be able to send and interpret messages using Morse code.</li> <li>• Be able to work with a partner to successfully orient and follow a map.</li> <li>• Be able to identify objects for a scavenger hunt from a written description.</li> <li>• Be able to safely perform a pyramid balance in a small group.</li> <li>• Be able to work efficiently as part of a team to complete a range of tasks.</li> <li>• Be able to create a fun and challenging game for others to complete.</li> <li>• Be able to listen to others to refine and adapt ideas to complete a complex task.</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to judge how far to run based on the distance of a hit.</li> <li>• Be able to throw over short distances with power and accuracy to get batters out.</li> <li>• Be able to follow the ball's path to ensure it is fielded consistently.</li> <li>• Be able to use the backwards hit rule tactically as the backstop.</li> <li>• Be able to hit the ball into gaps to maximise the chance of scoring.</li> <li>• Be able to set a field in a game to limit the scoring of a batter.</li> <li>• Be able to bowl tactically with an attacking ball to make it more difficult for the batter to hit.</li> <li>• Be able to track and catch a high ball.</li> <li>• Be able to use fast bowling to deceive your opponent.</li> <li>• Be able to work in a pair in the field to restrict scoring.</li> <li>• Be able to apply tactics when running around bases to avoid overtakes.</li> <li>• Be able to apply attacking and defensive tactics in a competitive situation.</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to run for speed &amp; distance individually &amp; as part of a team.</li> <li>• Be able to pace a run over longer distances.</li> <li>• Be able to perform different jumping styles and explore which ones they can jump further with.</li> <li>• Be able to use the push-throw technique.</li> <li>• Be able to exchange a baton within a restricted area.</li> <li>• Be able to design an activity for others using the STEP principle</li> <li>• Be able to use the sprint start technique to increase running speed.</li> <li>• Be able to perform the three phases of the triple jump.</li> <li>• Be able to perform the heave throw technique</li> <li>• Be able to assess their own ability to play their role in parlauf.</li> <li>• Be able to perform the scissor jump technique</li> <li>• Be able to record and relay results over a range of track and field events.</li> </ul>
Vocabulary	<p>Blocking, pivot, forward, reverse, exploit, lay off, accurately, rebound, fake, feint.</p> <p>Fast break, counterattack, retreat, maintain, pressure, free throw, L-cut, V-cut, pin down.</p>		<p>Dribble, block, screen, pivoting, steps, double fault, offensive foul, free throw.</p> <p>Control, skill selection, conditioned games, appropriate organisation, consistency, counterattack.</p>	<p>Challenge, plan, trust, solve, team, design, instructions, extend, orient, morse code, decipher, individual, signal.</p> <p>Maps, diagrams, scale, symbols, orienteering, compass, challenges, design, instructions, extend, knot, orient.</p>	<p>Power, consistently, accuracy, stump, conditioned, fitness, miss hit, encouragement, defensive, offensive.</p> <p>Predict, place, select, tactics, stance, tracking.</p>	<p>Bounce, relay, baton, take over, sustain, push, receive, hop-step-jump.</p> <p>Judge, trajectory, sprint, shuttle, assess,</p>

### Progression of Skills (Real PE)

	EYFS (Milestone 1)	KS1 (Milestone 2)	LKS2 (Milestone 3)	UKS2 (Milestone 4)
Personal	<ul style="list-style-type: none"> <li>I enjoy working on simple tasks with help.</li> </ul>	<ul style="list-style-type: none"> <li>I can follow instructions, practise safely and work on simple tasks by myself.</li> <li>I try several times if at first I don't succeed and I ask for help when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>I know where I am with my learning and I have begun to challenge myself.</li> <li>I cope well and react positively when things become difficult. I can persevere with a task and improve my performance through regular practice.</li> </ul>	<ul style="list-style-type: none"> <li>I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets.</li> <li>I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes.</li> </ul>
Social	<ul style="list-style-type: none"> <li>I can play with others and take turns and share with help.</li> </ul>	<ul style="list-style-type: none"> <li>I can work sensibly with others, taking turns and sharing.</li> <li>I can help, praise and encourage others in their learning.</li> </ul>	<ul style="list-style-type: none"> <li>I show patience and support others, listening carefully to them about our work. I am happy to show and tell them about my ideas.</li> <li>I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task.</li> </ul>	<ul style="list-style-type: none"> <li>I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately.</li> <li>I can involve others and motivate those around me to perform better.</li> </ul>
Applying Physical	<ul style="list-style-type: none"> <li>I can move confidently in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together.</li> <li>I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed.</li> </ul>	<ul style="list-style-type: none"> <li>I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency.</li> <li>I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities.</li> </ul>	<ul style="list-style-type: none"> <li>I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations.</li> <li>I can effectively transfer skills and movements across a range of activities and sports. I can perform a variety of skills consistently and effectively in challenging or competitive situations.</li> </ul>
Cognitive	<ul style="list-style-type: none"> <li>I can follow simple instructions.</li> </ul>	<ul style="list-style-type: none"> <li>I can understand and follow simple rules. I can name some things I am good at.</li> <li>I can begin to order instructions, movements and skills. With help, I can recognise similarities and differences in performance and explain why someone is working or performing well</li> </ul>	<ul style="list-style-type: none"> <li>I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement.</li> <li>I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions.</li> </ul>	<ul style="list-style-type: none"> <li>I have a clear idea of how to develop my own and others' work. I can recognise and suggest patterns of play which will increase chances of success and I can develop methods to outwit opponents.</li> <li>I can review, analyse and evaluate my own and others' strengths and weaknesses and I can read and react to different game situations as they develop.</li> </ul>

Creative	<ul style="list-style-type: none"> <li>I can observe and copy others</li> </ul>	<ul style="list-style-type: none"> <li>I can explore and describe different movements.</li> <li>I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme.</li> </ul>	<ul style="list-style-type: none"> <li>I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression.</li> <li>I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging.</li> </ul>	<ul style="list-style-type: none"> <li>I can respond imaginatively to different situations, adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others.</li> <li>I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience.</li> </ul>
Health and Fitness	<ul style="list-style-type: none"> <li>I am aware of the changes to the way I feel when I exercise.</li> </ul>	<ul style="list-style-type: none"> <li>I am aware of why exercise is important for good health.</li> <li>say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe how and why my body changes during and after exercise. I can explain why we need to warm up and cool down.</li> <li>I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working.</li> </ul>	<ul style="list-style-type: none"> <li>I can self-select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity</li> <li>I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. I can plan and follow my own basic fitness programme.</li> </ul>
Games	<ul style="list-style-type: none"> <li>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.</li> <li>Increasingly follow rules, understanding why they are important.</li> <li>Revise and refine the fundamental movement skills they have already acquired: - rolling - running - crawling - hopping - walking - skipping - jumping – climbing.</li> <li>Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming.</li> <li>Develop overall body strength, balance, coordination and agility.</li> </ul>	<ul style="list-style-type: none"> <li>Use the terms ‘opponent’ and ‘team-mate’.</li> <li>Use rolling, hitting, running, jumping, catching and kicking skills in combination.</li> <li>Develop tactics.</li> <li>Lead others when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Copy and remember actions.</li> <li>Move with some control and awareness of space.</li> <li>Link two or more actions to make a sequence.</li> <li>Show contrasts (such as small/tall, straight/curved and wide/narrow).</li> <li>Travel by rolling forwards, backwards and sideways.</li> <li>Hold a position whilst balancing on different points of the body.</li> <li>Climb safely on equipment.</li> <li>Stretch and curl to develop flexibility.</li> <li>Jump in a variety of ways and land with increasing control and balance.</li> </ul>	<ul style="list-style-type: none"> <li>Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).</li> <li>Work alone, or with team mates in order to gain points or possession.</li> <li>Strike a bowled or volleyed ball with accuracy.</li> <li>Use forehand and backhand when playing racket games.</li> <li>Field, defend and attack tactically by anticipating the direction of play.</li> <li>Choose the most appropriate tactics for a game.</li> <li>Uphold the spirit of fair play and respect in all competitive situations.</li> <li>Lead others when called upon and act as a good role model within a team.</li> </ul>

Dance	<ul style="list-style-type: none"> <li>Progress towards a more fluent style of moving, with developing control and grace.</li> <li>Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming.</li> <li>Create collaboratively, sharing ideas, resources and skills.</li> <li>Listen attentively, move to, and talk about music, expressing their feelings and responses.</li> <li>Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>Explore and engage in music making and dance, performing solo or in groups. <ul style="list-style-type: none"> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</li> </ul> </li> <li>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> <li>Are increasingly able to use and remember sequences and patterns of music that are related to music and rhythm.</li> </ul>	<ul style="list-style-type: none"> <li>Copy and remember moves and positions.</li> <li>Move with careful control and coordination.</li> <li>Link two or more actions to perform a sequence.</li> <li>Choose movements to communicate a mood, feeling or idea.</li> </ul>	<ul style="list-style-type: none"> <li>Plan, perform and repeat sequences.</li> <li>Move in a clear, fluent and expressive manner.</li> <li>Refine movements into sequences.</li> <li>Create dances and movements that convey a definite idea.</li> <li>Change speed and levels within a performance.</li> <li>Develop physical strength and suppleness by practising moves and stretching.</li> </ul>	<ul style="list-style-type: none"> <li>Compose creative and imaginative dance sequences.</li> <li>Perform expressively and hold a precise and strong body posture.</li> <li>Perform and create complex sequences.</li> <li>Express an idea in original and imaginative ways.</li> <li>Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.</li> <li>Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).</li> </ul>
Gymnastics	<ul style="list-style-type: none"> <li>Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>Develop overall body-strength, balance, coordination and agility needed to engage successfully with gymnastics.</li> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>Combine different movements with ease and fluency.</li> <li>Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.</li> <li>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</li> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> </ul>	<ul style="list-style-type: none"> <li>Copy and remember actions.</li> <li>Move with some control and awareness of space.</li> <li>Link two or more actions to make a sequence.</li> <li>Show contrasts (such as small/tall, straight/curved and wide/narrow).</li> <li>Travel by rolling forwards, backwards and sideways.</li> <li>Hold a position whilst balancing on different points of the body.</li> <li>Climb safely on equipment.</li> <li>Stretch and curl to develop flexibility.</li> <li>Jump in a variety of ways and land with increasing control and balance.</li> </ul>	<ul style="list-style-type: none"> <li>Plan, perform and repeat sequences.</li> <li>Move in a clear, fluent and expressive manner.</li> <li>Refine movements into sequences.</li> <li>Show changes of direction, speed and level during a performance.</li> <li>Travel in a variety of ways, including flight, by transferring weight to generate power in movements.</li> <li>Show a kinaesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape).</li> <li>Swing and hang from equipment safely (using hands).</li> </ul>	<ul style="list-style-type: none"> <li>Create complex and well-executed sequences that include a full range of movements including: <ul style="list-style-type: none"> <li>travelling</li> <li>balances</li> <li>swinging</li> <li>springing</li> <li>flight</li> <li>vaults</li> <li>inversions</li> <li>rotations</li> <li>bending, stretching and twisting</li> <li>gestures</li> <li>linking skills.</li> </ul> </li> <li>Hold shapes that are strong, fluent and expressive.</li> <li>Include in a sequence set pieces, choosing the most appropriate linking elements.</li> <li>Vary speed, direction, level and body rotation during floor performances.</li> <li>Practise and refine the gymnastic techniques used in performances (listed above).</li> <li>Demonstrate good kinaesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions).</li> <li>Use equipment to vault and to swing (remaining upright).</li> </ul>
Swimming	<ul style="list-style-type: none"> <li>Develop overall body-strength, balance, coordination and agility needed to engage successfully with swimming.</li> </ul>		<ul style="list-style-type: none"> <li>Swim between 25 and 50 metres unaided.</li> <li>Use more than one stroke and coordinate breathing as appropriate for the stroke being used.</li> <li>Coordinate leg and arm movements.</li> <li>Swim on surface and below water.</li> </ul>	

Athletics	<ul style="list-style-type: none"> <li>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> </ul>		<ul style="list-style-type: none"> <li>Sprint over a short distance up to 60 metres.</li> <li>Run over a longer distance, conserving energy in order to sustain performance.</li> <li>Use a range of throwing techniques (such as under arm, over arm).</li> <li>Throw with accuracy to hit a target or cover a distance.</li> <li>Jump in a number of ways, using a run up where appropriate.</li> <li>Compete with others and aim to improve personal best performances.</li> </ul>	<ul style="list-style-type: none"> <li>Combine sprinting with low hurdles over 60 metres.</li> <li>Choose the best place for running over a variety of distances.</li> <li>Throw accurately and refine performance by analysing technique and body shape.</li> <li>Show control in take-off and landings when jumping.</li> <li>Compete with others and keep track of personal best performances, setting targets for improvement.</li> </ul>
Outdoor and Adventurous Activities			<ul style="list-style-type: none"> <li>Arrive properly equipped for outdoor and adventurous activity.</li> <li>Understand the need to show accomplishment in managing risks.</li> <li>Show an ability to both lead and form part of a team.</li> <li>Support others and seek support if required when the situation dictates.</li> <li>Show resilience when plans do not work and initiative to try new ways of working.</li> <li>Use maps, compasses and digital devices to orientate themselves.</li> <li>Remain aware of changing conditions and change plans if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>Select appropriate equipment for outdoor and adventurous activity.</li> <li>Identify possible risks and ways to manage them, asking for and listening carefully to expert advice.</li> <li>Embrace both leadership and team roles and gain the commitment and respect of a team.</li> <li>Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt.</li> <li>Remain positive even in the most challenging circumstances, rallying others if need be.</li> <li>Use a range of devices in order to orientate themselves.</li> <li>Quickly assess changing conditions and adapt plans to ensure safety.</li> </ul>