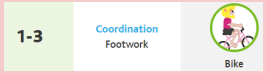
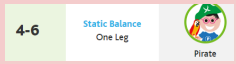
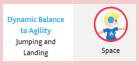
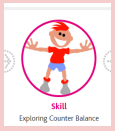
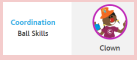
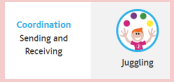
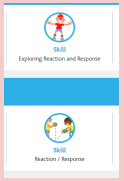
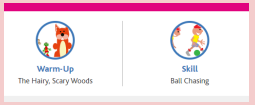
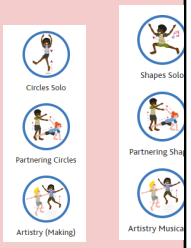
PE Learning Overview

Skills and Knowledge Progression

Updated July 2024 Substantive - what they will know. Disciplinary- What they can do.

Also follow- Holistic Key Learning Skills throughout the year. **Use of provision to develop gross and fine motor skills, EYFS have this in place. Also focus: Expressive Dance, Healthy and Safety, Self Care Skills. See separate document for more details.**

RECEPTION	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	(Personal Skills cog)  REAL PE -Bike surprise - coordination and footwork  -REAL PE- Pirates - Static balance 1 leg.	**(Personal Cog)**  -REAL PE - Space agility - jumping - dynamic balance to and landing Real PE: Counter balance. Unit 4, lesson 22-24. 	(**Social cog**)  REAL PE - Circus clowns - coordination ball skills REAL Circus jugglers  PE - - coordination sending and receiving	**(Social Cog)**  Reaction-response.  Ball chasing	REAL DANCE w1-6 **(Creative cog)** 
Vocab	Balance, one leg, side-step, gallop, skip, hop.	Jump, land, swing, balance, squeeze	Rolling, throw, catch, fingers, hands, ready position.	Roll, chase, catch, receive, collect	
KEY LEARNING POINTS	**Coordination and footwork knowledge:** • To know to use my arms and legs at the same time,using opposite arms to legs when needed. • To know when I gallop one leg has to go in front of the other. • To know to help me balance I can use my arms. **Coordination and footwork skills:** • I am beginning to explore side-stepping in either direction. • I am beginning to explore galloping using either foot to lead. • I can confidently stand still for 10 seconds on my dominant leg, with minimal wobble/movement. • I am beginning to explore hopping on either foot. • I am begging to explore skipping.	**Jumping and landing/counterbalance knowledge:** • To know to swing both of my arms to help me jump. • To know to bend my knees before jumping and when I land. • To know to pull my tummy in to help me balance. • To know to move at the same time as my partner to help us balance. **Jumping and landing/counterbalance skills:** • I can jump from 2 feet to 2 feet- forwards, backwards, side-to-side. • I can begin to explore jumping from 2 feet to 1 foot. • I can begin to explore jumping from 2 feet to 2 feet rotating a quarter turn. • I can sit and/or stand holding both or 1 hand with toes touching, leaning in together then apart. • I can sit and/or stand holding both or 1 hand, with toes touching and rock forwards, backwards and side-to-side.	**Ball handling knowledge:** • To know what part of my hand to use to help me roll the ball with better control. • To know to look at the ball to help me track it/catch it. • To know how to position my hands ready to catch a ball. **Ball handling skills:** • I can begin exploring moving a ball in a range of ways (rolling, around the floor and body- ball familiration). • I am beginning to throw and catch a large ball with 2 hands, at least 5 times without dropping it.	**Agility (reaction-response) knowledge:** • To know when to chase the ball. • To know how to position my body in order to catch a ball more effectively, to improve my reaction time. **Agility (reaction-response) skills:** • I am developing my reaction time. • I can begin to catch a ball after it has been dropped from different heights (allowing only 1 or 2 bounces). • I can roll/throw, then chase and collect a ball in a range of ways. • I can control the ball using different body parts. • To improve my social skills by working with others.	Please see separate progression of skills documentation for dance.

PE Learning Overview

Skills and Knowledge Progression

Also follow - Holistic Key Learning Points, throughout Year A					
A - year 1	**Autumn 1**		**Autumn 2**	**Spring 1**	
KS1	**L1 - Yoga (Creative Cog)**	**L2: Ball Skills (Personal Cog)**	**FUNS: REAL PE (Personal Cog)**	**L1: Invasion Games (Social Cog)**	**L2: Team Building (Social Cog)**
Vocab	Pose, flexibility, feel, breath, copy, listen, slowly, balance, control, mindfulness, flow, travel.	Dribbling, far, aim, safely, balance, send, coordination, accuracy.	Personal, side step, gallop, hop-scotch, balance, coordination, hop, jump, pivot, turn, quarter, position, squat, safety.	Pass, dribble, bounce,forwards, backwards, space, defender, attacker, score, points.	Solve, listen, direction, safely, share, travel, instructions, collaboratively, navigate.
KEY LEARNING POINTS	**Yoga knowledge:** • To understand techniques to support balance. • To know how developing my flexibility is useful for everyday life. • To understand the well-being//mindful impact yoga can have on my mental health. **Yoga Skills:** • I am beginning to perform movements, tensing my muscles to improve my balance. • I am beginning to explore poses and movements that challenge/develop my flexibility. • I am begin to recognise my own feelings in response to a task.	**Ball games knowledge:** • To know to face my body towards my target when rolling and/or throwing underarm to help me to balance. • To know to watch the ball as it comes towards me. • To know to move my feet to get in line with the ball. **Ball games skills:** • I am beginning to develop the skill of accuracy when rolling or throwing a ball towards a target. • I am beginning to catch with two hands in a range of ways. Eg: Catch after a bounce. • I am beginning to track a ball being sent directly. • I am beginning to explore dribbling with hands and feet.	**Fundamental movement knowledge:** • To understand the relevance and importance of coordination, balance and agility in life and how it can be applied to other activities/learning. • To understand different ways of moving my feet. • To understand how to move my body when jumping. • To understand what makes a successful balance. **Fundamental movement skills:** • I am beginning to explore different footwork skills (skip, gallop, hop, side step, hopscotch etc) in a range of ways. • I can explore balancing skills in a range of ways (stand & seated). • I am exploring and developing different ways of jumping and landing safely (2-2 feet/2-1 feet).	**Invasion game knowledge:** • To know to make eye contact towards the ball when receiving or sending it to develop my hand-eye coordination. • To understand that being in a good space helps us to pass the ball. • To know that being able to move away from a partner helps my team to pass me the ball. • To know that staying with a partner makes it more difficult for them to receive the ball. • To begin to know simple tactics. • To know that rules help us to play fairly. **Invasion game skills:** • I can begin to explore s&r with hands and feet to a partner. • I can begin to explore dribbling with hands and feet. • I can begin to recognise good space when playing games. • I can begin to explore changing direction to move away from a partner.	**Team Building Knowledge:** • To know that collaboratively working with others will help to solve challenges. • Navigational skills: to make decisions before acting out. • To know to use short, clear and simple instructions to help my partner/team. • To know that rules help us to play fairly. **Team Building Skills:** • I can suggest ideas in response to a task and begin to change ideas when necessary. • Navigational skills: I can follow a path and lead others through effective communication skills. • I can begin to engage within reflective opportunities identifying what went well and what did not. • I am developing the skill of resilience through fair play/receiving constructive criticism.

PE Learning Overview

Skills and Knowledge Progression

A	Spring Term 2		Summer Term 1		Summer Term 2
KS1	**L1: Real Dance (Social Cog)**	**Fitness (Personal Cog)**	**Unit 1: Real Gym, year 1 content. (creative cog)**	**L2: Athletics (Personal Cog)**	**L2: S&F (Personal Cog)**
Vocab	See separate progression of skills documentation for Real Dance.	Exercise, breathing, mood, muscles, memory, bones, healthy.	See separate progression of skills documentation for Real Gym.	Height, agility, balance, coordination, leader, speed, forms/types, throw, jump, run, copy.	run, pass, roll, target, throw, score, catch, underarm, overarm, hit, technique, racket.
KEY LEARNING POINTS		Fitness knowledge: ● To understand that bending my knees will help me to change direction. ● To know that looking ahead will help me to balance. ● To know that using the opposite arm to leg at the same time helps me to perform skills such as running and throwing. ● To understand that if I swing my arms, it will help me to run faster. ● To understand that exercise helps me to become stronger. ● To understand that when I move for a long time it can make me feel hot and I breathe faster. Fitness skills: ● I can begin to change direction whilst running. ● I will explore balancing in more challenging activities with some success. ● I will explore co-ordination when using equipment. ● I will explore running at different speeds. ● I will explore exercises using my own body weight. ● I will explore moving for longer periods of time and identify how it makes me feel.		**Athletics knowledge:** ● To begin to understand the ready active position before running. ● To begin to understand ways to position my body to help me run more successfully/before or after jumping & landing to keep myself safe/roll & throw a ball. **Athletics skills:** ● I can begin exploring running at different speeds and in different directions. ● I can begin exploring responding to a range of stimulus, identifying when to run. ● I am exploring a range of different types of jumps for height and distance. ● I can begin exploring a range of different objects to improve the quality of my roll/throw. ● I can begin to copy movements with control and coordination. ● I can begin to record and track my own progress in simple ways.	**Striking and fielding knowledge:** ● To know that throwing the ball back is quicker than running with it/what type of throw is more appropriate for different purposes. ● To know to watch the ball as it comes towards me. ● To know that tactics can help us when playing games. ● To know the rules so we can play fairly. ● To know strategies to manage my feelings when things do not go right. **Striking and fielding skills:** ● I can begin to explore striking a ball with their hand and/or equipment. ● I can begin to explore tracking and retrieving a ball. ● I can explore coordination and technique when catching/throwing. ● I am developing resilience.

PE Learning Overview

Skills and Knowledge Progression

Also follow -Holistic Key Learning Points, throughout year B					
B - Year 2	**Autumn 1**		**Autumn 2**	**Spring 1**	
KS1	**L1: Yoga (Creative cog)**	**L2: Ball Skills (Personal Cog)**	**L1&2: FUNS; REAL PE (Personal Cog)**	**L1: Real Gym (Cognitive Cog)**	**L2: Team Building (Social Cog)**
VOCAB	**Tension, muscles, joints, flexibility, calm, sequences, extensions, pose, focus, position, create, flow, chair pose, tree pose, downward dog, cow pose, cobra pose, warrior pose.**	**Overarm, underarm, dribble, collect, target, distance, control.**	**Personal, side step, gallop, hop-scotch, balance, coordination, hop, jump, pivot, turn, quarter, position, squat.**	Please see separate progression of skills documentation for Real Gym.	**Trust, plan, share, communication, success, support, map, direction,**
KEY LEARNING POINTS	**Yoga Knowledge:** • To understand that I can squeeze my muscles to help me to balance. • To know that flexibility helps us to stretch our muscles and increase the movement in our joints. • To understand that I can use yoga to make me feel calm. • To understand some of the names of basic Yoga poses. **Yoga Skills:** • **I can** remember, copy, and repeat sequences of linked poses. • I can show increased awareness of extension in poses. • I can demonstrate increased control in performing poses for a longer period. • I am exploring controlling my focus and sense of calm.	**Ball games knowledge:** • To know that stepping with the opposite foot to the throwing arm will help me to balance. • To know to use wide fingers and pull the ball into my chest to help to securely catch. • To know that it is easier to move towards a ball to track it then chase it. • To know to keep my head up when dribbling to see space/opponents. **Ball Skills:** • I can explore and refine the skill of rolling, throwing and kicking a ball to hit a target. • I am developing a range of objects with two hands. • I am developing catching with and without a bounce. • I am beginning to consistently track and collect a ball being sent directly. • I am developing dribbling skills using hands and feet with increasing control on the move.	**Funs knowledge:** • To understand the relevance and importance of coordination, balance and agility in life and how it can be applied to other activities/learning. • To understand different ways of moving my feet. • To understand how to move my body when jumping. • To understand what makes a successful balance. **Funs skills:** • I am developing different footwork skills (skip, gallop, hop, side step, hopscotch etc) in a range of ways. • I am developing balancing skills in a range of ways (stand & seated). • I am developing different ways of jumping and landing safely (2-2 feet/2-1 feet).		**Team Building Knowledge:** • To listen carefully to others ideas to help us think of a wider range of ideas and strategies which can help us solve problems. • To understand that the map tells us what to do. • To know to use encouraging words when speaking to a partner or group to help them to trust me. • To verbalise when I am successful and areas that I could improve. • To know how to follow and apply simple rules. **Team Building Skills:** • I am beginning to plan and apply strategies to overcome a challenge. • I can follow and create a simple diagram/map. • I am able to work cooperatively with a partner and a small group.

PE Learning Overview

Skills and Knowledge Progression

B	Spring 2	Summer 1		Summer 2
KS1	**L1:&2:Invasion Games (Social Cog)**	**L2:Athletics (Personal Cog)**	**L1:REAL DANCE (Cognitive Cog)**	**L2: S&F (Personal Cog)**
VOCAB	bounce pass, chest pass, possession, received, dodge, opponent, attack, defend.	observe, copy, posture, balance, coordination, control, command, pace, speed, agility, increase, improve, accuracy.		batter, backstop, strike, field, bowler, catch, send, runs.
KEY LEARNING POINTS	**Invasion Games knowledge:** ● To know to control the ball before sending it. ● To know that keeping my head up will help me to know where defenders are. ● To know that when my team is in possession of the ball, I am an attacker and we can score. ● To know that when my team is not in possession of the ball, I am a defender and we need to try to get the ball. ● To understand and apply simple tactics for attack and defence. ● To know how to score points and follow simple rules. **Invasion Games skills:** ● **I am** developing s&r with increased control. ● I am exploring dribbling with hands and feet with increasing control on the move. ● I am exploring different types of throw techniques. ● I am exploring moving into space away from others. To develop moving into spaces away from defenders. ● I am explore staying close to other players to try and stop them getting the ball.	**Athletics knowledge: same as Year A to refine, but also:** ● To understand different techniques to develop underarm and overarm throwing. ● To understand how our hips can help us increase the power of a throw. ● To understand that good posture helps to improve performance. **Athletics skills: same as Year A to refine, but also:** ● I am exploring jumping quickly from side to side. ● I am exploring standing single handed overarm and underarm throwing, changing my technique to improve the force of my throw. ● I am exploring improving my posture when moving. ● I am beginning to record and track my own progress.	Please see separate progression of skills documentation for Real Dance.	**Striking and Fielding Knowledge:** ● To understand the role of a batter. ● To know that striking quickly will increase power. ● To understand that there are different roles within a fielding team. ● To know to move towards the ball to collect it to limit a batter's points. ● To understand and apply simple tactics for attack (batting) and defence (fielding). To know how to score points and follow simple rules. **Striking and Fielding Skills:** ● I am developing striking a ball with their hand and equipment with some consistency. ● I am developing tracking a ball and decision making with the ball. ● I am developing coordination and technique when throwing over an underarm. ● I can catch with two hands with some coordination and technique.

PE Learning Overview

Skills and Knowledge Progression

Also follow- Holistic Key Learning Points, throughout the year			
Year A: Year 3 content. ***Real Dance (creative) Net and Wall: Tennis (Personal) & Invasion game: Tag Rugby (social).***			**Autumn Term & Spring Term 1 coverage: rotated between the classes.**
Vocab	Please see separate progression of skills documentation for dance.	Accurately,track, underarm, opponent, racket, control, return, rally, ready positions,groundstroke, forehand, backhand.	Forward pass, offside, footwork, interception, mark, travelling, tracking.
KEY LEARNING		**Net and Wall knowledge:** ● To begin to understand that by pointing the racket face/my hand where I want the ball to go and turning my body will help me to hit more accurately. ● To know that hitting towards my partner will help them to return the ball easier and keep the rally going. ● To know that moving to the middle of my court will enable me to cover the most space. ● To know that using simple tactics and rules can help to achieve an outcome. **Net and Wall skills:** ● I am beginning to explore returning a ball using shots such as the forehand and backhand. ● I am beginning to explore rallying using a forehand. ● I can demonstrate some consistently of using and applying ready position in between shots.	**Invasion Game knowledge:** ● To know that by spreading out as a team we move the defenders away from each other. ● To know my role as an attacker and defender. ● To know that using simple tactics will help my team to achieve an outcome e.g. we will each mark a player to help us to gain possession. ● To know the rules of the game and begin to apply them fairly. **Invasion Game skill:** ● I am beginning to explore under some pressure. ● I am developing using space as a team. ● I am developing movement skills to lose a defender. ● I am developing tracking opponents to limit their scoring opportunities.

PE Learning Overview

Skills and Knowledge Progression

<table>
<tr><td colspan="4">Year A Spring Term 2 & Summer Term: rotated between the classes.

Real Gym (cognitive), Target game: Dodgeball (social) & Athletics (personal).</td></tr>
<tr><td>VOCAB</td><td rowspan="2">Please see separate progression of skills documentation for Real Gym.</td><td>Dodges, ducks, block, rules, receiver, communicate, protect, opponent.</td><td>Stability, posture, pace, spatial awareness, sprint, distances, decision making, push throw, technique, rhythm, coordination, retrieve, safety, implements, flight path, weight, pull throw, accelerate/decelerate,</td></tr>
<tr><td></td><td>Target game knowledge:
Y3: To know to throw slightly ahead of a moving target.
Y3: To know that beginning in a ready position will help me to react to the ball.
Y4: To know that one handed throws, with a high elbow and stepping with my opposite foot are used for speed, power and accuracy.
Y4: To know that by moving my feet towards a ball and pulling it into my chest will help me to catch more consistently.
Y3&4: To know that using simple attacking and defending tactics will help my team to achieve an outcome e.g. spread out so that we are harder to aim for.
Y3&4: To know the rules of the game and begin to apply them in different situations.
Target games skills:
Y3: I am exploring throwing at a moving target and to begin to catch whilst on the move.
Y4: I can throw and catch with increasing accuracy.</td><td>Athletics knowledge:
To begin to understand how posture and balance impacts my stability, when running.
To understand the importance of spatial awareness.
To understand how keeping rhyme while running can help me to face obstacles.
To understand a range of techniques to help me jump for height and distance..
To understand the difference between a push and pull throw.
To understand how the weight and shape of an object can affect its flight path.
Athletics skills:
I am exploring, running for speed begins to demonstrate good stability.
I am exploring sprinting over distances, making rapid decisions up run in a particular direction.
I am exploring changing direction quickly with some control and stability.
I am exploring running in different rhymes in different contexts.
I can begin to do a short run jump and basic scissor jump over objects.
I am exploring a two handed and single handed push and pull throw.
I am exploring a push and pull throw using different shaped and weighted objects.
I am exploring jumping from 2 feet-2 feet for distance.
I can record and track my own progress,identify my strengths and areas of improvement, setting personal goals with some support.</td></tr>
</table>

PE Learning Overview

Skills and Knowledge Progression

Also follow- Holistic Key Learning Points, throughout the year.			
YEAR B (YEAR 4 CONTENT) (Social), Invasion (cognitive).	**Autumn Term and Spring Term 1 coverage: rotated content between lessons.**		**Real Gym (cognitive), OAA**
Vocab	Please see separate progression of skills documentation for Real Gym.	**navigate, route, collaborate, inclusive, effectively, symbol, discuss, grid, plan, rules, orientate, honesty, integrity.**	**dribble, shoot, opponent, possession, obstruction, grip, interception, receiver, attack, defence, mark, push press.**
KLP		**OAA knowledge:** ● Y3: To know that trying ideas before deciding on a solution will help us to come up with the best idea. ● Y4: To know that discussing the advantages and disadvantages of ideas will help to guide us to a conclusion about which idea to use. ● Y3: To know to hold the map so that the items on the map match up to the items that have been placed out. ● Y4: To understand how to use a key and use the cardinal points on a map to orientate it. ● To know different communication strategies, ensuring I know not to interrupt others ideas. ● To know why to engage within reflective practice, critically with increased accuracy. ● To understand how following the rules with honesty/integrity will help to keep myself and others safe and to help everyone feel included/respected. **OAA skills:** ● Y3:I am engaged in discussion on how to follow trails and solve problems, working with others to select appropriate equipment for the task. ● Y3; I am able to identify where I am on a simple map. ● Y4: Extra: I can plan independently and in small groups, implementing a strategy with increased success. ● Y4: Extra, I can identify key symbols on a map and follow a route. ● I am beginning to use and create simple maps/diagrams in order to follow a trail. ● I can follow and give instructions and accept other peoples' ideas, beginning to confidently do this.	**Invasion Game knowledge:** ● To know that by pointing stick and hand to my target on release will help me to send a ball more accurately. ● To know that cushioning a ball will help me to control it when receiving it. ● To know that moving into space will help my team keep possession and score goals. ● To use my spatial awareness to recognise when to pass and when to shoot or when to mark/defend. ● To know and apply attacking and defending tactics to achieve an outcome. EG:gain possession/stop goals. ● To know and understand the rules to be able to manage our own game. **Invasion Game knowledge:** ● I am developing passing techniques appropriate to the game with increasing success. ● I am able to move into space to help my team. ● I can change direction to lose an opponent with some success. ● I am able to defend one on one and begin to intercept.

PE Learning Overview

Skills and Knowledge Progression

<table>
<tr><td colspan="4">YEAR B: YEAR 4 CONTENT. Spring Term 2 & Summer Term coverage: rotated content between the lessons.
Real Dance (Creative) Net and wall; Tennis and S&F: Rounders. (both Personal).</td></tr>
<tr><td>Vocab</td><td rowspan="2">Please see separate progression of skills documentation for Real Dance.</td><td>Serve, position, rally, control, backhand, forehand, opponent, forehand, receiver.</td><td>Stance, bases, two-handed pick up, retrieve, opposition, short barrier, stumped, technique.</td></tr>
<tr><td>KLP</td><td>Net and Wall knowledge:
To understand when to play a forehand and a backhand and why.
To know that moving my feet to the ball will help me to hit in a more balanced position.
To know that getting my feet in the right position will help me to balance before playing a shot.
To know that applying attacking/defending tactics will help me to score points, create space or deny space.
To know and understand the rules to be able to manage our own game.
Net and Wall skills:
I can demonstrate some technique when using shots playing cooperatively and explore to execute this competitively.
I am developing a rallying using both forehand and backhand with increased technique.
I am beginning to use appropriate footwork patterns to move around the court.</td><td>Striking and Fielding knowledge:
To know that by using the centre of the bat will provide the most control and accuracy.
To understand that being balanced before throwing will help to improve the accuracy of the throw.
To know to track the ball as it is thrown to help to improve the consistency of catching.
To know that applying attacking tactics will help to score points and avoid getting out.
To know that applying defending tactics will help to deny space, get opponents out and limit points.
To know and understand the rules to be able to manage our own game.
Striking and Fielding skills:
I am developing batting techniques with a range of equipment.
I am developing bowling with some consistency, abiding by the rules of the game.
I am able to use underarm/overarm throwing as well as to begin to catch with one hand and two hands with some consistency in a range of situations.</td></tr>
</table>

PE Learning Overview

Skills and Knowledge Progression

<table>
<tr><td>Year A:
Y5 cont</td><td colspan="3">Autumn Term & Spring Term 1 coverage: rotated between the classes.
Real Dance (creative), Invasion game: Tag rugby & Target game: Dodgeball (social and cognitive)</td></tr>
<tr><td>Vocab</td><td rowspan="2">Please see separate progression of skills documentation for Real Dance.</td><td>Tactics, control, offside, foul, support, pressure, obstruction, onside.</td><td>Tactics, officiate, pressure, fair play, power, consistency, cooperatively, sportsmanship, tournament.</td></tr>
<tr><td>Key Learning Points</td><td>Invasion Game knowledge, Tag Rugby & Netball:
● To know that not having a defender between myself and a ball carrier enables me to s&r with better control.
● To know that by moving to space, even if not receiving the ball, will create space for a teammate.
● To understand the need for tactics and identify when to use them in different situations.
● To understand and apply rules in a variety of invasion games whilst playing and officiating.

Invasion Game skills, Tag Rugby & Netball:
● I am developing control when s&r under pressure.
● I am exploring moving to create space for themselves and others in their team.
● I can use a variety of techniques to lose an opponent. e.g. change of direction or speed.
● I am developing tracking and marking with increased success.
● I am exploring intercepting a ball using one and two hands.</td><td>Target Game knowledge:
● Y5:To know to aim low to make it difficult for an opponent to catch.
● Y5:To know to stay towards the back of the court area to give me more time to catch.
● Y5: To understand the need for tactics and identify when to use them in different situations.
● Y6: To know who to throw at and when to throw in order to get opponents out.
● Y6:To know that I need to make quick decisions on if to catch or if to dodge the ball.
● Y6: To know how to create and apply a tactic for a specific situation or outcome.
● Y5 & 6: To understand and apply rules in a variety of target games whilst playing and officiating.

Target Game skills:
● Y5:I can demonstrate clear technique and accuracy when throwing at a target.
● I can demonstrate good technique and consistency in catching skills.
● Y6: I can throw with increasing control under pressure.
● I can catch increasing with control under pressure.</td></tr>
<tr><td colspan="4">Spring Term 2 & Summer Term coverage: rotated between the classes. Invasion game: Netball (social and cognitive), Athletics & Net and Wall: Tennis (personal)</td></tr>
<tr><td>Vocab</td><td colspan="2">Returning, forehand groundstroke, backhand groundstroke, serving, volley, strokes, tactics, footwork, continuously, set.</td><td>Sling throw, force, power, discus, strides, length, reactions, rapid, acceleration, static/stationary position, pull throw, push throw, combinations, lead leg preference, feedback, sling throw, triple jump, dynamic heave throw, strides.</td></tr>
<tr><td>KLP</td><td colspan="2">Net and Wall knowledge:
● To know which skill to choose for the situation.
● To know that serving is how to start a game or rally and use the rules applied to the activity for serving.
● To know that playing the appropriate shot will help to keep the rally going.
● To know that control is more important than power to keep a rally going.
● To know that using small, quick steps will allow me to adjust my stance to play a shot.
● To understand the need for tactics and identify when to use them in different situations.
● To understand and apply rules in a variety of net and wall games whilst playing and officiating.
Net and wall skills:
● I am developing the range of shots used in a variety of games.
● I am developing the range of serving techniques appropriate to the game.
● I can use a variety of shots to keep a continuous rally.
● I can demonstrate effective footwork patterns to move around the court.</td><td>Athletics knowledge:
● To know different techniques for running, jumping and throwing and use them with increasing control/balance in a range of ways.
● To know what I am doing effectively and what I need to improve on to get better.
● To understand how to effectively work as part of a team.

Athletics skills:
● I am exploring a variety of static positions (laying down, kneeling etc), demonstrating quick response and rapid acceleration.
● I can demonstrate consistency in my ability to change speed and direction.
● I am beginning to sprint over and between obstacles using consistent stride lengths, instead of jumping.
● I am beginning to explore jumping from one foot to two feet.
● I am exploring how to jump in a range of ways around a space.</td></tr>
</table>

PE Learning Overview

Skills and Knowledge Progression

		• I can begin to perform triple jump combination sequences with some control and balance. • I can begin to explore a dynamic sling and heave throw. • I can demonstrate some accuracy and control using the pull throw action (using two and one hands). • I am able to record and track my own progress, identifying areas to improve in, setting myself personal goals.

PE Learning Overview

Skills and Knowledge Progression

Also follow- Holistic Key Learning Points throughout the year			
UKS2 B	**Autumn Term & Spring Term 1 coverage: rotated between the classes. Real Gym (creative), OAA and Invasion game: Hockey. (social and cognitive)**		
Vocab	Please see separate progression of skills documentation for Real Gym.	Tactical, boundaries, location, critical thinking, collaboration, collective, control card, orienteering navigation, symbol, strategy.	Consecutive, formation, consistently, conceding, dictate, turnover, contest, shut down.
KEY LEARNING POINTS		**OAA knowledge:** ● To recognise that there may be more than one way to solve a challenge and that trial and error may help to guide me to the best solution. ● To understand that being able to solve problems is an important life skill. ● To use a key to identify objects and locations and why navigational skills are important. ● To know to be descriptive but concise when giving instructions e.g. 'two steps to the left'. ● To know that good communication skills are key to solving problems and working effectively as a team. ● To know that abiding by rules will enable my classmates to complete the course e.g. not moving controls. **OAA skills:** ● I am beginning to reflect on when I am successful at solving challenges and alter my methods in order to improve. ● I am beginning to think creatively to solve the challenge whilst abiding by the rules. ● Y5: I am exploring tactical planning within a team to overcome increasingly challenging tasks. ● Y6: I can pool ideas within a group, selecting and applying the best method to solve a problem. ● Y5: I am developing navigational skills and map reading in increasingly challenging tasks. ● Y6: I can orientate a map efficiently to navigate around a course with multiple points. ● I am exploring a variety of communication methods with increasing success. ● I am inclusively communicating with others, sharing job roles and leading when necessary.	**Invasion Game knowledge, Hockey and Basketball:** ● To understand and make quick decisions about when, how and who to pass to. ● To choose the appropriate skill for the situation under pressure. ● To understand that transitioning quickly between attack and defence will help my team to maintain or gain possession. ● To know how to create and apply a tactic for a specific situation or outcome. ● To understand, apply and use rules consistently in a variety of invasion games whilst playing and officiating. **Invasion Game skills, Hockey and Basketball** ● I am consistently using a range of techniques with increasing control under pressure. ● I can move to the correct space when transitioning from attack to defence or defence to attack and create and use space for self and others. To show you can confidently change direction to lose an opponent. ● I can use a variety of defending skills (tracking, interception, jockeying) in game situations

PE Learning Overview

Skills and Knowledge Progression

UKS2 B	Spring Term 2 and Summer Term coverage: rotated between the classes. Basketball, Tennis and Cricket.	
Vocab	Consecutive, deep, consistently, forecourt, backcourt, attacking, defensive.	Overtake, tracking, pressure, backing up, tactics, obstruction, consecutive, continuous, drive hit, defensive hit.
KEY LEARNING POINTS	**Net and Wall knowledge:** ● To understand the appropriate skill for the situation under pressure e.g.choosing to play the ball short over the net if I have just moved my opponent to the back of the court. ● To begin to apply tactics when serving e.g. aiming to serve short on the first point and then long on the second point. ● To understand how to play different shots depending on if a rally is cooperative or competitive. ● To know that using the appropriate footwork will help me to react to a ball quickly and give me time to prepare to play a shot. ● To understand when to apply some tactics for attacking and/or defending. ● To understand, apply and use rules consistently in a variety of net and wall games whilst playing and officiating. **Net and Wall skills:** ● I can demonstrate increased success and technique in a variety of shots. ● I can serve accurately and consistently. ● I am successfully applying a variety of shots to keep a continuous rally. ● I can demonstrate a variety of footwork patterns relevant to the game I am playing.	**Striking and Fielding knowledge:** ● Y5: To understand that stance is important to allow me to be balanced as I hit. ● Y5: To know that backing up a fielder as a ball is being thrown will help to increase the chances of fielding successfully. ● Y5: To understand where to throw the ball in relation to where a batter is. ● Y5 To understand when to use a close catch technique or deep catch technique. ● Y5: To understand the need for tactics and identify when to use them in different situations. ● Y5: To understand and apply rules in a variety of striking and fielding games whilst playing and officiating. ● Y6: To understand that the momentum and power for striking a ball comes from legs as well as arms. ● Y6: To know which fielding action to apply for the situation. ● Y6: To consistently make good decisions on who to throw to and when to throw in order to get batters out. ● Y6: To kKnow that accuracy, speed and consistency of throwing and catching will help to limit a batter's score. ● Tactics: understand and apply some tactics in the game as a batter, bowler and fielder. ● Rules: understand, apply and use rules consistently in a variety of striking and fielding games whilst playing and officiating. **Striking and Fielding skills:** ● Y5: I can strike a bowled ball with increasing accuracy and consistency. ● Y5: I can develop an over and underarm bowling technique. Develop long and short barriers and two handed pick up. ● Y5: I can consistently demonstrate good technique in throwing skills under pressure. ● Y5: I can consistently demonstrate good technique in catching skills under pressure. ● Y6: I am exploring defensive and driving hitting techniques and directional batting. ● Y6: I can use a wider range of fielding skills with increasing control under pressure. ● Y6: I can demonstrate good technique when using a variety of throws under pressure. ● Y6: I am exploring catching skills (close/deep and wicket keeping) and apply these with some consistency in game situations.