



**Winwick CE Primary School: Key Knowledge and Progression Map**

**Subject:** Physical Education - PE

PE	Long Term Planning Overview					
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Reception	Introduction to PE	Gymnastics 1	Fundamentals	Ball Skills	Games	Dance
Year 1	Team Building	Gymnastics	Fitness	Target Games	Athletics	Striking and fielding
	Fundamentals	Sending and receiving	Dance	Ball Skills	Invasion	Net and Wall
Year 2	Team Building	Gymnastics	Fitness	Target Games	Athletics	Striking and fielding
	Fundamentals	Sending and receiving	Dance	Ball Skills	Invasion	Net and Wall
Year 3	Netball	Football	Fitness	Basketball	OAA	Tennis
	Rugby	Gymnastic	Dance	Fundamentals	Athletics	Cricket
Year 4	Netball	Gymnastic	Dance	Handball	Hockey	Rounders
	Rugby Swimming	Football Swimming	Fitness Swimming	Ball Skills Swimming	Athletics	Tennis
Year 5	Netball	Football	Fitness	Basketball	Athletics	Cricket
	Rugby	Gymnastic	Dance	Badminton	OAA	Tennis
Year 6	Netball	Football	Fitness	Yoga	Hockey	Tennis
	Rugby	Gymnastic	Dance	Handball	Athletics	Rounders



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**PHYSICAL EDUCATION (PE)**

**EYFS**

**Understanding the World**

**EYFS Statutory Educational Programme:**

Early Learning Goals: Personal, Social and Emotional Development ELG:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge -Explain the reasons for rules, know right from wrong and try to behave accordingly
- Work and play co-operatively and take turns with others
- Show sensitivity to their own and to others' needs

Physical Development ELG:

- Negotiate space and obstacles safely, with consideration for themselves and others
- Demonstrate strength, balance and coordination when playing
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing

**Reception**

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

**Overview**

**Introduction to PE**

- In this unit, children will be introduced to Physical Education and structured movement through the topic of 'fantasy and adventure'. They will spend time learning basic principles of a PE lesson such as finding space, freezing

**Gymnastics 1**

- In this unit, children will develop their basic gymnastic skills through the topic of 'animals and their habitats'. Children explore basic movements, creating shapes, balances, and jumps and begin to develop rocking and

**Fundamentals 1**

- In this unit children will develop their fundamental movement skills through the topic of 'all about me'. Fundamental skills will include balancing, running, changing direction, jumping, hopping and travelling. Children will develop

**Ball Skills 1**

- In this unit children will develop their ball skills through the topic of 'minibeasts'. Children will develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing and

**Games 1**

- In this unit, children will develop their understanding of playing games through the topic of 'transport'. Children will practise and further develop fundamental movement skills through games. They will also learn how to score and play by the

**Dance 1**

- In this unit, children will develop their expressive movement through the topic of 'everyday life'. Children explore space and how to use space safely. They explore travelling



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<p>on command, using and sharing equipment and working individually, with a partner and group. They will take part in activities, which will develop fundamental movement skills such as running, jumping, skipping.</p>	<p>rolling. They show an awareness of space and how to use it safely and perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when traveling and balancing.</p>	<p>gross motor skills through a range of activities. They will learn how to stay safe using space, working independently and with a partner.</p>	<p>catching, dribbling with feet and kicking a ball. Children will be able to develop their fine and gross motor skills through a range of game play using a variety of equipment. Children will be given opportunities to work independently and with a partner</p>	<p>rules, how to work with a Physical Running, balancing, changing direction, striking a ball, throwing partner and begin to understand what a team is, as well as learning how to behave when winning and losing.</p>	<p>movements, shapes and balances. Children choose their own actions in response to a stimulus. They are given the opportunity to copy, repeat and remember actions. They are introduced to counting to help them keep in time with the music. They perform to others and begin to provide simple feedback.</p>
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**Lesson objectives**

<p>Lesson 1: Theme: witches and wizards To move safely and sensibly in a space with consideration of others <b>Lesson 2:</b> Theme: pirates To develop moving safely and stopping with control. <b>Lesson 3:</b> Theme: mythical creatures To use equipment safely and responsibly. <b>Lesson 4:</b> Theme: to the castle To use different travelling actions whilst following a path.</p>	<p><b>Lesson 1:</b> Theme: rainforest animals To copy and create shapes with your body. <b>Lesson 2:</b> Theme: woodland animals To be able to create shapes whilst on apparatus. <b>Lesson 3:</b> Theme: lakeland animals To develop balancing and taking weight on different body parts. <b>Lesson 4:</b> Theme: desert animals To develop jumping and landing safely.</p>	<p><b>Lesson 1:</b> Theme: body parts To develop balancing whilst stationary and on the move. <b>Lesson 2:</b> Theme: feelings To develop running and stopping. <b>Lesson 3:</b> Theme: our senses To develop changing direction. <b>Lesson 4:</b> Theme: ways we look after ourselves To develop jumping and landing. <b>Lesson 5:</b> Theme: my favourite thing s To develop hopping and landing with control.</p>	<p><b>Lesson 1:</b> Theme: beetles To develop rolling a ball to a target. <b>Lesson 2:</b> Theme: busy bees To develop stopping a rolling ball. <b>Lesson 3:</b> Theme: ladybirds and butterflies To develop accuracy when throwing to a target. <b>Lesson 4:</b> Theme: grasshoppers To develop bouncing and catching a ball. <b>Lesson 5:</b> Theme: caterpillars</p>	<p><b>Lesson 1:</b> Theme: cars To work safely and develop running and stopping. <b>Lesson 2:</b> Theme: aeroplanes To develop throwing and learn how to keep score. <b>Lesson 3:</b> Theme: cyclists To be able to play games showing an understanding of the different roles within it. <b>Lesson 4:</b> Theme: buses To follow instructions and move safely when playing tagging games. <b>Lesson 5:</b> Theme: boats To work co-operatively and learn to take turns.</p>	<p><b>Lesson 1:</b> Theme: head, shoulders, knees and toes To explore different body parts and how they move. <b>Lesson 2:</b> Theme: head, shoulders, knees and toes To explore different body parts and how they move and remember and repeat actions. <b>Lesson 3:</b> Theme: transport To express and communicate ideas through movement exploring directions and levels.</p>
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<p><b>Lesson 5:</b> Theme: superheroes To work with others co-operatively and play as a group. <b>Lesson 6:</b> Theme: monsters To follow, copy and lead a partner.</p>	<p><b>Lesson 5:</b> Theme: sea animals To develop rocking and rolling <b>Lesson 6:</b>Theme: pet animals To copy and create short sequences by linking actions together.</p>	<p><b>Lesson 6:</b> Theme: it's good to be me To explore different ways to travel.</p>	<p>To develop dribbling a ball with your feet. <b>Lesson 6:</b> Theme: spiders To develop kicking a ball.</p>	<p><b>Lesson 6:</b> Theme: trains To work with others to play team games.</p>	<p><b>Lesson 4 :</b> Theme: transport To create movements and adapt and perform simple dance patterns. <b>Lesson 5:</b> Theme: morning routine To copy and repeat actions showing confidence and imagination. <b>Lesson 6:</b> Theme: my journey to school To move with control and co-ordination, linking, copying and repeating actions.</p>
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**Key Skills**

<ul style="list-style-type: none"> <li>Physical - Moving safely, running, jumping, throwing, catching, following a path</li> <li>Social - Sharing, leadership</li> <li>Emotional - Perseverance, confidence</li> <li>Thinking - Decision making, selecting and applying actions</li> </ul>	<ul style="list-style-type: none"> <li>Physical - Shapes, balances, jumps, rocking, rolling, travelling</li> <li>Social - Taking turns, co-operation, communication,</li> <li>Emotional - Confidence, determination</li> <li>Thinking - Selecting and applying skills, creating sequences</li> </ul>	<ul style="list-style-type: none"> <li>Physical- Balancing, running, jumping. changing direction, hopping, travelling</li> <li>Social - Working safely, responsibility, helping others</li> <li>Emotional - Honesty, challenging myself, determination</li> <li>Thinking - Decision making, selecting and applying actions, using tactics</li> </ul>	<ul style="list-style-type: none"> <li>Physical- Rolling a ball, stopping a rolling ball, throwing at a target, bouncing a ball, dribbling a ball with feet, kicking a ball</li> <li>Social - Co-operation, supporting others, sharing and taking turns</li> <li>Emotional -Honesty, perseverance</li> <li>Thinking- Using tactics, decision making</li> </ul>	<ul style="list-style-type: none"> <li>Physical - Running, balancing, changing direction, striking a ball, throwing</li> <li>Social - Communication, co-operation, taking turns, supporting and encouraging others</li> <li>Emotional - Honesty and fair play, managing emotions</li> <li>Thinking - Using tactics, decision making</li> </ul>	<ul style="list-style-type: none"> <li>Physical Travelling, copying and performing actions, co-ordination</li> <li>Social - Respect, co-operating with others</li> <li>Emotional-Working independently, determination</li> <li>Thinking - Counting, observing and providing feedback, selecting and applying actions</li> </ul>
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## Winwick CE Primary School: Key Knowledge and Progression Map

**Subject:** Physical Education - PE

### Progression of Skills

<ul style="list-style-type: none"> <li>● Social: share, communication, work safely, co-operation, leadership</li> <li>● Emotional: independence, perseverance, confidence</li> <li>● Thinking: select and apply actions, comprehension, reflection, make decisions</li> </ul>	<ul style="list-style-type: none"> <li>● Shapes: show contrast with my body including wide/narrow, straight/curved.</li> <li>● Balances: explore shapes in stillness using different parts of my body.</li> <li>● Rolls: explore rocking and rolling.</li> <li>● Jumps: explore jumping safely.</li> </ul>	<ul style="list-style-type: none"> <li>● Running: explore running and stopping. Explore changing direction safely.</li> <li>● Balancing: explore balancing whilst stationary and on the move.</li> <li>● Jumping: begin to explore take off and landing safely.</li> <li>● Hopping: explore hopping on both feet.</li> <li>● Skipping: explore skipping as a travelling action.</li> </ul>	<ul style="list-style-type: none"> <li>● Sending: explore sending an object with hands and feet.</li> <li>● Catching: explore catching to self and with a partner.</li> <li>● Tracking: explore stopping a ball with hands and feet.</li> <li>● Dribbling: explore dropping and catching with two hands and moving a ball with feet.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Throwing:</b> explore throwing using a variety of equipment.</li> <li>● <b>Catching:</b> explore catching using a variety of equipment.</li> </ul>	<ul style="list-style-type: none"> <li>● Actions: explore how my body moves. Copy basic body actions and rhythms.</li> <li>● Dynamics: explore actions in response to music and an idea. Space: begin to explore pathways and the space around me and in relation to others.</li> <li>● Performance: perform short phrases of movement in front of others.</li> </ul>
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### Progression of Knowledge

<ul style="list-style-type: none"> <li>● Running: know that I use big steps to run and small steps to stop. Know that moving into space away from others helps to keep me safe.</li> <li>● Balancing: know that I can hold my arms out to help me to balance.</li> <li>● Jumping: know that bending my knees will help me to land safely. Hopping: understand</li> </ul>	<ul style="list-style-type: none"> <li>● Shapes: understand that I can make different shapes with my body.</li> <li>● Balances: know that I should be still when holding a balance.</li> <li>● Rolls: know that I can change my body shape to help me to roll.</li> <li>● Jumps: know that bending my knees will help me to land safely.</li> <li>● Strategy: know that if I hold a shape and count to five people will see it clearly.</li> </ul>	<ul style="list-style-type: none"> <li>● Running: know that I use big steps to run and small steps to stop. Know that moving into space away from others helps to keep me safe.</li> <li>● Balancing: know that I can hold my arms out to help me to balance.</li> <li>● Jumping: know that bending my knees will help me to land safely. Hopping: understand that i use one foot to hop.</li> </ul>	<ul style="list-style-type: none"> <li>● Sending: know to look at the target when sending a ball.</li> <li>● Catching: know to have hands out ready to catch.</li> <li>● Tracking: know to watch the ball as it comes towards me and scoop it with two hands.</li> <li>● Dribbling: know that keeping the ball close will help with control.</li> </ul>	<ul style="list-style-type: none"> <li>● Running: Children will learn to use big steps to run and small steps to stop</li> <li>● Throwing: know to point my hand at my target when throwing.</li> <li>● Catching: know to have hands out ready to catch.</li> <li>● Tactics: make simple decisions in response to a task.</li> <li>● Rules: know that rules help us to stay safe.</li> </ul>	<ul style="list-style-type: none"> <li>● Actions: understand that I can move my body in different ways to create interesting actions.</li> <li>● Dynamics: understand that I can change my action to show an idea.</li> <li>● Space: know that if I move into space it will help to keep me and others safe. Performance: know that when watching</li> </ul>
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<p>that i use one foot to hop.</p> <ul style="list-style-type: none"> <li>• Skipping: know that if I hop then step that will help me to skip</li> </ul>		<ul style="list-style-type: none"> <li>• Skipping: know that if I hop then step that will help me to skip</li> </ul>			<p>others I sit quietly and clap at the end.</p> <ul style="list-style-type: none"> <li>• Strategy: know that if I use lots of space, it helps to make my dance look interesting</li> </ul>
<b>VOCABULARY</b>					
Avoid, backwards, forwards, freeze, safe sideways, space, stop partner	Move, copy, over, shape, space, rock, safely, around, travel, sideways, forwards, backwards	Run, stop, space, jump, balance, skip	Bounce, catch, dribble, hit, kick, points, roll, run, score, safely, space, target, throw	Catch, caught, jog, rules, run, turn, stop, team, throw, space, safe, safely, score	Move, copy, over, shape, space, rock, safely, around, travel, sideways, forwards, backwards
<b>KEY LINKS/RESOURCES</b>					
<p>Get Set 4 PE – Scheme of work  <a href="https://www.getset4pe.co.uk/">https://www.getset4pe.co.uk/</a></p>					



## Winwick CE Primary School: Key Knowledge and Progression Map

**Subject:** Physical Education - PE

### PHYSICAL EDUCATION (PE)

#### Year 1

#### National Curriculum

#### Purpose of study

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

#### Aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

#### Attainment targets

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

#### KS1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. 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
- perform dances using simple movement patterns.

**Winwick CE Primary School: Key Knowledge and Progression Map****Subject:** Physical Education - PE**Year 1****Autumn Term****Autumn 1**  
**Team Building****Autumn 1**  
**Fundamentals****Autumn 2**  
**Gymnastics****Autumn 2**  
**Sending and Receiving****Overview**

- In this unit pupils develop their communication and problem solving skills. They work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other. They are given the opportunity to discuss and plan their ideas to get the most successful outcome.

- Pupils will explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They will explore these skills in isolation as well as in combination. Pupils will be given opportunities to identify areas of strength and areas for improvement. Pupils will work collaboratively with others, taking turns and sharing ideas.

- In this unit pupils learn to use space safely and effectively. They explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement phrases. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils begin to understand the use of levels, directions and shapes when travelling and balancing.

- Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by the rules to keep themselves and others safe

**Lesson objectives****Lesson 1:** To co-operate and communicate with a partner to solve challenges.**Lesson 2:** To explore and develop teamwork skills.**Lesson 3:** To develop communication skills.**Lesson 4:** To use communication skills to lead a partner.**Lesson 1:** To explore balance, stability and landing safely.**Lesson 2:** To explore how the body moves differently when running at different speeds.**Lesson 3:** To explore changing direction and dodging.**Lesson 1:** To explore travelling movements.**Lesson 2:** To develop quality when performing and linking shapes.**Lesson 3:** To develop stability and control when performing balances.**Lesson 1:** To develop rolling and throwing a ball towards a target.**Lesson 2:** To develop receiving a rolling ball and tracking skills.**Lesson 3:** To be able to send and receive a ball with your feet.





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<p><b>Lesson 5:</b> To plan with a partner and small group to solve problems.</p> <p><b>Lesson 6:</b> To communicate with a group to solve challenges.</p>	<p><b>Lesson 4:</b> To explore jumping, hopping and skipping actions.</p> <p><b>Lesson 5:</b> To explore co-ordination and combination jumps.</p> <p><b>Lesson 6:</b> To explore combination jumping and skipping in an individual rope.</p>	<p><b>Lesson 4:</b> To develop technique and control when performing shape jumps.</p> <p><b>Lesson 5:</b> To develop technique in the barrel, straight and forward roll.</p> <p><b>Lesson 6:</b> To link gymnastic actions to create a sequence.</p>	<p><b>Lesson 4:</b> To develop throwing and catching skills over a short distance.</p> <p><b>Lesson 5:</b> To develop throwing and catching skills over a longer distance.</p> <p><b>Lesson 6:</b> To apply sending and receiving skills to small games.</p>
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**Key Skills**

<ul style="list-style-type: none"> <li>Physical - Balancing, travelling actions,</li> <li>Social - Communication, sharing ideas, inclusion, encouraging and supporting others</li> <li>Emotional - Confidence, trust, honesty</li> <li>Thinking - Decision making, using tactics, providing instructions, planning, problem solving</li> </ul>	<ul style="list-style-type: none"> <li>Physical - Balancing, sprinting, jogging, dodging, jumping, hopping, skipping</li> <li>Social - Taking turns, supporting and encouraging others, working safely, communication</li> <li>Emotional - Challenging myself, perseverance, honesty</li> <li>Thinking - Identifying strengths, listening and following instructions</li> </ul>	<ul style="list-style-type: none"> <li>Physical - Travelling actions, shapes, balances, jumps, barrel roll, straight roll, forward roll progressions</li> <li>Social - Sharing, working safely</li> <li>Emotional- Confidence</li> <li>Thinking - Observing and providing feedback, selecting and applying actions</li> </ul>	<ul style="list-style-type: none"> <li>Physical Rolling, kicking, throwing, catching, tracking</li> <li>Social - Taking turns, supporting and encouraging others, respect, communication</li> <li>Emotional - Perseverance, honesty, being happy to succeed</li> <li>Thinking -Transferring skills</li> </ul>
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**Progression of Skills**

<ul style="list-style-type: none"> <li>Problem solving: suggest ideas in response to a task.</li> <li>Navigational skills: follow a path and lead others.</li> <li>Communication: communicate simple instructions and listen to others</li> </ul>	<ul style="list-style-type: none"> <li>Running: explore changing direction and dodging. Discover how the body moves at different speeds.</li> <li>Balancing: move with some control and balance. Explore stability and landing safely.</li> <li>Jumping: demonstrate control in take off and landing when jumping.</li> <li>Hopping: begin to explore hopping in different directions.</li> <li>Skipping: show co-ordination when turning a rope. Use rhythm to jump continuously in a French rope</li> </ul>	<ul style="list-style-type: none"> <li>Shapes: explore basic shapes straight, tuck, straddle, pike.</li> <li>Balances: perform balances making my body tense, stretched and curled.</li> <li>Rolls: explore barrel, straight and forward roll progressions.</li> <li>Jumps: explore shape jumps including jumping off low apparatus</li> </ul>	<ul style="list-style-type: none"> <li>Sending &amp; receiving: explore s&amp;r with hands and feet to a partner.</li> <li>Dribbling: explore dribbling with hands and feet.</li> <li>Space: recognise good space when playing games.</li> <li>Attacking: explore changing direction to move away from a partner.</li> <li>Defending: explore tracking and moving to stay with a partner.</li> </ul>
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**Subject:** Physical Education - PE

**Progression of Knowledge**

<ul style="list-style-type: none"> <li>● Problem solving: know that working collaboratively with others will help to solve challenges.</li> <li>● Navigational skills: know that deciding which way to go before starting will help me.</li> <li>● Communication: know that using short instructions will help my partner e.g. start/stop.</li> <li>● Reflection: identify when I am successful and make basic observations about how to improve.</li> <li>● Rules: know that rules help us to play fairly.</li> </ul>	<ul style="list-style-type: none"> <li>● Running: understand that bending my knees will help me to change direction. Understand that if I swing my arms it will help me to run faster.</li> <li>● Balancing: know that looking ahead will help me to balance. Know that landing on my feet helps me to balance.</li> <li>● Jumping: know that landing on the balls of my feet helps me to land with control.</li> <li>● Hopping: know that I should hop with a soft bent knee.</li> <li>● Skipping: know that I should use the opposite arm to leg when I skip. Know that jumping on the balls of my feet helps me to keep a consistent rhythm.</li> </ul>	<ul style="list-style-type: none"> <li>● Shapes: understand that I can improve my shapes by extending parts of my body.</li> <li>● Balances: know that balances should be held for 5 seconds.</li> <li>● Rolls: know that I can use different shapes to roll.</li> <li>● Jumps: know that landing on the balls of my feet helps me to land with control.</li> <li>● Strategy: know that if I use a starting and finishing position, people will know when my sequence has begun and when it has ended.</li> </ul>	<ul style="list-style-type: none"> <li>● Sending &amp; receiving: know to look at my partner before sending the ball.</li> <li>● Dribbling: know that moving with a ball is called dribbling.</li> <li>● Space: understand that being in a good space helps us to pass the ball.</li> <li>● Attacking: know that being able to move away from a partner helps my team to pass me the ball.</li> <li>● Defending: know that staying with a partner makes it more difficult for them to receive the ball.</li> <li>● Tactics: know that tactics can help us when playing games. Rules: know that rules help us to play fairly</li> </ul>
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**VOCABULARY**

Challenge, co-operate, instruction, lead, listen, plan, share, talk	Run, stop, space, jump, balance, skip, fast, hop, slow, direction, land, safely, bend, dodge, jog, ready position, challenge, swing	shape, action, jump, roll, level, direction, speed, point, balance, control, squeeze, straight, travel, shape	Batter, batting, bowl, bowler, fielder, fielding, hit, out, ready position, track, underarm, overarm
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**Spring Term**

<b>Spring 1</b> <b>Fitness</b>	<b>Spring 1</b> <b>Dance</b>	<b>Spring 2</b> <b>Target Games</b>	<b>Spring 2</b> <b>Ball Skills</b>
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**Overview**

<ul style="list-style-type: none"> <li>● In this unit, pupils develop their understanding of the benefits of exercise and a healthy lifestyle on their physical body, their mood and their overall health. They will work independently, in pairs and</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat</li> </ul>	<ul style="list-style-type: none"> <li>● In this unit pupils will develop their aim using both underarm and overarm actions. Pupils will be given opportunities to select and apply the appropriate action for the target</li> </ul>	<ul style="list-style-type: none"> <li>● In this unit, pupils will explore their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will</li> </ul>
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small groups to complete challenges in which they will sometimes need to persevere to achieve their personal best.

actions linking them together to make short dance phrases. Pupils will work individually and with a partner to create ideas in relation to the theme. Pupils will be given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so.

considering the size and distance of the challenge. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe.

have the opportunity to work independently, in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks.

**Lesson objectives**

**Lesson 1:** To develop knowledge of how exercise can make you feel.

**Lesson 2:** To develop knowledge about how exercise can make you strong and healthy.

**Lesson 3:** To develop knowledge about how exercise relates to breathing.

**Lesson 4:** To develop my understanding of how exercise helps my brain.

**Lesson 5:** To develop my understanding of how exercise helps my muscles.

**Lesson 6:** To begin to understand the importance of daily exercise.

**Lesson 1:** THEME: Weather  
To use counts of 8 to move in time and make my dance look interesting.

**Lesson 2:** THEME: Weather  
To explore pathways in my dance.

**Lesson 3:** THEME: Weather  
To create my own dance using, actions, pathways and counts.

**Lesson 4:** THEME: Pirates  
To explore speeds and actions in our pirate inspired dance.

**Lesson 5:** THEME: Pirates  
To copy, remember and repeat actions that represent the theme.

**Lesson 6:** THEME: Pirates  
To copy, repeat, create and perform actions that represent the theme.

**Lesson 7:** THEME: The Lost Toy  
To explore speeds and actions in our toy inspired dance.

**Lesson 1:** To develop underarm throwing towards a target.

**Lesson 2:** To develop throwing for accuracy.

**Lesson 3:** To develop underarm and overarm throwing for accuracy.

**Lesson 4:** To develop throwing for accuracy and distance using underarm and overarm.

**Lesson 5:** To select the correct technique for the situation.

**Lesson 6:** To develop throwing for accuracy and distance.

**Lesson 1:** To develop control and co-ordination when dribbling a ball with your hands.

**Lesson 2:** To explore accuracy when rolling a ball.

**Lesson 3:** To explore throwing with accuracy towards a target.

**Lesson 4:** To explore catching with two hands.

**Lesson 5:** To explore control and co-ordination when dribbling a ball with your feet.

**Lesson 6:** To explore tracking a ball that is coming towards me.



**Winwick CE Primary School: Key Knowledge and Progression Map**

**Subject:** Physical Education - PE

	<p><b>Lesson 8: THEME: The Lost Toy</b> To use expression and create actions that relate to the story.</p> <p><b>Lesson 9: THEME: The Lost Toy</b> To use a pathway when travelling.</p>		
<b>Key Skills</b>			
<ul style="list-style-type: none"> <li>Physical - Running, co-ordination, stamina, strength, agility, balance</li> <li>Social - Co-operation, support, responsibility</li> <li>Emotional - Kindness, perseverance, honesty, independence</li> <li>Thinking - Comprehension, creativity, problem solving, reflection</li> </ul>	<ul style="list-style-type: none"> <li>Physical - Travel, copying and performing actions, using shape, balance, coordination</li> <li>Social - Co-operation, communication, coming to decisions with a partner, respect</li> <li>Emotional - Confidence, acceptance</li> <li>Thinking - Counting, observing and providing feedback, selecting and applying actions</li> </ul>	<ul style="list-style-type: none"> <li>Physical Underarm throwing, overarm throwing, aim, hand eye co-ordination Social Communication, supporting and encouraging others, leadership Emotional Perseverance, honesty, fair play Thinking Using tactics, selecting and applying skills, decision making</li> </ul>	<ul style="list-style-type: none"> <li>Physical Rolling, kicking, throwing, catching, bouncing, dribbling, tracking Social Co-operation, communication, leadership, supporting others Emotional Honesty, perseverance, challenging myself Thinking Using tactics, exploring actions, comprehension</li> </ul>
<b>Progression of Skills</b>			
<ul style="list-style-type: none"> <li>Agility: change direction whilst running.</li> <li>Balance: explore balancing in more challenging activities with some success.</li> <li>Co-ordination: explore co-ordination when using equipment.</li> <li>Speed: explore running at different speeds.</li> <li>Strength: explore exercises using my own body weight.</li> <li>Stamina: explore moving for longer periods of time and identify how it makes me feel.</li> </ul>	<ul style="list-style-type: none"> <li>Actions: accurately remember, repeat and link actions to express an idea.</li> <li>Dynamics: develop an understanding of dynamics. Space: develop the use of pathways and travelling actions to include levels.</li> <li>Relationships: explore working with a partner using unison, matching and mirroring.</li> <li>Performance: develop the use of facial expressions in my performance.</li> </ul>	<ul style="list-style-type: none"> <li>Throwing overarm: explore technique when throwing overarm towards a target</li> <li>Throwing underarm: explore technique when throwing underarm towards a target.</li> </ul>	<ul style="list-style-type: none"> <li>Sending: roll and throw with some accuracy towards a target.</li> <li>Catching: begin to catch with two hands. Catch after a bounce.</li> <li>Tracking: track a ball being sent directly.</li> <li>Dribbling: explore dribbling with hands and feet.</li> </ul>



**Winwick CE Primary School: Key Knowledge and Progression Map**

**Subject:** Physical Education - PE

**Progression of Knowledge**

<ul style="list-style-type: none"> <li>● <b>Agility:</b> understand that bending my knees will help me to change direction.</li> <li>● <b>Balance:</b> know that looking ahead will help me to balance.</li> <li>● <b>Co-ordination:</b> know that using the opposite arm to leg at the same time helps me to perform skills such as running and throwing.</li> <li>● <b>Speed:</b> understand that if I swing my arms it will help me to run faster.</li> <li>● <b>Strength:</b> understand that exercise helps me to become stronger.</li> <li>● <b>Stamina:</b> understand that when I move for a long time it can make me feel hot and I breathe faster.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Actions:</b> know that sequencing actions in a particular order will help me to tell the story of my dance.</li> <li>● <b>Dynamics:</b> understand that I can change the way I perform actions to show an idea. <b>Space:</b> know that I can use different directions, pathways and levels in my dance.</li> <li>● <b>Relationships:</b> know that using counts of 8 will help me to stay in time with my partner and the music.</li> <li>● <b>Performance:</b> know that using facial expressions helps to show the mood of my dance.</li> <li>● <b>Strategy:</b> know that if I practice my dance my performance will improve</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Throwing:</b> know which type of throw to use for distance and accuracy. Know that my body position will affect the accuracy of my throw.</li> <li>● <b>Tactics:</b> know that tactics can help us when playing games.</li> <li>● <b>Rules:</b> know that rules help us to play fairly.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Sending:</b> know to face my body towards my target when rolling and throwing underarm to help me to balance.</li> <li>● <b>Catching:</b> know to watch the ball as it comes towards me.</li> <li>● <b>Tracking:</b> know to move my feet to get in the line with the ball.</li> <li>● <b>Dribbling:</b> know that moving with a ball is called dribbling.</li> </ul>
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**VOCABULARY**

Heart, lungs, exercise, body mood , balance, stop, jump, space, safely	Move, copy, space, shape, safely, travel, around, sideways, forwards, backwards, counts, pose, level, slow, fast, balance	Aim, space, team, pass, safely, balance, points, throw, far, distance, score, partner	Run, stop, throw, roll, team, kick, space, catch, far, aim, safely, direction, balance, send
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**Summer Term**

<p><b>Summer 1</b></p> <p><b>Athletics</b></p>	<p><b>Summer 1</b></p> <p><b>Invasion</b></p>	<p><b>Summer 2</b></p> <p><b>Striking and Fielding</b></p>	<p><b>Summer 2</b></p> <p><b>Net and Wall</b></p>
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# Winwick CE Primary School: Key Knowledge and Progression Map

**Subject:** Physical Education - PE

## Overview

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|--|--|--|--|
| <ul style="list-style-type: none"> <li>In this unit, pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently</li> </ul> | <ul style="list-style-type: none"> <li>Pupils develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. They develop their understanding of attacking and defending and what being 'in possession' means. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponent</li> </ul> | <ul style="list-style-type: none"> <li>Pupils develop their basic understanding of striking and fielding games such as Rounders and Cricket. They learn skills including throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball. They are given opportunities to play one against one, one against two, and one against three. They learn how to score points and how to use simple tactics. They learn the rules of the games and use these to play fairly. They show respect towards others when playing competitively and develop communication skills.</li> </ul> | <ul style="list-style-type: none"> <li>Pupils will be introduced to the basic skills required in Net and Wall games. Pupils will learn the importance of the ready position. They will develop throwing, catching and racket skills, learning to track and hit a ball. They will learn to play against an opponent and over a net. They will begin to use rules and simple tactics when playing against a partner. They will be encouraged to demonstrate good sportsmanship and show respect towards others.</li> </ul> |
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## Lesson objectives

- |   |   |  |  |
|---|---|--|--|
| <p><b>Lesson 1:</b> To move at different speeds over varying distances.</p> <p><b>Lesson 2:</b> To develop balance.</p> <p><b>Lesson 3:</b> To develop agility and co-ordination.</p> <p><b>Lesson 4:</b> To develop agility and co-ordination.</p> <p><b>Lesson 5:</b> To develop throwing for distance.</p> <p><b>Lesson 6:</b> To develop throwing for accuracy.</p> | <p><b>Lesson 1:</b> To understand the role of defenders and attackers.</p> <p><b>Lesson 2:</b> To understand who to pass to and why when playing against a defender.</p> <p><b>Lesson 3:</b> To move towards a goal with the ball.</p> <p><b>Lesson 4:</b> To support a teammate when in possession.</p> <p><b>Lesson 5:</b> To move into space showing an awareness of defenders.</p> <p><b>Lesson 6:</b> To be able to stay with a player when defending.</p> | <p><b>Lesson 1:</b> To develop underarm throwing and catching and put this into small sided games.</p> <p><b>Lesson 2:</b> To develop overarm throwing.</p> <p><b>Lesson 3:</b> To develop striking a ball with my hand and equipment.</p> <p><b>Lesson 4:</b> To retrieve a ball when fielding.</p> <p><b>Lesson 5:</b> To understand how to get a batter out.</p> <p><b>Lesson 6:</b> To develop decision making and understand how to score points.</p> | <p><b>Lesson 1:</b> To defend space, using the ready position</p> <p><b>Lesson 2:</b> To play against an opponent and keep the score.</p> <p><b>Lesson 3:</b> To develop control when handling a racket.</p> <p><b>Lesson 4:</b> To develop racket and ball skills.</p> <p><b>Lesson 5:</b> To develop sending a ball using a racket.</p> <p><b>Lesson 6:</b> To develop hitting over a net.</p> |
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**Winwick CE Primary School: Key Knowledge and Progression Map**

**Subject:** Physical Education - PE

**Key Skills**

<ul style="list-style-type: none"> <li>Physical - Running at varying speeds, agility, balance, jumping, hopping and leaping in combination and for distance, throwing for distance</li> <li>Social - Working safely, collaborating with others</li> <li>Emotional - Working independently, honesty and playing to the rules, determination</li> <li>Thinking- Exploring ideas</li> </ul>	<ul style="list-style-type: none"> <li>Physical - Throwing and catching, kicking, dribbling with hands and feet, dodging, finding space</li> <li>Social - Co-operation, communication, supporting and encouraging others</li> <li>Emotional - Honesty and fair play, managing emotions</li> <li>Thinking - Connecting information, decision making, recalling information</li> </ul>	<ul style="list-style-type: none"> <li>Physical Throwing, catching, retrieving a ball, tracking a ball, striking a ball</li> <li>Social Communication, supporting and encouraging others, consideration of others</li> <li>Emotional Perseverance, honesty and fair play</li> <li>Thinking Using tactics, selecting and applying skills, decision making</li> </ul>	<ul style="list-style-type: none"> <li>Physical Throwing, catching, hitting a ball, tracking a ball</li> <li>Social Respect, communication</li> <li>Emotional Honesty and fair play, determination</li> <li>Thinking Decision making, using simple tactics, recalling information, comprehension</li> </ul>
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**Progression of Skills**

<ul style="list-style-type: none"> <li>Running: explore running at different speeds.</li> <li>Jumping: develop balance whilst jumping and landing. Explore hopping, jumping and leaping for distance.</li> <li>Throwing: explore throwing for distance and accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>Sending &amp; receiving: explore s&amp;r with hands and feet to a partner.</li> <li>Dribbling: explore dribbling with hands and feet.</li> <li>Space: recognise good space when playing games.</li> <li>Attacking: explore changing direction to move away from a partner.</li> <li>Defending: explore tracking and moving to stay with a partner.</li> </ul>	<ul style="list-style-type: none"> <li>Striking: explore striking a ball with their hand and equipment.</li> <li>Fielding: develop tracking and retrieving a ball.</li> <li>Throwing: explore technique when throwing over and underarm.</li> <li>Catching: develop co-ordination and technique when catching.</li> </ul>	<ul style="list-style-type: none"> <li>Hitting: explore hitting a dropped ball with a racket.</li> <li>Feeding: throw a ball over a net to land into the court area.</li> <li>Rallying: explore sending a ball with hands and a racket.</li> <li>Footwork: use the ready position to move towards a ball.</li> </ul>
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**Progression of Knowledge**

<ul style="list-style-type: none"> <li>Running: understand that if I swing my arms it will help me to run faster.</li> <li>Jumping: know that landing on the balls of my feet helps me to land with control. Understand that if I bend my knees it will help me to jump further.</li> <li>Throwing: know that stepping forward with my opposite foot to hand will help me to throw further.</li> <li>Rules: know that rules help us to play fairly.</li> </ul>	<ul style="list-style-type: none"> <li>Sending &amp; receiving: know to look at my partner before sending the ball.</li> <li>Dribbling: know that moving with a ball is called dribbling. Space: understand that being in a good space helps us to pass the ball.</li> <li>Attacking: know that being able to move away from a partner helps my team to pass me the ball.</li> </ul>	<ul style="list-style-type: none"> <li>Striking: understand that the harder I strike, the further the ball will travel.</li> <li>Fielding: know that throwing the ball back is quicker than running with it.</li> <li>Throwing: know which type of throw to use to throw over longer distances.</li> <li>Catching: know to watch the ball as it comes towards me.</li> </ul>	<ul style="list-style-type: none"> <li>Hitting: know to use the centre of the racket for control. Feeding: know to use an underarm throw to feed to a partner.</li> <li>Rallying: know that throwing/hitting to my partner with not too much power will help them to return the ball.</li> <li>Footwork: know that using a ready position will help me to move in any direction.</li> </ul>
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# Winwick CE Primary School: Key Knowledge and Progression Map

**Subject:** Physical Education - PE

	<ul style="list-style-type: none"> <li>Defending: know that staying with a partner makes it more difficult for them to receive the ball.</li> <li>Tactics: know that tactics can help us when playing games. Rules: know that rules help us to play fairly.</li> </ul>	<ul style="list-style-type: none"> <li>Tactics: know that tactics can help us when playing games.</li> <li>Rules: know that rules help us to play fairly.</li> </ul>	<ul style="list-style-type: none"> <li>Tactics: know that tactics can help us to be successful when playing games.</li> <li>Rules: know that rules help us to play fairly</li> </ul>
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## VOCABULARY

Push, stop, jump, space, forwards, safely, balance, backwards, far, hop, aim, fast, slow, bend, improve, direction, travel	Pass, team, tag, balance, safely, space, forwards, backwards, defender, points, dribbling, attacker, score, partner	Run, pass, roll, team, space, safely, around, backwards, hit, points, target, throw, score, catch	Team, space, catch, safely, bounce, forward, backward, ready position, partner, net, underarm, score, points
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## KEY LINKS/RESOURCES

Get Set 4 PE – Scheme of work

Knowledge organisers

Vocabulary pyramids

Videos

Resource/equipment information

<https://www.getset4pe.co.uk/>





## Winwick CE Primary School: Key Knowledge and Progression Map

**Subject:** Physical Education - PE

### PHYSICAL EDUCATION (PE)

#### Year 2

#### National Curriculum

#### Purpose of study

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

#### Aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

#### Attainment targets

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

#### KS1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. 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
- perform dances using simple movement patterns.



# Winwick CE Primary School: Key Knowledge and Progression Map

**Subject:** Physical Education - PE

## Year 2

### Autumn Term

**Autumn 1**  
**Team Building**

**Autumn 1**  
**Fundamentals**

**Autumn 2**  
**Gymnastics**

**Autumn 2**  
**Sending and Receiving**

### Overview

- Pupils develop their communication and problem-solving skills. They work individually, in pairs and in small groups. Throughout, there is an emphasis on teamwork. They learn to discuss, plan and reflect on ideas and strategies. They lead a partner whilst considering safety. Pupils have the opportunity to show honesty and fair play.

- Pupils will develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. Pupils will be given opportunities to work with a range of different equipment. Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strength. Pupils will be given the opportunity to work collaboratively with others, taking turns and sharing ideas.

- In this unit pupils learn to explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They learn to work safely with and around others and whilst using apparatus. Pupils are given opportunities to provide feedback to others and recognise elements of high quality performance.

- Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. They will also use equipment to send and receive a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe.



**Winwick CE Primary School: Key Knowledge and Progression Map**

**Subject:** Physical Education - PE

**Lesson objectives**

<p><b>Lesson 1:</b> To follow instructions and work with others..</p> <p><b>Lesson 2:</b> To co-operate and communicate in a small group to solve challenges.</p> <p><b>Lesson 3:</b> To create a plan with a group to solve the challenges.</p> <p><b>Lesson 4:</b> To communicate effectively and develop trust.</p> <p><b>Lesson 5:</b> To work as a group to solve problems.</p> <p><b>Lesson 6:</b> To work with a group to copy and create a basic map.</p>	<p><b>Lesson 1:</b> To develop balance, stability and landing safely.</p> <p><b>Lesson 2:</b> To explore how the body moves differently when running at different speeds.</p> <p><b>Lesson 3:</b> To develop changing direction and dodging.</p> <p><b>Lesson 4:</b> To develop and explore jumping, hopping and skipping actions.</p> <p><b>Lesson 5:</b> T To develop co-ordination and combining jumps.</p> <p><b>Lesson 6:</b> To develop combination jumping and skipping in an individual rope.</p>	<p><b>Lesson 1:</b> To perform gymnastic shapes and link them together.</p> <p><b>Lesson 2:</b> To be able to use shapes to create balances.</p> <p><b>Lesson 3:</b> To be able to link travelling actions and balances using apparatus.</p> <p><b>Lesson 4:</b> To demonstrate different shapes, take off and landings when performing jumps.</p> <p><b>Lesson 5:</b> To develop rolling and sequence building.</p> <p><b>Lesson 6:</b> To develop sequence work on apparatus.</p>	<p><b>Lesson 1:</b> To roll a ball towards a target.</p> <p><b>Lesson 2:</b> To be able to track and receive a rolling ball.</p> <p><b>Lesson 3:</b> To be able to stop, send and receive a ball with your feet.</p> <p><b>Lesson 4:</b> To develop throwing and catching skills.</p> <p><b>Lesson 5:</b> To develop throwing and catching skills.</p> <p><b>Lesson 6:</b> To send and receive a ball using a racket.</p>
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**Key Skills**

<ul style="list-style-type: none"> <li>Physical -Travelling actions, jumping, balancing</li> <li>Social- Communication, leading, inclusion</li> <li>Emotional -Trust, honesty and fair play, acceptance</li> <li>Thinking -Planning, decision making, problem solving</li> </ul>	<ul style="list-style-type: none"> <li>Physical -Balancing, sprinting, jogging, dodging, jumping, hopping, skipping</li> <li>Social -Taking turns, supporting and encouraging others, respect, communication</li> <li>Emotional- Challenging myself, perseverance, honesty19</li> <li>Thinking -Selecting and applying, identifying strengths</li> </ul>	<ul style="list-style-type: none"> <li>Physical- Shapes, balances, shape jumps, travelling movements, barrel roll, straight roll, forwards roll</li> <li>Social -Sharing, working safely</li> <li>Emotional -Confidence, independence</li> <li>Thinking -Observing and providing feedback, selecting and applying actions</li> </ul>	<ul style="list-style-type: none"> <li>Physical- Rolling, kicking, throwing, catching, tracking</li> <li>Social -Co-operation, communication, keeping others safe</li> <li>Emotional - Perseverance, challenging myself</li> <li>Thinking -Identifying how to improve, transferring skills</li> </ul>
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# Winwick CE Primary School: Key Knowledge and Progression Map

Subject: Physical Education - PE

## Progression of Skills

<ul style="list-style-type: none"> <li>● Problem solving: begin to plan and apply strategies to overcome a challenge.</li> <li>● Navigational skills: follow and create a simple diagram/map.</li> <li>● Communication: work co-operatively with a partner and a small group.</li> </ul>	<ul style="list-style-type: none"> <li>● Running: demonstrate balance when changing direction. Clearly show different speeds when running.</li> <li>● Balancing: demonstrate balance when performing movements.</li> <li>● Jumping: demonstrate jumping for distance, height and in different directions.</li> <li>● Hopping: demonstrate hopping for distance, height and in different directions.</li> <li>● Skipping: explore single and double bounce when jumping in a rope.</li> </ul>	<ul style="list-style-type: none"> <li>● Shapes: explore using shapes in different gymnastic balances.</li> <li>● Balances: remember, repeat and link combinations of gymnastic balances.</li> <li>● Rolls: explore barrel, straight and forward roll and put into sequence work.</li> <li>● Jumps: explore shape jumps and take off combinations.</li> </ul>	<ul style="list-style-type: none"> <li>● Sending &amp; receiving: developing s&amp;r with increased control.</li> <li>● Dribbling: explore dribbling with hands and feet with increasing control on the move.</li> <li>● Space: explore moving into space away from others.</li> <li>● Attacking: developing moving into space away from defenders.</li> <li>● Defending: explore staying close to other players to try and stop them getting the ball.</li> </ul>
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## Progression of Knowledge

<ul style="list-style-type: none"> <li>● Problem solving: know that listening to each other's ideas might give us an idea we hadn't thought of.</li> <li>● Navigational skills: understand that the map tells us what to do.</li> <li>● Communication: know to use encouraging words when speaking to a partner or group to help them to trust me.</li> <li>● Reflection: verbalise when I am successful and areas that I could improve.</li> <li>● Rules: know how to follow and apply simple rules.</li> </ul>	<ul style="list-style-type: none"> <li>● Running: know that putting weight into the front of my feet helps me to stop in a balanced position. Know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster.</li> <li>● Balancing: understand that squeezing my muscles helps me to balance.</li> <li>● Jumping: know that swinging my arms forwards will help me to jump further.</li> <li>● Hopping: know that if I look straight ahead it will stop me falling over when I land.</li> <li>● Skipping: know that I should swing opposite arm to leg to help me balance when skipping without a rope.</li> </ul>	<ul style="list-style-type: none"> <li>● Shapes: know that some shapes link well together.</li> <li>● Balances: understand that squeezing my muscles helps me to balance.</li> <li>● Rolls: understand that there are different teaching points for different rolls.</li> <li>● Jumps: understand that looking forward will help me to land with control.</li> <li>● Strategy: know that if I use shapes that link well together it will help my sequence to flow.</li> </ul>	<ul style="list-style-type: none"> <li>● Sending &amp; receiving: know to control the ball before sending it.</li> <li>● Dribbling: know that keeping my head up will help me to know where defenders are.</li> <li>● Space: know that moving into space away from defenders helps me to pass and receive a ball.</li> <li>● Attacking: know that when my team is in possession of the ball, I am an attacker and we can score.</li> <li>● Defending: 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. Know that standing between the ball and the attacker will help me to stop them from getting the ball.</li> <li>● Tactics: understand and apply simple tactics for attack and defence.</li> <li>● Rules: know how to score points and follow simple rules.</li> </ul>
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**Winwick CE Primary School: Key Knowledge and Progression Map****Subject:** Physical Education - PE**VOCABULARY**

Communicate, include, instructions, map, plan, solve, successful, support

Run, stop, space, jump, balance, skip, fast, hop, slow, direction, land, safely, dodge, jog, hurdle, speed, steady, sprint

Move, copy, shape, over, rock, space, safely, around, travel, sideways, forwards, backwards, action, jump, roll, level, direction, speed, point, balance, link, pathway, sequence, tuck, straddle, speed, star, pike

Catch, distance, kick, ready position, receive, roll, send, target, throw, track

**Spring Term****Spring 1****Fitness****Spring 1****Dance****Spring 2****Target Games****Spring 2****Ball Skills****Overview**

- In this unit, pupils develop their understanding of the benefits of exercise and a healthy lifestyle on their physical body, their mood and their overall health. They will work independently, in pairs and small groups to complete challenges in which they will sometimes need to persevere to achieve their personal best.

- Pupils will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases. Pupils will work individually and with a partner to create ideas in relation to the theme. Pupils will be given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so.

- In this unit pupils will develop their aim using both underarm and overarm actions. Pupils will be given opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe.

- In this unit, pupils will explore their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks.



**Lesson objectives**

**Lesson 1:** To develop knowledge of how exercise can make you feel.

**Lesson 2:** To develop knowledge about how exercise can make you strong and healthy.

**Lesson 3:** To develop knowledge about how exercise relates to breathing.

**Lesson 4:** To develop my understanding of how exercise helps my brain.

**Lesson 5:** To develop my understanding of how exercise helps my muscles.

**Lesson 6:** To begin to understand the importance of daily exercise.

**Lesson 1:** THEME: Weather  
To use counts of 8 to move in time and make my dance look interesting.

**Lesson 2:** THEME: Weather  
To explore pathways in my dance.

**Lesson 3:** THEME: Weather  
To create my own dance using, actions, pathways and counts.

**Lesson 4:** THEME: Pirates  
To explore speeds and actions in our pirate inspired dance.

**Lesson 5:** THEME: Pirates  
To copy, remember and repeat actions that represent the theme.

**Lesson 6:** THEME: Pirates  
To copy, repeat, create and perform actions that represent the theme.

**Lesson 7:** THEME: The Lost Toy  
To explore speeds and actions in our toy inspired dance.

**Lesson 8:** THEME: The Lost Toy  
To use expression and create actions that relate to the story.

**Lesson 9:** THEME: The Lost Toy  
To use a pathway when travelling.

**Lesson 1:** To develop underarm throwing towards a target.

**Lesson 2:** To develop throwing for accuracy.

**Lesson 3:** To develop underarm and overarm throwing for accuracy.

**Lesson 4:** To develop throwing for accuracy and distance using underarm and overarm.

**Lesson 5:** To select the correct technique for the situation.

**Lesson 6:** To develop throwing for accuracy and distance.

**Lesson 1:** To develop control and co-ordination when dribbling a ball with your hands.

**Lesson 2:** To explore accuracy when rolling a ball.

**Lesson 3:** To explore throwing with accuracy towards a target.

**Lesson 4:** To explore catching with two hands.

**Lesson 5:** To explore control and co-ordination when dribbling a ball with your feet.

**Lesson 6:** To explore tracking a ball that is coming towards me.



# Winwick CE Primary School: Key Knowledge and Progression Map

Subject: Physical Education - PE

## Key Skills

- |  |   |  |  |
|--|---|--|--|
| <ul style="list-style-type: none"> <li>Physical - Running, co-ordination, stamina, strength, agility, balance</li> <li>Social - Co-operation, support, responsibility</li> <li>Emotional - Kindness, perseverance, honesty, independence</li> <li>Thinking - Comprehension, creativity, problem solving, reflection</li> </ul> | <ul style="list-style-type: none"> <li>Physical - Travel, copying and performing actions, using shape, balance, coordination</li> <li>Social - Co-operation, communication, coming to decisions with a partner, respect</li> <li>Emotional - Confidence, acceptance</li> <li>Thinking - Counting, observing and providing feedback, selecting and applying actions</li> </ul> | <ul style="list-style-type: none"> <li>Physical Underarm throwing, overarm throwing, aim, hand eye co-ordination</li> <li>Social Communication, supporting and encouraging others, leadership</li> <li>Emotional Perseverance, honesty, fair play</li> <li>Thinking Using tactics, selecting and applying skills, decision making</li> </ul> | <ul style="list-style-type: none"> <li>Physical Rolling, kicking, throwing, catching, bouncing, dribbling, tracking</li> <li>Social Co-operation, communication, leadership, supporting others</li> <li>Emotional Honesty, perseverance, challenging myself</li> <li>Thinking Using tactics, exploring actions, comprehension</li> </ul> |
|--|---|--|--|

## Progression of Skills

- |  |   |   |  |
|--|---|---|--|
| <ul style="list-style-type: none"> <li>Agility: change direction whilst running.</li> <li>Balance: explore balancing in more challenging activities with some success.</li> <li>Co-ordination: explore co-ordination when using equipment.</li> <li>Speed: explore running at different speeds.</li> <li>Strength: explore exercises using my own body weight.</li> <li>Stamina: explore moving for longer periods of time and identify how it makes me feel.</li> </ul> | <ul style="list-style-type: none"> <li>Actions: accurately remember, repeat and link actions to express an idea.</li> <li>Dynamics: develop an understanding of dynamics. Space: develop the use of pathways and travelling actions to include levels.</li> <li>Relationships: explore working with a partner using unison, matching and mirroring.</li> <li>Performance: develop the use of facial expressions in my performance.</li> </ul> | <ul style="list-style-type: none"> <li>Throwing overarm: explore technique when throwing overarm towards a target</li> <li>Throwing underarm: explore technique when throwing underarm towards a target.</li> </ul> | <ul style="list-style-type: none"> <li>Sending: roll and throw with some accuracy towards a target.</li> <li>Catching: begin to catch with two hands. Catch after a bounce.</li> <li>Tracking: track a ball being sent directly.</li> <li>Dribbling: explore dribbling with hands and feet.</li> </ul> |
|--|---|---|--|

## Progression of Knowledge

- |  |  |   |   |
|--|--|---|---|
| <ul style="list-style-type: none"> <li>Agility: understand that bending my knees will help me to change direction.</li> <li>Balance: know that looking ahead will help me to balance.</li> <li>Co-ordination: know that using the opposite arm to leg at the same time helps me to perform skills such as running and throwing.</li> </ul> | <ul style="list-style-type: none"> <li>Actions: know that sequencing actions in a particular order will help me to tell the story of my dance.</li> <li>Dynamics: understand that I can change the way I perform actions to show an idea. Space: know that I can use different directions, pathways and levels in my dance.</li> </ul> | <ul style="list-style-type: none"> <li>Throwing: know which type of throw to use for distance and accuracy. Know that my body position will affect the accuracy of my throw.</li> <li>Tactics: know that tactics can help us when playing games.</li> <li>Rules: know that rules help us to play fairly.</li> </ul> | <ul style="list-style-type: none"> <li>Sending: know to face my body towards my target when rolling and throwing underarm to help me to balance.</li> <li>Catching: know to watch the ball as it comes towards me.</li> <li>Tracking: know to move my feet to get in the line with the ball.</li> </ul> |
|--|--|---|---|



**Winwick CE Primary School: Key Knowledge and Progression Map**

**Subject:** Physical Education - PE

<ul style="list-style-type: none"> <li>● Speed: understand that if I swing my arms it will help me to run faster.</li> <li>● Strength: understand that exercise helps me to become stronger.</li> <li>● Stamina: understand that when I move for a long time it can make me feel hot and I breathe faster.</li> </ul>	<ul style="list-style-type: none"> <li>● Relationships: know that using counts of 8 will help me to stay in time with my partner and the music.</li> <li>● Performance: know that using facial expressions helps to show the mood of my dance.</li> <li>● Strategy: know that if I practice my dance my performance will improve</li> </ul>		<ul style="list-style-type: none"> <li>● Dribbling: know that moving with a ball is called dribbling.</li> </ul>
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**VOCABULARY**

balance, stop, jump, space, safely, push, Heart, lungs, exercise, body, mood , strong, pace, race, speed, jog, steady, sprint	Move, copy, space, shape, safely, travel, around, sideways, forwards, backwards, counts, pose, level, slow, fast, balance, mirror, action, pathway, direction, speed, timing	Aim, space, team, pass, safely, balance, points, throw, far, distance, score, partner, accurate, send, teammate, against, overarm, release, target, underarm	Run, stop, throw, roll, team, kick, space, catch, far, aim, safely, direction, balance, send, overarm, collect, target, underarm, dribble, distance
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**Summer Term**

<b>Summer 1</b>	<b>Summer 1</b>	<b>Summer 2</b>	<b>Summer 2</b>
<b>Athletics</b>	<b>Invasion</b>	<b>Striking and Fielding</b>	<b>Net and Wall</b>

**Overview**

<ul style="list-style-type: none"> <li>● In this unit, pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. They develop their understanding of attacking and defending and what being 'in possession' means. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games,</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils develop their basic understanding of striking and fielding games such as Rounders and Cricket. They learn skills including throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball. They are given opportunities to play one against one, one against two, and one against three. They learn how to score points and how to use simple tactics. They learn the rules of the games and use these to play fairly.</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils will be introduced to the basic skills required in Net and Wall games. Pupils will learn the importance of the ready position. They will develop throwing, catching and racket skills, learning to track and hit a ball. They will learn to play against an opponent and over a net. They will begin to use rules and simple tactics when playing against a partner. They will be encouraged to demonstrate good sportsmanship and show respect towards others.</li> </ul>
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**Winwick CE Primary School: Key Knowledge and Progression Map**

**Subject:** Physical Education - PE

showing respect and kindness towards their teammates and opponent

They show respect towards others when playing competitively and develop communication skills.

**Lesson objectives**

**Lesson 1:** To move at different speeds over varying distances.  
**Lesson 2:** To develop balance.  
**Lesson 3:** To develop agility and co-ordination.  
**Lesson 4:** To develop agility and co-ordination.  
**Lesson 5:** To develop throwing for distance.  
**Lesson 6:** To develop throwing for accuracy.

**Lesson 1:** To understand the role of defenders and attackers.  
**Lesson 2:** To understand who to pass to and why when playing against a defender.  
**Lesson 3:** To move towards a goal with the ball.  
**Lesson 4:** To support a teammate when in possession.  
**Lesson 5:** To move into space showing an awareness of defenders.  
**Lesson 6:** To be able to stay with a player when defending.

**Lesson 1:** To develop underarm throwing and catching and put this into small sided games.  
**Lesson 2:** To develop overarm throwing.  
**Lesson 3:** To develop striking a ball with my hand and equipment.  
**Lesson 4:** To retrieve a ball when fielding.  
**Lesson 5:** To understand how to get a batter out.  
**Lesson 6:** To develop decision making and understand how to score points.

**Lesson 1:** To defend space, using the ready position  
**Lesson 2:** To play against an opponent and keep the score.  
**Lesson 3:** To develop control when handling a racket.  
**Lesson 4:** To develop racket and ball skills.  
**Lesson 5:** To develop sending a ball using a racket.  
**Lesson 6:** To develop hitting over a net.

**Key Skills**

- Physical - Running at varying speeds, agility, balance, jumping, hopping and leaping in combination and for distance, throwing for distance
- Social - Working safely, collaborating with others
- Emotional - Working independently, honesty and playing to the rules, determination
- Thinking- Exploring ideas

- Physical - Throwing and catching, kicking, dribbling with hands and feet, dodging, finding space
- Social - Co-operation, communication, supporting and encouraging others
- Emotional - Honesty and fair play, managing emotions
- Thinking - Connecting information, decision making, recalling information

- Physical Throwing, catching, retrieving a ball, tracking a ball, striking a ball Social Communication, supporting and encouraging others, consideration of others Emotional Perseverance, honesty and fair play Thinking Using tactics, selecting and applying skills, decision making

- Physical Throwing, catching, hitting a ball, tracking a ball Social Respect, communication Emotional Honesty and fair play, determination Thinking Decision making, using simple tactics, recalling information, comprehension



**Winwick CE Primary School: Key Knowledge and Progression Map**

**Subject:** Physical Education - PE

**Progression of Skills**

- |   |  |   |  |
|---|--|---|--|
| <ul style="list-style-type: none"> <li>● Running: explore running at different speeds.</li> <li>● Jumping: develop balance whilst jumping and landing. Explore hopping, jumping and leaping for distance.</li> <li>● Throwing: explore throwing for distance and accuracy.</li> </ul> | <ul style="list-style-type: none"> <li>● Sending &amp; receiving: explore s&amp;r with hands and feet to a partner.</li> <li>● Dribbling: explore dribbling with hands and feet.</li> <li>● Space: recognise good space when playing games.</li> <li>● Attacking: explore changing direction to move away from a partner.</li> <li>● Defending: explore tracking and moving to stay with a partner.</li> </ul> | <ul style="list-style-type: none"> <li>● Striking: explore striking a ball with their hand and equipment.</li> <li>● Fielding: develop tracking and retrieving a ball.</li> <li>● Throwing: explore technique when throwing over and underarm.</li> <li>● Catching: develop co-ordination and technique when catching.</li> </ul> | <ul style="list-style-type: none"> <li>● Hitting: explore hitting a dropped ball with a racket.</li> <li>● Feeding: throw a ball over a net to land into the court area.</li> <li>● Rallying: explore sending a ball with hands and a racket.</li> <li>● Footwork: use the ready position to move towards a ball.</li> </ul> |
|---|--|---|--|

**Progression of Knowledge**

- |  |  |  |   |
|--|--|--|---|
| <ul style="list-style-type: none"> <li>● Running: understand that if I swing my arms it will help me to run faster.</li> <li>● Jumping: know that landing on the balls of my feet helps me to land with control. Understand that if I bend my knees it will help me to jump further.</li> <li>● Throwing: know that stepping forward with my opposite foot to hand will help me to throw further.</li> <li>● Rules: know that rules help us to play fairly.</li> </ul> | <ul style="list-style-type: none"> <li>● Sending &amp; receiving: know to look at my partner before sending the ball.</li> <li>● Dribbling: know that moving with a ball is called dribbling. Space: understand that being in a good space helps us to pass the ball.</li> <li>● Attacking: know that being able to move away from a partner helps my team to pass me the ball.</li> <li>● Defending: know that staying with a partner makes it more difficult for them to receive the ball.</li> <li>● Tactics: know that tactics can help us when playing games. Rules: know that rules help us to play fairly.</li> </ul> | <ul style="list-style-type: none"> <li>● Striking: understand that the harder I strike, the further the ball will travel.</li> <li>● Fielding: know that throwing the ball back is quicker than running with it.</li> <li>● Throwing: know which type of throw to use to throw over longer distances.</li> <li>● Catching: know to watch the ball as it comes towards me.</li> <li>● Tactics: know that tactics can help us when playing games.</li> <li>● Rules: know that rules help us to play fairly.</li> </ul> | <ul style="list-style-type: none"> <li>● Hitting: know to use the centre of the racket for control. Feeding: know to use an underarm throw to feed to a partner.</li> <li>● Rallying: know that throwing/hitting to my partner with not too much power will help them to return the ball.</li> <li>● Footwork: know that using a ready position will help me to move in any direction.</li> <li>● Tactics: know that tactics can help us to be successful when playing games.</li> <li>● Rules: know that rules help us to play fairly</li> </ul> |
|--|--|--|---|

**VOCABULARY**

- |  |  |   |   |
|--|--|---|---|
| <p>Push, stop, jump, space, forwards, safely, balance, backwards, far, hop, aim, fast, slow, bend, improve, direction, travel, sprint, jog, distance, height, take off, landing, overarm, underarm</p> | <p>Pass, team, tag, balance, safely, space, forwards, backwards, defender, points, dribbling, attacker, score, partner, received, send, teammate, chest pass, possession, goal, dodge, bounce pass</p> | <p>Run, pass, roll, team, space, safely, around, backwards, hit, points, target, throw, score, catch, fielder, send, teammate, runs, batter, received, bowler</p> | <p>Team, space, catch, safely, bounce, forward, backward, ready position, partner, net, underarm, score, points, receive, quickly, trap, defend, return, collect, against</p> |
|--|--|---|---|



## Winwick CE Primary School: Key Knowledge and Progression Map

**Subject:** Physical Education - PE

### KEY LINKS/RESOURCES

Get Set 4 PE – Scheme of work

Knowledge organisers

Vocabulary pyramids

Videos

Resource/equipment information

<https://www.getset4pe.co.uk/>



## Winwick CE Primary School: Key Knowledge and Progression Map

**Subject:** Physical Education - PE

### PHYSICAL EDUCATION (PE)

#### Year 3

#### National Curriculum

##### Purpose of study

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

##### Aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

##### Attainment targets

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

##### KS2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- 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
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best

**Winwick CE Primary School: Key Knowledge and Progression Map****Subject:** Physical Education - PE**Year 3****Autumn Term****Autumn 1****Netball****Autumn 1****Rugby****Autumn 2****Football****Autumn 2****Gymnastics****Overview**

- Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and shooting. They will learn to use a range of different passes in different situations to keep possession and attack towards goal. Pupils will learn about defending and attacking play as they begin to play even-sided versions of 5-a-side Netball. They will learn key rules of the game such as footwork, held ball, contact and obstruction.

- In this unit pupils will learn to keep possession of the ball using attacking skills. They will play uneven and then even sided games, developing strategies and social skills to self-manage games. Pupils will understand the importance of playing fairly and keeping to the rules. Pupils will think about how to use skills, strategies and tactics to outwit the opposition. They will learn how to evaluate their own and others' performances and suggest improvements.

- Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They learn to work one on one and cooperatively within a team, showing respect for their teammates, opposition and referee. Pupils will be given opportunities to select and apply tactics to outwit the opposition

- In this unit pupils focus on improving the quality of their gymnastic movements. They are introduced to the terms 'extension' and 'body tension.' They develop the basic skills of rolling, jumping and balancing and use them individually and in combination. Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Pupils develop their confidence to perform, considering the quality and control of their actions.

**Lesson objectives**

**Lesson 1:** To develop passing and moving and play within the footwork rule.

**Lesson 2:** To develop passing and moving towards a goal.

**Lesson 3:** To develop movement skills to lose a defender.

**Lesson 1:** To develop throwing, catching and running with the ball

Lesson 2: To develop an understanding of tagging rules.

**Lesson 3:** To begin to use the 'forward pass' and 'off side' rule.

**Lesson 1:** To develop controlling the ball and dribbling under pressure.

**Lesson 2:** To develop passing to a teammate.

**Lesson 3:** To be able to control the ball with different parts of the body.

**Lesson 1:** To be able to create interesting point and patch balances.

**Lesson 2:** To develop stepping into shape jumps with control.

**Lesson 3:** To develop the straight, barrel, and forward roll.



**Winwick CE Primary School: Key Knowledge and Progression Map**

**Subject:** Physical Education - PE

<p><b>Lesson 4:</b> To be able to defend an opponent and try to win the ball.</p> <p><b>Lesson 5:</b> To develop the shooting action.</p> <p><b>Lesson 6:</b> To develop playing using netball rules.</p>	<p><b>Lesson 4:</b> To dodge a defender and move into space when running towards the goal.</p> <p><b>Lesson 5:</b> To develop defending skills and use them in a game situation.</p> <p><b>Lesson 6:</b> To apply the rules and skills you have learnt and play in a tag rugby tournament.</p>	<p><b>Lesson 4:</b> To develop changing direction with the ball using an inside and outside hook.</p> <p><b>Lesson 5:</b> To jockey / track an opponent.</p> <p><b>Lesson 6:</b> To be able to apply the rules and tactics you have learnt to play in a football tournament.</p>	<p><b>Lesson 4:</b> To be able to transition smoothly into and out of balances.</p> <p><b>Lesson 5:</b> To create a sequence with matching and contrasting actions and shapes.</p> <p><b>Lesson 6:</b> To create a partner sequence incorporating equipment.</p>
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**Key Skills**

<ul style="list-style-type: none"> <li>Physical Passing, catching, footwork, intercepting, shooting</li> <li>Social Working safely, communication, collaboration</li> <li>Emotional Honesty and fair play, perseverance</li> <li>Thinking Planning strategies and using tactics, observing and providing feedback</li> </ul>	<ul style="list-style-type: none"> <li>Physical Passing, catching, dodging, tagging, scoring</li> <li>Social Communication, collaboration, inclusion</li> <li>Emotional Honesty and fair play, perseverance, confidence</li> <li>Thinking Planning strategies and using tactics, observing and providing feedback</li> </ul>	<ul style="list-style-type: none"> <li>Physical Dribbling, passing, ball control, tracking/jockeying, turning, receiving</li> <li>Social Communication, collaboration, cooperation</li> <li>Emotional Honesty, perseverance</li> <li>Thinking Selecting and applying tactics, decision making</li> </ul>	<ul style="list-style-type: none"> <li>Physical Individual point and patch balances, straight roll, barrel roll, forward roll, straight jump, tuck jump, star jump, rhythmic gymnastics</li> <li>Social Collaboration, communication, respect</li> <li>Emotional Confidence</li> <li>Thinking Observing and providing feedback, selecting and applying actions, evaluating and improving</li> </ul>
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**Progression of Skills**

<ul style="list-style-type: none"> <li>Sending &amp; receiving : explore s&amp;r abiding by the rules of the game. Dribbling: explore dribbling the ball abiding by the rules of the game under some pressure. Space: develop using space as a team. Attacking: develop movement skills to lose a defender. Explore shooting actions in a range of invasion games. Defending:</li> </ul>	<ul style="list-style-type: none"> <li>Sending &amp; receiving : explore s&amp;r abiding by the rules of the game. Dribbling: explore dribbling the ball abiding by the rules of the game under some pressure. Space: develop using space as a team. Attacking: develop movement skills to lose a defender. Explore shooting actions in a range of invasion games. Defending: develop</li> </ul>	<ul style="list-style-type: none"> <li>Sending &amp; receiving : explore s&amp;r abiding by the rules of the game.</li> <li>Dribbling: explore dribbling the ball abiding by the rules of the game under some pressure.</li> <li>Space: develop using space as a team.</li> </ul>	<ul style="list-style-type: none"> <li>Shapes: explore matching and contrasting shapes.</li> <li>Balances: explore point and patch balances and transition smoothly into and out of them.</li> <li>Rolls: develop the straight, barrel, and forward roll.</li> <li>Jumps: develop stepping into shape jumps with control.</li> </ul>
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**Winwick CE Primary School: Key Knowledge and Progression Map**

**Subject:** Physical Education - PE

<p>develop tracking opponents to limit their scoring opportunities.</p>	<p>tracking opponents to limit their scoring opportunities.</p>	<ul style="list-style-type: none"> <li>● Attacking: develop movement skills to lose a defender. Explore shooting actions in a range of invasion games.</li> <li>● Defending: develop tracking opponents to limit their scoring opportunities.</li> </ul>	
<b>Progression of Knowledge</b>			
<ul style="list-style-type: none"> <li>● Sending &amp; receiving: know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately.</li> <li>● Dribbling: know that dribbling is an attacking skill which helps us to move towards a goal or away from defenders.</li> <li>● Space: know that by spreading out as a team we move the defenders away from each other.</li> <li>● Attacking and defending: know my role as an attacker and defender.</li> <li>● Tactics: 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.</li> <li>● Rules: know the rules of the game and begin to apply them.</li> </ul>	<ul style="list-style-type: none"> <li>● Sending &amp; receiving: know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately.</li> <li>● Dribbling: know that dribbling is an attacking skill which helps us to move towards a goal or away from defenders.</li> <li>● Space: know that by spreading out as a team we move the defenders away from each other.</li> <li>● Attacking and defending: know my role as an attacker and defender.</li> <li>● Tactics: 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.</li> <li>● Rules: know the rules of the game and begin to apply them.</li> </ul>	<ul style="list-style-type: none"> <li>● Sending &amp; receiving: know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately.</li> <li>● Dribbling: know that dribbling is an attacking skill which helps us to move towards a goal or away from defenders.</li> <li>● Space: know that by spreading out as a team we move the defenders away from each other.</li> <li>● Attacking and defending: know my role as an attacker and defender.</li> <li>● Tactics: 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.</li> <li>● Rules: know the rules of the game and begin to apply them.</li> </ul>	<ul style="list-style-type: none"> <li>● Shapes: understand how to use body tension to make my shapes look better.</li> <li>● Balances: understand that I can make my balances look interesting by using different levels.</li> <li>● Rolls: understand the safety considerations when performing more difficult rolls.</li> <li>● Jumps: understand that I can change the take off and shape of my jumps to make them look interesting.</li> <li>● Strategy: know that if I use different levels it will help to make my sequence look interesting</li> </ul>
<b>VOCABULARY</b>			
<p>Accelerate, accurate, contact, decision, delay, deny, direction, footwork, interception, invasion, obstruction, option, persevere, pivot, possession, technique, tournament, umpire</p>	<p>Accelerate, delay, dodge, forward pass, gain, invasion, limit, offside, onside, option, pitch, possession, supporting, tournament, track, try</p>	<p>Accelerate, communicate, control, cushion, decision, delay, deny, invasion, opposition, option, pitch, possession, referee, tournament, track</p>	<p>Body tension, contrast, control, direction, extend, flow, landing position, match, matching, patch, point, take off</p>

**Winwick CE Primary School: Key Knowledge and Progression Map****Subject:** Physical Education - PE**Spring Term****Spring 1****Fitness****Spring 1****Dance****Spring 2****Basketball****Spring 2****Fundamentals****Overview**

- Pupils will take part in a range of fitness challenges testing and record their scores. They will learn about different components of fitness; speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas for improvement and suggest activities that they could do to do this. Pupils will be encouraged to work safely and with control.

- Pupils create dances in relation to an idea including historical and scientific stimuli. Pupils work individually, with a partner and in small groups, sharing their ideas. Pupils develop their use of counting and rhythm. Pupils learn to use canon, unison, formation and levels in their dances. They will be given the opportunity to perform to others and provide feedback using key terminology.

- Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and dribbling. Pupils will learn to use attacking skills to maintain possession of the ball. They will start by playing uneven and then move onto even sided games. Pupils will understand the importance of playing fairly and to the rules. They will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition as well as learn how to evaluate their own and others' performances.

- Pupils will develop the fundamental skills of balancing, running, jumping, hopping and skipping. Pupils will develop their ability to change direction with balance and control. They will be given the opportunity to explore how the body moves at different speeds as well as how to accelerate and decelerate. Pupils will be asked to observe and recognise improvements for their own and others' performances and identify areas of strength and areas for development. Pupils will be given the opportunity to work on their own and with others, taking turns and sharing ideas.

**Lesson objectives**

**Lesson 1:** To develop an awareness of what your body is capable of.

**Lesson 2:** To develop speed and strength.

**Lesson 3:** To complete actions to develop co-ordination.

**Lesson 4:** To complete actions to develop agility.

**Lesson 1:** THEME: Machines  
To create actions in response to a stimulus and move in unison with a partner.

**Lesson 2:** THEME: Machines  
To create actions to move in contact with a partner or interact with a partner.

**Lesson 1:** To develop the attacking skill of dribbling.

**Lesson 2:** To use protective dribbling against an opponent

**Lesson 3:** To develop the bounce and chest pass and begin to recognise when to use them.

**Lesson 1:** To develop balancing and understand the importance of this skill.

**Lesson 2:** To demonstrate good technique when running at different speeds.

**Lesson 3:** To develop agility using a change of speed and direction.





**Winwick CE Primary School: Key Knowledge and Progression Map**

**Subject:** Physical Education - PE

<p><b>Lesson 5:</b> To complete actions to develop balance.</p> <p><b>Lesson 6:</b> To complete actions to develop stamina.</p>	<p><b>Lesson 3:</b> THEME: Machines To select and link appropriate actions and dynamics to show our dance ide</p> <p><b>Lesson 4:</b> THEME: A Trip to... To remember, repeat and create actions to represent an idea.</p> <p><b>Lesson 5:</b> THEME: A Trip to... To share ideas of actions and dynamics to create a dance that shows a location.</p> <p><b>Lesson 6:</b> THEME: A Trip to... To use choreographing ideas to develop our dance</p> <p><b>Lesson 7:</b> THEME: Country and Western To use straight pathways and clear changes in direction in a line dance.</p> <p><b>Lesson 8:</b> THEME: Country and Western To use canon and unison to make our line dance look interesting.</p> <p><b>Lesson 9:</b> THEME: Country and Western To use formations, canon and unison to make our line dance look interesting.</p> <p><b>Lesson 10:</b> THEME: Superpowers To remember, repeat and create actions around a theme.</p> <p><b>Lesson 11:</b> THEME: Superpowers To understand and use formations.</p> <p><b>Lesson 12:</b> THEME: Superpowers To structure a dance to represent a theme.</p>	<p><b>Lesson 4:</b> To develop tracking and defending an opponent.</p> <p><b>Lesson 5:</b> To develop the technique for the set shot.</p> <p><b>Lesson 6:</b> To be able to apply the skills, rules and tactics you have learnt to a mini tournament.</p>	<p><b>Lesson 4:</b> To develop technique and control when jumping, hopping and landing.</p> <p><b>Lesson 5:</b> To develop skipping with a rope.</p> <p><b>Lesson 6:</b> To apply fundamental skills to a variety of challenges.</p>
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**Winwick CE Primary School: Key Knowledge and Progression Map**

**Subject:** Physical Education - PE

**Key Skills**

<ul style="list-style-type: none"> <li>Physical Strength, speed, power, agility, coordination, balance, stamina</li> <li>Social Supporting others, working safely</li> <li>Emotional Perseverance, determination</li> <li>Thinking Identifying areas of strength and areas for development</li> </ul>	<ul style="list-style-type: none"> <li>Physical Using canon, unison, formation, dynamics, pathways, direction, copying and performing actions, control, balance,</li> <li>Social Sharing ideas, respect, inclusion of others, leadership, working safely</li> <li>Emotional Confidence, acceptance</li> <li>Thinking Selecting and applying actions, creating, observing and providing feedback</li> </ul>	<ul style="list-style-type: none"> <li>Physical Throwing and catching, dribbling, intercepting, shooting</li> <li>Social Working safely, communication, collaboration</li> <li>Emotional Honesty and fair play, perseverance</li> <li>Thinking Planning strategies and using tactics, observing and providing feedback</li> </ul>	<ul style="list-style-type: none"> <li>Physical Balancing, running, hopping, jumping, dodging, skipping</li> <li>Social Supporting and encouraging others, respect, communication, taking turns</li> <li>Emotional Challenging myself, perseverance, honesty</li> <li>Thinking Selecting and applying skills, observing others and providing feedback, identifying strengths and areas for development</li> </ul>
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**Progression of Skills**

<ul style="list-style-type: none"> <li>Agility: show balance when changing direction.</li> <li>Balance: explore more complex activities which challenge balance.</li> <li>Co-ordination: co-ordinate my body with increased consistency in a variety of activities.</li> <li>Speed: explore sprinting technique.</li> <li>Strength: explore building strength in different muscle groups.</li> <li>Stamina: explore using my breath to increase my ability to work for longer periods of time</li> </ul>	<ul style="list-style-type: none"> <li>Actions: create actions in response to a stimulus individually and in groups.</li> <li>Dynamics: use dynamics effectively to express an idea.</li> <li>Space: use direction to transition between formations.</li> <li>Relationships: develop an understanding of formations.</li> <li>Performance: perform short, self-choreographed phrases showing an awareness of timing.</li> </ul>	<ul style="list-style-type: none"> <li>Sending &amp; receiving : explore s&amp;r abiding by the rules of the game.</li> <li>Dribbling: explore dribbling the ball abiding by the rules of the game under some pressure.</li> <li>Space: develop using space as a team.</li> <li>Attacking: develop movement skills to lose a defender. Explore shooting actions in a range of invasion games.</li> <li>Defending: develop tracking opponents to limit their scoring opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Running: change direction. Show an increase and decrease in speed.</li> <li>Balancing: demonstrate balance when performing other fundamental skills.</li> <li>Jumping and hopping: link jumping and hopping actions.</li> <li>Skipping: jump and turn a skipping rope.</li> </ul>
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**Progression of Knowledge**

<ul style="list-style-type: none"> <li>Agility: understand how agility helps us with everyday tasks.</li> <li>Balance: understand how balance helps us with everyday tasks.</li> <li>Co-ordination: understand how co-ordination helps us with everyday tasks.</li> <li>Speed: understand that leaning slightly forwards helps to increase speed. Leaning</li> </ul>	<ul style="list-style-type: none"> <li>Actions: understand that sharing ideas with others enables my group to work collaboratively and try ideas before deciding on the best actions for our dance.</li> <li>Dynamics: understand that all actions can be performed differently to help to show effect.</li> </ul>	<ul style="list-style-type: none"> <li>Sending &amp; receiving: know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately.</li> <li>Dribbling: know that dribbling is an attacking skill which helps us to move towards a goal or away from defenders.</li> </ul>	<ul style="list-style-type: none"> <li>Running: understand that leaning slightly forwards helps to increase speed (acceleration). Leaning my body in the opposite direction to travel helps to slow down (deceleration).</li> <li>Balancing: understand how balance helps us with everyday tasks.</li> </ul>
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**Winwick CE Primary School: Key Knowledge and Progression Map**

**Subject:** Physical Education - PE

<p>my body in the opposite direction to travel helps to slow down.</p> <ul style="list-style-type: none"> <li>● Strength: know that when completing strength activities they need to be performed slowly and with control to help me to stay safe.</li> <li>● Stamina: understand how stamina helps us in other life activities.</li> </ul>	<ul style="list-style-type: none"> <li>● Space: understand that I can use space to help my dance to flow.</li> <li>● Relationships: understand that 'formation' means the same in dance as in other activities such as football, rugby and gymnastics.</li> <li>● Performance: understand that I can use timing techniques such as canon and unison to create effect.</li> <li>● Strategy: know that if I show sensitivity to the music, my performance will look more complete.</li> </ul>	<ul style="list-style-type: none"> <li>● Space: know that by spreading out as a team we move the defenders away from each other.</li> <li>● Attacking and defending: know my role as an attacker and defender.</li> <li>● Tactics: 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.</li> <li>● Rules: know the rules of the game and begin to apply them.</li> </ul>	<ul style="list-style-type: none"> <li>● Jumping and hopping: know that if I jump and land in quick succession, momentum will help me to jump further.</li> <li>● Skipping: understand that I should turn the rope from my wrists with wide hands to create a gap to step through.</li> </ul>
<b>VOCABULARY</b>			
<p>Acceleration, agility, balance, co-ordination, control, decelerate, direction, dynamic, muscle, progress, react, record, speed, stamina, static, strength, technique</p>	<p>Action, canon, create, dynamics, explore, expression, extend, feedback, formation, interact, pathway, perform, pose, timing, unison</p>	<p>Acceleration, accurate, accurately, attack, communication, decision, deny, gain, intercept, invasion, possession, pressure, protect, receiver, referee, teamwork, tournament, track</p>	<p>Accelerate, agility, balance, co-ordination, control, decelerate, distance, momentum, react, rhythm, speed, stability, technique</p>
<b>Summer Term</b>			
<p><b>Summer 1</b></p> <p><b>Athletics</b></p>	<p><b>Summer 1</b></p> <p><b>OAA</b></p>	<p><b>Summer 2</b></p> <p><b>Tennis</b></p>	<p><b>Summer 2</b></p> <p><b>Cricket</b></p>
<b>Overview</b>			
<ul style="list-style-type: none"> <li>● In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils develop problem solving skills through a range of challenges. Pupils work as a pair and small group to plan, solve, reflect and improve on strategies. They learn to be inclusive of others and work collaboratively to overcome challenges. Pupils learn to orientate a map, identify key symbols and follow routes.</li> </ul>	<ul style="list-style-type: none"> <li>● In this unit pupils develop the key skills required for tennis such as the ready position, racket control and hitting a ball. They learn how to score points and how to use skills, simple strategies and tactics to outwit the opposition. Pupils are given opportunities to play games independently and are taught the</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils learn how to strike the ball into space so that they can score runs. When fielding, they learn how to keep the batters' scores low. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball trying avoid fielders, so that they can run between wickets to</li> </ul>



**Winwick CE Primary School: Key Knowledge and Progression Map**

**Subject:** Physical Education - PE

<p>persevere to achieve their personal best. Pupils are also given opportunities to measure, time and record scores.</p>		<p>importance of being honest whilst playing to the rules.</p>	<p>score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p>
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<b>Lesson objectives</b>			
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<p><b>Lesson 1:</b> To develop the sprinting technique and improve on your personal best.</p> <p><b>Lesson 2:</b> To develop changeover in relay events.</p> <p><b>Lesson 3:</b> To develop jumping technique in a range of approaches and take off positions.</p> <p><b>Lesson 4:</b> To develop throwing for distance and accuracy.</p> <p><b>Lesson 5:</b> To develop throwing for distance in a pull throw.</p> <p><b>Lesson 6:</b> To develop officiating and performing skills.</p>	<p><b>Lesson 1:</b> To develop co-operation and teamwork skills.</p> <p><b>Lesson 2:</b> To develop trust and team work.</p> <p><b>Lesson 3:</b> To involve all team members in an activity and work towards a collective goal.</p> <p><b>Lesson 4:</b> To develop trust whilst listening to others and following instructions.</p> <p><b>Lesson 5:</b> To be able to identify objects on a map, draw and follow a simple map.</p> <p><b>Lesson 6:</b> To draw a route using directions. To be able to orientate a map and navigate around a grid.</p>	<p><b>Lesson 1:</b> To develop racket and ball control.</p> <p><b>Lesson 2:</b> To develop returning the ball using a forehand groundstroke.</p> <p><b>Lesson 3:</b> To be able to rally using a forehand.</p> <p><b>Lesson 4:</b> To develop the two handed backhand.</p> <p><b>Lesson 5:</b> To learn how to score. To develop playing against an opponent.</p> <p><b>Lesson 6:</b> To work collaboratively with a partner and compete against others.</p>	<p><b>Lesson 1:</b> To develop overarm throwing and catching..</p> <p><b>Lesson 2:</b> To develop underarm bowling.</p> <p><b>Lesson 3:</b> To learn how to grip the bat and develop batting technique.</p> <p><b>Lesson 4:</b> To be able to field a ball using a two handed pick up and a short barrier.</p> <p><b>Lesson 5:</b> To develop overarm bowling technique.</p> <p><b>Lesson 6:</b> To play apply skills learnt to mini cricket</p>
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# Winwick CE Primary School: Key Knowledge and Progression Map

Subject: Physical Education - PE

## Key Skills

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|---|---|--|--|
| <ul style="list-style-type: none"> <li>Physical Sprinting, jumping for a distance, push and pull throwing for a distance</li> <li>Social Working collaboratively, working safely</li> <li>Emotional Perseverance, determination</li> <li>Thinking Observing and providing feedback</li> </ul> | <ul style="list-style-type: none"> <li>Physical Balance, running</li> <li>Social- Communication, teamwork, trust, inclusion, listening</li> <li>Emotional Confidence</li> <li>Thinking Planning, map reading, decision making, problem solving</li> </ul> | <ul style="list-style-type: none"> <li>Physical Forehand, backhand, throwing, catching, ready position</li> <li>Social Respect, collaboration, supporting others</li> <li>Emotional Honesty, perseverance</li> <li>Thinking Decision making, using tactics, understanding rules</li> </ul> | <ul style="list-style-type: none"> <li>Physical Underarm and overarm throwing, catching, over and underarm bowling, batting</li> <li>Social Collaboration and communication, respect</li> <li>Emotional Perseverance, honesty</li> <li>Thinking Observing and providing feedback, applying strategies</li> </ul> |
|---|---|--|--|

## Progression of Skills

- |   |  |  |  |
|---|--|--|--|
| <ul style="list-style-type: none"> <li>Running: develop the sprinting technique and apply it to relay events.</li> <li>Jumping: develop technique when jumping for distance in a range of approaches and take off positions.</li> <li>Throwing: explore the technique for a pull throw</li> </ul> | <ul style="list-style-type: none"> <li>Problem solving: discuss how to follow trails and solve problems. Work with others to select appropriate equipment for the task.</li> <li>Navigational skills: identify where I am on a simple map. Use and begin to create simple maps and diagrams and follow a trail.</li> <li>Communication: follow and give instructions and accept other peoples' ideas.</li> </ul> | <ul style="list-style-type: none"> <li>Shots: explore returning a ball using shots such as the forehand and backhand.</li> <li>Rallying: explore rallying using a forehand.</li> <li>Footwork: consistently use and return to the ready position in between shots</li> </ul> | <ul style="list-style-type: none"> <li>Striking: begin to strike a bowled ball after a bounce with different equipment.</li> <li>Fielding: explore bowling to a target and fielding skills to include a two-handed pick up.</li> <li>Throwing: use overarm and underarm throwing in game situations.</li> <li>Catching: catch with some consistency in game situations.</li> </ul> |
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## Progression of Knowledge

- |   |  |   |  |
|---|--|---|--|
| <ul style="list-style-type: none"> <li>Running: understand that leaning slightly forwards helps to increase speed. Leaning my body in the opposite direction to travel helps to slow down.</li> <li>Jumping: know that if I jump and land in quick succession, the momentum will help me to jump further.</li> <li>Throwing: understand that the speed of the movement helps to create power.</li> <li>Rules: know the rules of the event and begin to apply them.</li> </ul> | <ul style="list-style-type: none"> <li>Problem solving: know that trying ideas before deciding on a solution will help us to come up with the best idea.</li> <li>Navigational skills: know to hold the map so that the items on the map match up to the items that have been placed out.</li> <li>Communication: know to take turns when giving ideas and not to interrupt each other.</li> <li>Reflection: reflect on when and why I am successful at solving challenges.</li> </ul> | <ul style="list-style-type: none"> <li>Shots: know that pointing the racket face/my hand where I want the ball to go and turning my body will help me to hit accurately.</li> <li>Rallying: know that hitting towards my partner will help them to return the ball easier and keep the rally going.</li> <li>Footwork: know that moving to the middle of my court will enable me to cover the most space.</li> <li>Tactics: know that using simple tactics will help to achieve an</li> </ul> | <ul style="list-style-type: none"> <li>Striking: know that striking to space away from fielders will help me to score.</li> <li>Fielding: know to look at where a batter is before deciding what to do. Know to communicate with teammates before throwing them a ball.</li> <li>Throwing: know that overarm throwing is used for long distances and underarm throwing for shorter distances.</li> </ul> |
|---|--|---|--|



**Winwick CE Primary School: Key Knowledge and Progression Map**

**Subject:** Physical Education - PE

	<ul style="list-style-type: none"> <li>Rules: know that using the rules honestly will help to keep myself and others safe</li> </ul>	<p>outcome e.g. if we spread out, we can cover more space.</p> <ul style="list-style-type: none"> <li>Rules: know the rules of the game and begin to apply them</li> </ul>	<ul style="list-style-type: none"> <li>Catching: know to move my feet to the ball.</li> <li>Tactics: know that using simple tactics will help my team to achieve an outcome e.g. we will spread out to deny space.</li> <li>Rules: know the rules of the game and begin to apply them</li> </ul>
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**VOCABULARY**

Accuracy, baton, control, event, further, personal best, power, relay, speed, strength, technique	Communication, compass, discuss, honest, interrupt, map, route, support, symbol, tactics, teamwork, trust	Backhand, competition, control, court, face, feeder, forehand, opponent, rally, react, return, tactics, track	Accuracy, bowled out, caught out, cushion, decision, grip, momentum, no ball, opposition, pressure
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**KEY LINKS/RESOURCES**

Get Set 4 PE – Scheme of work

Knowledge organisers

Vocabulary pyramids

Videos

Resource/equipment information

<https://www.getset4pe.co.uk/>



## PHYSICAL EDUCATION (PE)

### Year 4

#### National Curriculum

#### Purpose of study

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

#### Aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

#### Attainment targets

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

#### KS2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- 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
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best

**Winwick CE Primary School: Key Knowledge and Progression Map****Subject:** Physical Education - PE**Year 4****Autumn Term****Autumn 1****Netball****Autumn 1****Rugby****Autumn 2****Football****Autumn 2****Gymnastics****Overview**

- Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and shooting. They will learn to use a range of different passes in different situations to keep possession and attack towards goal. Pupils will learn about defending and attacking play as they begin to play even-sided versions of 5-a-side Netball. They will learn key rules of the game such as footwork, held ball, contact and obstruction.

- In this unit pupils will learn to keep possession of the ball using attacking skills. They will play uneven and then even sided games, developing strategies and social skills to self-manage games. Pupils will understand the importance of playing fairly and keeping to the rules. Pupils will think about how to use skills, strategies and tactics to outwit the opposition. They will learn how to evaluate their own and others' performances and suggest improvements.

- Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They learn to work one on one and cooperatively within a team, showing respect for their teammates, opposition and referee. Pupils will be given opportunities to select and apply tactics to outwit the opposition

- In this unit pupils focus on improving the quality of their gymnastic movements. They are introduced to the terms 'extension' and 'body tension.' They develop the basic skills of rolling, jumping and balancing and use them individually and in combination. Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Pupils develop their confidence to perform, considering the quality and control of their actions.

**Lesson objectives**

**Lesson 1:** To develop passing and moving and play within the footwork rule.

**Lesson 2:** To develop passing and moving towards a goal.

**Lesson 3:** To develop movement skills to lose a defender.

**Lesson 1:** To develop throwing, catching and running with the ball

Lesson 2: To develop an understanding of tagging rules.

**Lesson 3:** To begin to use the 'forward pass' and 'off side' rule.

**Lesson 1:** To develop controlling the ball and dribbling under pressure.

**Lesson 2:** To develop passing to a teammate.

**Lesson 3:** To be able to control the ball with different parts of the body.

**Lesson 1:** To develop individual and partner balances.

**Lesson 2:** To develop control in performing and landing rotation jumps.

**Lesson 3:** To develop the straight, barrel, forward and straddle roll.





**Winwick CE Primary School: Key Knowledge and Progression Map**

**Subject:** Physical Education - PE

<p><b>Lesson 4:</b> To be able to defend an opponent and try to win the ball.</p> <p><b>Lesson 5:</b> To develop the shooting action.</p> <p><b>Lesson 6:</b> To develop playing using netball rules.</p>	<p><b>Lesson 4:</b> To dodge a defender and move into space when running towards the goal.</p> <p><b>Lesson 5:</b> To develop defending skills and use them in a game situation.</p> <p><b>Lesson 6:</b> To apply the rules and skills you have learnt and play in a tag rugby tournament.</p>	<p><b>Lesson 4:</b> To develop changing direction with the ball using an inside and outside hook.</p> <p><b>Lesson 5:</b> To jockey / track an opponent.</p> <p><b>Lesson 6:</b> To be able to apply the rules and tactics you have learnt to play in a football tournament.</p>	<p><b>Lesson 4:</b> To develop the straight, barrel, forward and straddle roll.</p> <p><b>Lesson 5:</b> To develop strength in inverted movements.</p> <p><b>Lesson 6:</b> To be able to create a partner sequence to include apparatus.</p>
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**Key Skills**

<ul style="list-style-type: none"> <li>Physical Passing, catching, footwork, intercepting, shooting</li> <li>Social Working safely, communication, collaboration</li> <li>Emotional Honesty and fair play, perseverance</li> <li>Thinking Planning strategies and using tactics, observing and providing feedback</li> </ul>	<ul style="list-style-type: none"> <li>Physical Passing, catching, dodging, tagging, scoring</li> <li>Social Communication, collaboration, inclusion</li> <li>Emotional Honesty and fair play, perseverance, confidence</li> <li>Thinking Planning strategies and using tactics, observing and providing feedback</li> </ul>	<ul style="list-style-type: none"> <li>Physical Dribbling, passing, ball control, tracking/jockeying, turning, receiving</li> <li>Social Communication, collaboration, cooperation</li> <li>Emotional Honesty, perseverance</li> <li>Thinking Selecting and applying tactics, decision making</li> </ul>	<ul style="list-style-type: none"> <li>Physical Individual and partner balances, jumps using rotation, straight roll, barrel roll, forward roll, straddle roll, bridge, shoulder stand</li> <li>Social Collaboration, communication, respect, responsibility</li> <li>Emotional Confidence</li> <li>Thinking Observing and providing feedback, selecting and applying skills, evaluating and improving</li> </ul>
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**Progression of Skills**

<ul style="list-style-type: none"> <li>Sending &amp; receiving : explore s&amp;r abiding by the rules of the game. Dribbling: explore dribbling the ball abiding by the rules of the game under some pressure. Space: develop using space as a team. Attacking: develop movement skills to lose a defender. Explore shooting actions in a range of invasion games. Defending: develop tracking opponents to limit their scoring opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Sending &amp; receiving : explore s&amp;r abiding by the rules of the game. Dribbling: explore dribbling the ball abiding by the rules of the game under some pressure. Space: develop using space as a team. Attacking: develop movement skills to lose a defender. Explore shooting actions in a range of invasion games. Defending: develop tracking opponents to limit their scoring opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Sending &amp; receiving : explore s&amp;r abiding by the rules of the game.</li> <li>Dribbling: explore dribbling the ball abiding by the rules of the game under some pressure.</li> <li>Space: develop using space as a team.</li> <li>Attacking: develop movement skills to lose a defender. Explore shooting actions in a range of invasion games.</li> <li>Defending: develop tracking opponents to limit their scoring opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Shapes: develop the range of shapes I use in my sequences.</li> <li>Inverted movements: develop strength in bridge and shoulder stand.</li> <li>Balances: develop control and fluency in individual and partner balances.</li> <li>Rolls: develop the straight, barrel, forward and straddle roll and perform them with increased control.</li> <li>Jumps: develop control in performing and landing rotation jumps.</li> </ul>
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**Winwick CE Primary School: Key Knowledge and Progression Map**

**Subject:** Physical Education - PE

**Progression of Knowledge**

<ul style="list-style-type: none"> <li>● Sending &amp; receiving: know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately.</li> <li>● Dribbling: know that dribbling is an attacking skill which helps us to move towards a goal or away from defenders.</li> <li>● Space: know that by spreading out as a team we move the defenders away from each other.</li> <li>● Attacking and defending: know my role as an attacker and defender.</li> <li>● Tactics: 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.</li> <li>● Rules: know the rules of the game and begin to apply them.</li> </ul>	<ul style="list-style-type: none"> <li>● Sending &amp; receiving: know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately.</li> <li>● Dribbling: know that dribbling is an attacking skill which helps us to move towards a goal or away from defenders.</li> <li>● Space: know that by spreading out as a team we move the defenders away from each other.</li> <li>● Attacking and defending: know my role as an attacker and defender.</li> <li>● Tactics: 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.</li> <li>● Rules: know the rules of the game and begin to apply them.</li> </ul>	<ul style="list-style-type: none"> <li>● Sending &amp; receiving: know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately.</li> <li>● Dribbling: know that dribbling is an attacking skill which helps us to move towards a goal or away from defenders.</li> <li>● Space: know that by spreading out as a team we move the defenders away from each other.</li> <li>● Attacking and defending: know my role as an attacker and defender.</li> <li>● Tactics: 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.</li> <li>● Rules: know the rules of the game and begin to apply them.</li> </ul>	<ul style="list-style-type: none"> <li>● Shapes: understand how shapes can be used to improve my sequence.</li> <li>● Inverted movements: know that inverted movements are actions in which my hips go above my head.</li> <li>● Balances: know how to keep myself and others safe when performing partner balances.</li> <li>● Rolls: understand that I can keep the shape of my roll using body tension.</li> <li>● Jumps: know that I can control my landing by landing toes first, looking forwards and bending my knees.</li> <li>● Strategy: know that if I use different directions it will help to make my sequence look interesting.</li> </ul>
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**VOCABULARY**

<p>Accelerate, accurate, contact, decision, delay, deny, direction, footwork, interception, invasion, obstruction, option, persevere, pivot, possession, technique, tournament, umpire</p>	<p>Accelerate, delay, dodge, forward pass, gain, invasion, limit, offside, onside, option, pitch, possession, supporting, tournament, track, try</p>	<p>Accelerate, communicate, control, cushion, decision, delay, deny, invasion, opposition, option, pitch, possession, referee, tournament, track</p>	<p>Body tension, bridge, contrast, extend, flow, fluidly, inverted, landing position, match, momentum, perform, rotation, sequence, shoulder stand, stability, wrist grip</p>
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**Spring Term**

<p><b>Spring 1</b></p> <p><b>Fitness</b></p>	<p><b>Spring 1</b></p> <p><b>Dance</b></p>	<p><b>Spring 2</b></p> <p><b>Handball</b></p>	<p><b>Spring 2</b></p> <p><b>Ball Skills</b></p>
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# Winwick CE Primary School: Key Knowledge and Progression Map

**Subject:** Physical Education - PE

## Overview

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|--|---|--|---|
| <ul style="list-style-type: none"> <li>Pupils will take part in a range of fitness challenges testing and record their scores. They will learn about different components of fitness; speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas for improvement and suggest activities that they could do to do this. Pupils will be encouraged to work safely and with control.</li> </ul> | <ul style="list-style-type: none"> <li>Pupils focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of stimuli, working individually, in pairs and small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. Pupils will develop confidence in performing and will be given the opportunity to provide feedback and utilise feedback to improve their own work</li> </ul> | <ul style="list-style-type: none"> <li>Pupils will be encouraged to persevere when learning key skills such as throwing, catching, dribbling, shooting, defending and attacking. Pupils will use their attacking skills to maintain possession in game situations. They will play small-sided, un-even and even games. The pupils will understand the importance of playing fairly and following the rules. They will be encouraged to think about how to apply the skills learned in game like situations to improve and to get into a scoring opportunity, as well as how to best defend as a team. They will also evaluate their own and others' performances.</li> </ul> | <ul style="list-style-type: none"> <li>Pupils will have the opportunity to develop their accuracy and consistency when tracking a ball. They will explore a variety of throwing techniques and will learn to select the appropriate throw for the situation. They will develop catching with one and two hands as well as dribbling with feet and hands. These skills will then be applied to small group games. Pupils will have the opportunity to take on different roles and work both individually and with others.</li> </ul> |
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## Lesson objectives

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|---|--|--|--|
| <p><b>Lesson 1:</b> To develop an awareness of what your body is capable of.</p> <p><b>Lesson 2:</b> To develop speed and strength.</p> <p><b>Lesson 3:</b> To complete actions to develop co-ordination.</p> <p><b>Lesson 4:</b> To complete actions to develop agility.</p> <p><b>Lesson 5:</b> To complete actions to develop balance.</p> | <p><b>Lesson 1:</b> THEME: The Spy<br/>To copy and create actions in response to an idea and be able to adapt this using changes of space.</p> <p><b>Lesson 2:</b> THEME: The Spy<br/>To choose actions which relate to the theme.</p> <p><b>Lesson 3:</b> THEME: The Spy<br/>To develop a dance using matching and mirroring.</p> | <p><b>Lesson 1:</b> To begin to throw and catch while on the move.</p> <p><b>Lesson 2:</b> To learn how to move towards goal or away from a defender.</p> <p><b>Lesson 3:</b> To develop accuracy when shooting.</p> <p><b>Lesson 4:</b> To be able to apply individual and team defending skills</p> <p><b>Lesson 5:</b> To use a change of direction and speed to lose a defender and move into space.</p> | <p><b>Lesson 1:</b> To develop confidence and accuracy when tracking a ball.</p> <p><b>Lesson 2:</b> To develop confidence and accuracy when tracking a ball.</p> <p><b>Lesson 3:</b> To explore and develop a variety of throwing techniques.</p> <p><b>Lesson 4:</b> To develop catching skills using one and two hands.</p> <p><b>Lesson 5:</b> To develop dribbling a ball with hands.</p> |
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**Winwick CE Primary School: Key Knowledge and Progression Map**

**Subject:** Physical Education - PE

<p><b>Lesson 6:</b> To complete actions to develop stamina.</p>	<p><b>Lesson 4:</b> THEME: Carnival To learn and create dance moves in the theme of carnival.</p> <p><b>Lesson 5:</b> THEME: Carnival To develop a carnival dance using formations, canon and unison</p> <p><b>Lesson 6:</b> THEME: Carnival To develop a dance phrase and perform as part of a class performance.</p> <p><b>Lesson 7:</b> THEME: States of Matter To understand how dynamics, space and relationships can be used to represent a state of matter</p> <p><b>Lesson 8:</b> THEME: States of Matter To use actions, dynamics, space and relationships to represent a states of matter.</p> <p><b>Lesson 9:</b> THEME: States of Matter To order and structure phrases to create a dance performance</p> <p><b>Lesson 10:</b> THEME: The Twist To copy and repeat a set phrase of movement in a 1960s theme showing energy and rhythm.</p> <p><b>Lesson 11:</b> THEME: The Twist To learn and perform a partner dance in a 1960s style.</p>	<p><b>Lesson 6:</b> To maintain possession when in attack.</p>	<p><b>Lesson 6:</b> To use tracking, sending and dribbling skills with feet.</p>
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**Winwick CE Primary School: Key Knowledge and Progression Map**

**Subject:** Physical Education - PE

	<p><b>Lesson 12:</b> THEME: The Twist To develop my own 1960s inspired dance using changes in relationships</p>		
<b>Key Skills</b>			
<ul style="list-style-type: none"> <li>Physical Strength, speed, power, agility, coordination, balance, stamina</li> <li>Social Supporting others, working safely</li> <li>Emotional Perseverance, determination</li> <li>Thinking Identifying areas of strength and areas for development</li> </ul>	<ul style="list-style-type: none"> <li>Physical Performing a variety of dance actions, using canon, unison, formation, dynamics, character, structure, space, balance, control, technique,</li> <li>Social Collaboration, consideration, inclusion, respect</li> <li>Emotional Empathy, confidence</li> <li>Thinking Observing and providing feedback, selecting and applying actions</li> </ul>	<ul style="list-style-type: none"> <li>Physical Ball control, throwing and catching, moving with the ball, dribbling</li> <li>Social Shooting, working safely, communication, respect, honesty and fair play</li> <li>Emotional honesty and fair play, perseverance</li> <li>Thinking Planning strategies, observing and providing feedback</li> </ul>	<ul style="list-style-type: none"> <li>Physical Tracking a ball, throwing, catching, dribbling</li> <li>Social Supporting others, co-operation, communication, managing games</li> <li>Emotional Perseverance, honesty, respect, challenging self</li> <li>Thinking Decision making, developing tactics, creativity</li> </ul>
<b>Progression of Skills</b>			
<ul style="list-style-type: none"> <li>Agility: show balance when changing direction.</li> <li>Balance: explore more complex activities which challenge balance.</li> <li>Co-ordination: co-ordinate my body with increased consistency in a variety of activities.</li> <li>Speed: explore sprinting technique.</li> <li>Strength: explore building strength in different muscle groups.</li> <li>Stamina: explore using my breath to increase my ability to work for longer periods of time</li> </ul>	<ul style="list-style-type: none"> <li>. Actions: respond imaginatively to a range of stimuli related to character and narrative.</li> <li>Dynamics: change dynamics confidently within a performance to express changes in character.</li> <li>Space: confidently use changes in level, direction and pathway.</li> <li>Relationships: use action and reaction to represent an idea.</li> <li>Performance: perform complex dances that communicate narrative and character well, performing clearly and fluently.</li> </ul>	<ul style="list-style-type: none"> <li>Sending &amp; receiving: develop passing techniques appropriate to the game with increasing success. Catch a ball using one and two hands and receive a ball with feet/object with increasing success.</li> <li>Dribbling: link dribbling the ball with other actions and change direction whilst dribbling with some control.</li> <li>Space: develop moving into space to help my team.</li> <li>Attacking: change direction to lose an opponent with some success.</li> <li>Defending: develop defending one on one and begin to intercept.</li> </ul>	<ul style="list-style-type: none"> <li>Sending: accurately use a range of techniques to send a ball to a target.</li> <li>Catching: catch different sized objects with increasing consistency with one and two hands.</li> <li>Tracking: consistently track a ball sent directly and indirectly.</li> <li>Dribbling: dribble a ball with increasing control and co-ordination.</li> </ul>



**Winwick CE Primary School: Key Knowledge and Progression Map**

**Subject:** Physical Education - PE

**Progression of Knowledge**

<ul style="list-style-type: none"> <li>● Agility: understand how agility helps us with everyday tasks.</li> <li>● Balance: understand how balance helps us with everyday tasks.</li> <li>● Co-ordination: understand how co-ordination helps us with everyday tasks.</li> <li>● Speed: understand that leaning slightly forwards helps to increase speed. Leaning my body in the opposite direction to travel helps to slow down.</li> <li>● Strength: know that when completing strength activities they need to be performed slowly and with control to help me to stay safe.</li> <li>● Stamina: understand how stamina helps us in other life activities.</li> </ul>	<ul style="list-style-type: none"> <li>● Actions: understand that some actions are better suited to a certain character, mood or idea than others. Dynamics: understand that some dynamics are better suited to a certain character, mood or idea than others. Space: understand that space can be used to express a certain character, mood or idea. Relationships: understand that some relationships are better suited to a certain character, mood or idea than others. Performance: know that being aware of other performers in my group will help us to move in time.</li> <li>● Strategy: know that I can select from a range of dance techniques to translate my idea.</li> </ul>	<ul style="list-style-type: none"> <li>● Sending &amp; receiving: know that cushioning a ball will help me to control it when receiving it.</li> <li>● Dribbling: know that protecting the ball as I dribble will help me to maintain possession.</li> <li>● Space: know that moving into space will help my team keep possession and score goals.</li> <li>● Attacking: recognise when to pass and when to shoot.</li> <li>● Defending: know when to mark and when to attempt to win the ball.</li> <li>● Tactics: know that applying attacking tactics will help to maintain possession and score goals. Know that applying defending tactics will help to deny space, gain possession and stop goals.</li> <li>● Rules: know and understand the rules to be able to manage our own game.</li> </ul>	<ul style="list-style-type: none"> <li>● Sending: know that I can use a variety of ways to send the ball and it may depend on the situation e.g. distance, speed, if there is a defender.</li> <li>● Catching: know to adjust my hands to the height of the ball.</li> <li>● Tracking: know that tracking a ball is an important skill used in games activities and be able to give examples of this.</li> <li>● Dribbling: know that dribbling with soft hands/touches will help me to keep control.</li> </ul>
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**VOCABULARY**

<p>Acceleration, agility, balance, co-ordination, control, decelerate, direction, dynamic, muscle, progress, react, record, speed, stamina, static, strength, technique</p>	<p>Action, action and reaction, canon, dynamics, expression, flow, formation, match, mirror, order, performance, phase, relationship, represent, rhythm, space, structure, timing, unison</p>	<p>Accuracy, accelerate, accurately, decision, delay, direction, gain, intercept, invasion momentum, opponent, option, possession, referee, speed</p>	<p>Accurate, block, collect, control, decision, momentum, opponent, personal best, possession, power, pressure, react, receive, select, technique, track</p>
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**Summer Term**

<p><b>Summer 1</b>  <b>Athletics</b></p>	<p><b>Summer 1</b>  <b>Hockey</b></p>	<p><b>Summer 2</b>  <b>Tennis</b></p>	<p><b>Summer 2</b>  <b>Rounders</b></p>
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# Winwick CE Primary School: Key Knowledge and Progression Map

**Subject:** Physical Education - PE

## Overview

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|--|--|--|--|
| <ul style="list-style-type: none"> <li>In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best.</li> </ul> | <ul style="list-style-type: none"> <li>Pupils will be encouraged to persevere when learning key skills such as throwing, catching, dribbling, shooting, defending and attacking. Pupils will use their attacking skills to maintain possession in game situations. They will play small-sided, un-even and even games. The pupils will understand the importance of playing fairly and following the rules. They will be encouraged to think about how to apply the skills learned in game like situations to improve and to get into a scoring opportunity, as well as how to best defend as a team. They will also evaluate their own and others' performances.</li> </ul> | <ul style="list-style-type: none"> <li>Pupils learn how to score points by striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles. They focus on developing their throwing, catching and batting skills. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</li> </ul> | <ul style="list-style-type: none"> <li>Pupils learn how to score points by striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles. They focus on developing their throwing, catching and batting skills. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</li> </ul> |
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## Lesson objectives

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|---|---|---|---|
| <p><b>Lesson 1:</b> To develop stamina and an understanding of speed and pace in relation to distance.</p> <p><b>Lesson 2:</b> To develop power and speed in the sprinting technique.</p> <p><b>Lesson 3:</b> To develop technique when jumping for distance.</p> <p><b>Lesson 4:</b> To develop power and technique when throwing for distance.</p> <p><b>Lesson 5:</b> To develop a pull throw for distance and accuracy.</p> | <p><b>Lesson 1:</b> To develop sending the ball with a push pass.</p> <p><b>Lesson 2:</b> To develop receiving the ball.</p> <p><b>Lesson 3:</b> To develop dribbling using the reverse stick (Indian dribble).</p> <p><b>Lesson 4:</b> To develop moving into space after passing the ball.</p> <p><b>Lesson 5:</b> To use an open stick tackle to gain possession.</p> <p><b>Lesson 6:</b> To apply defending and attacking principles and skills in a hockey tournament.</p> | <p><b>Lesson 1:</b> To develop hitting the ball using a forehand.</p> <p><b>Lesson 2:</b> To develop returning the ball using a forehand.</p> <p><b>Lesson 3:</b> To develop the backhand and understand when to use it.</p> <p><b>Lesson 4:</b> To work co-operatively with a partner to keep a continuous rally going</p> <p><b>Lesson 5:</b> To use simple tactics in a game to outwit an opponent.</p> <p><b>Lesson 6:</b> To use simple tactics in a game to outwit an opponent.</p> | <p><b>Lesson 1:</b> To play different roles in a game and begin to think tactically about each role.</p> <p><b>Lesson 2:</b> To develop the bowling action and learn the rules of bowling.</p> <p><b>Lesson 3:</b> To run around the outside of the bases and make decisions about when to stop and when to run.</p> <p><b>Lesson 4:</b> To field a ball using a two handed pick up and a short barrier</p> <p><b>Lesson 5:</b> To develop batting technique and an understanding of where to hit the ball.</p> |
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**Winwick CE Primary School: Key Knowledge and Progression Map**

**Subject:** Physical Education - PE

<p><b>Lesson 6:</b> To develop officiating and performing skills.</p>			<p><b>Lesson 6:</b> To apply skills and rules learnt to play rounders.</p>
<b>Key Skills</b>			
<ul style="list-style-type: none"> <li>Physical Passing, dribbling, receiving, intercepting, tackling</li> <li>Social Communication, collaboration, inclusive</li> <li>Emotional Honesty and fair play, empathy</li> <li>Thinking Planning strategies and using tactics, observing and providing feedback, decision making</li> </ul>	<ul style="list-style-type: none"> <li>Sending &amp; receiving: develop passing techniques appropriate to the game with increasing success. Catch a ball using one and two hands and receive a ball with feet/object with increasing success.</li> <li>Dribbling: link dribbling the ball with other actions and change direction whilst dribbling with some control.</li> <li>Space: develop moving into space to help my team.</li> <li>Attacking: change direction to lose an opponent with some success.</li> <li>Defending: develop defending one on one and begin to intercept</li> </ul>	<ul style="list-style-type: none"> <li>Shots: demonstrate technique when using shots playing co-operatively and beginning to execute this competitively.</li> <li>Rallying: develop rallying using both forehand and backhand with increased technique.</li> <li>Footwork: begin to use appropriate footwork patterns to move around the court.</li> </ul>	<ul style="list-style-type: none"> <li>Striking: develop batting technique with a range of equipment.</li> <li>Fielding: develop bowling with some consistency, abiding by the rules of the game.</li> <li>Throwing: use overarm and underarm throwing with increased consistency in game situations.</li> <li>Catching: begin to catch with one and two hands with some consistency in game situations.</li> </ul>
<b>Progression of Knowledge</b>			
<ul style="list-style-type: none"> <li>Running: understand that I need to pace myself when running further or for a long period of time. Understand that a high knee drive, pumping my arms and running on the balls of my feet gives me power.</li> <li>Jumping: understand that transferring weight will help me to jump further.</li> <li>Throwing: understand that transferring weight will help me to throw further.</li> <li>Rules: know and understand the rules to be able to manage our own events.</li> </ul>	<ul style="list-style-type: none"> <li>Sending &amp; receiving: know that cushioning a ball will help me to control it when receiving it.</li> <li>Dribbling: know that protecting the ball as I dribble will help me to maintain possession.</li> <li>Space: know that moving into space will help my team keep possession and score goals.</li> <li>Attacking: recognise when to pass and when to shoot. Defending: know when to mark and when to attempt to win the ball.</li> <li>Tactics: know that applying attacking tactics will help to maintain possession and score goals. Know that</li> </ul>	<ul style="list-style-type: none"> <li>Shots: understand when to play a forehand and a backhand and why.</li> <li>Rallying: know that moving my feet to the ball will help me to hit in a more balanced position therefore increasing the accuracy of my shot.</li> <li>Footwork: know that getting my feet in the right position will help me to balance before playing a shot.</li> <li>Tactics: know that applying attacking tactics will help me to score points and create space. Know that applying defending tactics will help me to deny space, return a ball and limit points.</li> </ul>	<ul style="list-style-type: none"> <li>Striking: know that using the centre of the bat will provide the most control and accuracy.</li> <li>Fielding: know that it easier to field a ball that is coming towards me rather than away so set up accordingly.</li> <li>Throwing: understand that being balanced before throwing will help to improve the accuracy of the throw.</li> <li>Catching: know to track the ball as it is thrown to help to improve the consistency of catching.</li> <li>Tactics: know that applying attacking tactics will help to score points and avoid getting out. Know that applying defending tactics will help to deny</li> </ul>





**Winwick CE Primary School: Key Knowledge and Progression Map**

**Subject:** Physical Education - PE

	<p>applying defending tactics will help to deny space, gain possession and stop goals.</p> <ul style="list-style-type: none"> <li>Rules: know and understand the rules to be able to manage our own game.</li> </ul>	<ul style="list-style-type: none"> <li>Rules: know and understand the rules to be able to manage our own game.</li> </ul>	<p>space, get opponents out and limit points.</p> <ul style="list-style-type: none"> <li>Rules: know and understand the rules to be able to manage our own game</li> </ul>
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**VOCABULARY**

Accuracy, distance, heave, launch, measure, official, pace, power, record, speed, stance, stamina, stride, technique, transfer of weight	Accelerate, control, cushion, decision, delay, gain, invasion, opposition, option, possession, receive, referee, tackle, tournament	Alternate, co-operative compete, contact, continuous, control, court, deny, extend, rally, receiver, reflect, swing, tactic	Accuracy, batter, compare, cushion, decision, limit, no ball, pressure, retrieve, short barrier, strike, stumped out, tactics, technique, tournament, two-handed pickup, umpire
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**KEY LINKS/RESOURCES**

Get Set 4 PE – Scheme of work

Knowledge organisers

Vocabulary pyramids

Videos

Resource/equipment information

<https://www.getset4pe.co.uk/>



## PHYSICAL EDUCATION (PE)

### Year 5

#### National Curriculum

#### Purpose of study

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

#### Aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

#### Attainment targets

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

#### KS2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- 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
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team

compare their performances with previous ones and demonstrate improvement to achieve their personal best



**Winwick CE Primary School: Key Knowledge and Progression Map**

**Subject:** Physical Education - PE

**Year 5**

**Autumn Term**

**Autumn 1**

**Netball**

**Autumn 1**

**Rugby**

**Autumn 2**

**Football**

**Autumn 2**

**Gymnastics**

**Overview**

- In this unit pupils will develop defending and attacking play during even-sided 5-a-side netball. Pupils will learn to use a range of different passes to keep possession and attack towards a goal. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They will start to show control and fluency when passing, receiving and shooting the ball. They will learn key rules of the game such as footwork, held ball, contact and obstruction. Pupils also develop their understanding of the importance of fair play and honesty while self managing games

- In this unit pupils will develop key skills and principles such as defending, attacking, throwing, catching, running and dodging. When attacking, pupils will support the ball carrier using width and drawing defence. When defending, pupils learn how to tag, how to track and slow down an opponent, working as a defensive unit. They will play collaboratively in both uneven and then even sided games. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self managing games, as well as developing their ability to evaluate their own and others' performances.

- Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball. They will also learn the basics of goalkeeping. Pupils will evaluate their own and other's performances, suggesting improvements. They will learn the importance of playing games fairly, abiding by the rules of the game and being respectful of their teammates, opponents and referees.

- In this unit, pupils create longer sequences individually, with a partner and a small group. They learn a wider range of actions such as inverted movements to include cartwheels and handstands. They explore partner relationships such as canon and synchronisation and matching and mirroring. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.



**Winwick CE Primary School: Key Knowledge and Progression Map**

**Subject:** Physical Education - PE

**Lesson objectives**

**Lesson 1:** To develop passing and moving to maintain possession.

**Lesson 2:** To create and use space to support a teammate.

**Lesson 3:** To change direction and speed to lose a defender.

**Lesson 4:** To use defending skills to gain possession.

**Lesson 5:** To develop the shooting action.

**Lesson 6:** To use and apply skills, principles and tactics to a game situation.

**Lesson 1:** To understand when to run and when to pass.

**Lesson 2:** To use the 'forward pass' and 'offside' rules.

**Lesson 3:** To introduce the tagging rule and apply this to game situations.

**Lesson 4:** To develop dodging skills to lose a defender.

**Lesson 5:** To develop drawing defence and moving towards goal.

**Lesson 6:** To apply rules, skills and tactics learnt to play in a tag rugby tournament

**Lesson 1:** To dribble a ball under pressure maintaining possession.

**Lesson 2:** To develop dribbling to maintain possession.

**Lesson 3:** To choose when to pass and when to dribble.

**Lesson 4:** To move into space to support a teammate.

**Lesson 5:** To develop defending skills to gain possession.

**Lesson 6:** To apply rules, skills and principles to play in a tournament.

**Lesson 1:** To be able to perform symmetrical and asymmetrical balances.

**Lesson 2:** To develop the straight, forward, straddle and backward roll.

**Lesson 3:** To be able to explore different methods of travelling, linking actions in both canon and synchronisation.

**Lesson 4:** To be able to perform progressions of inverted movements.

**Lesson 5:** To explore matching and mirroring using actions both on the floor and on apparatus.

**Lesson 6:** To be able to create a partner sequence using apparatus.

**Key Skills**

- Physical Passing, catching, footwork, intercepting, shooting, dodging
- Social Communication, collaboration
- Emotional Perseverance, honesty and fair play, selecting and applying skills, decision making
- Thinking Planning strategies and using tactics, selecting and applying skills, decision making

- Physical Throwing, catching, running, dodging, scoring
- Social Communication, collaboration
- Emotional Perseverance, confidence, honesty and fair play
- Thinking Planning strategies and using tactics, observing and providing feedback, decision making

- Physical Dribbling, passing, ball control, tracking/jockeying, turning, goalkeeping, receiving
- Social Communication, collaboration, cooperation, respect
- Emotional Honesty, perseverance
- Thinking Selecting and applying tactics, decision making

- Physical Symmetrical and asymmetrical balances, straight roll, forward roll, straddle roll, backward roll, cartwheel, bridge, shoulder stand
- Social Responsibility, collaboration, communication, respect
- Emotional Confidence
- Thinking Observing and providing feedback, selecting and applying actions, evaluating and improving sequences



# Winwick CE Primary School: Key Knowledge and Progression Map

Subject: Physical Education - PE

## Progression of Skills

- Sending & receiving: develop control when s&r under pressure.
- Dribbling: dribble with some control under pressure.
- Space: explore moving to create space for themselves and others in their team.
- Attacking: use a variety of techniques to lose an opponent e.g. change of direction or speed.
- Defending: develop tracking and marking with increased success. Explore intercepting a ball using one and two hands.

- Sending & receiving: develop control when s&r under pressure.
- Dribbling: dribble with some control under pressure.
- Space: explore moving to create space for themselves and others in their team.
- Attacking: use a variety of techniques to lose an opponent e.g. change of direction or speed.
- Defending: develop tracking and marking with increased success. Explore intercepting a ball using one and two hands.

- Sending & receiving: develop control when s&r under pressure.
- Dribbling: dribble with some control under pressure.
- Space: explore moving to create space for themselves and others in their team.
- Attacking: use a variety of techniques to lose an opponent e.g. change of direction or speed.
- Defending: develop tracking and marking with increased success. Explore intercepting a ball using one and two hands.

- Shapes: perform shapes consistently and fluently linked with other gymnastic actions.
- Inverted movements: explore progressions of a cartwheel.
- Balances: explore symmetrical and asymmetrical balances.
- Rolls: develop control in the straight, barrel, forward, straddle and backward roll.
- Jumps: select a range of jumps to include in sequence work

## Progression of Knowledge

- Sending & receiving: know that not having a defender between myself and a ball carrier enables me to s&r with better control.
- Dribbling: know that dribbling in different directions will help to lose a defender.
- Space: know that by moving to space even if not receiving the ball will create space for a teammate.
- Tactics: understand the need for tactics and identify when to use them in different situations.
- Rules: understand and apply rules in a variety of invasion games whilst playing and officiating.

- Sending & receiving: know that not having a defender between myself and a ball carrier enables me to s&r with better control.
- Dribbling: know that dribbling in different directions will help to lose a defender.
- Space: know that by moving to space even if not receiving the ball will create space for a teammate.
- Tactics: understand the need for tactics and identify when to use them in different situations.
- Rules: understand and apply rules in a variety of invasion games whilst playing and officiating.

- Sending & receiving: know that not having a defender between myself and a ball carrier enables me to s&r with better control.
- Dribbling: know that dribbling in different directions will help to lose a defender.
- Space: know that by moving to space even if not receiving the ball will create space for a teammate.
- Tactics: understand the need for tactics and identify when to use them in different situations.
- Rules: understand and apply rules in a variety of invasion games whilst playing and officiating.

- Shapes: understand that shapes underpin all other skills.
- Inverted movements: understand that sometimes I need to move slowly to gain control and other times I need to move quickly to build momentum.
- Balances: understand how to use contrasting balances to make my sequences look interesting.
- Rolls: understand that I need to work within my own capabilities and this may be different to others.
- Jumps: understand that I can use jumps to link actions and changing the shape of these will make my sequence look interesting.



**Winwick CE Primary School: Key Knowledge and Progression Map**

**Subject:** Physical Education - PE

			<ul style="list-style-type: none"> <li>Strategy: know that if I use different pathways it will help to make my sequence look interesting.</li> </ul>
<b>VOCABULARY</b>			
Abide, angle, assess, ball carrier, ball side, close down, contest, definite, dominant, draw, drive, extend, maintain, possession, rebound, umpire	Abide, ball carrier, close down, consecutive, create, decision, dictate, draw, offside, onside, sportsmanship, support, tactic, track	Abide, appropriate, assess, close down, consecutive, create, draw, drive, maintain, possession, situation, sportsmanship, tactics, transition, turnover	Asymmetrical, canon, cartwheel, decide, extension, identify, inverted, matching, mirroring, momentum, observe, pathways, performance, quality, stable, symmetrical, synchronisation, transition
<b>Spring Term</b>			
<b>Spring 1</b> <b>Fitness</b>	<b>Spring 1</b> <b>Dance</b>	<b>Spring 2</b> <b>Basketball</b>	<b>Spring 2</b> <b>Badminton</b>
<b>Overview</b>			
<ul style="list-style-type: none"> <li>Pupils will take part in a range of fitness challenges to test and record their scores. They will learn different components of fitness including speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas in which they make the most improvement using the scores they have collected.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils learn different styles of dance, working individually, as a pair and in small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances. Pupils will be provided with the opportunity to create and perform their work. They will be asked to provide feedback using the correct dance terminology and will be able to use this feedback to improve their work. Pupils will work safely with each other and show respect towards others.</li> </ul>	<ul style="list-style-type: none"> <li>In this unit pupils will develop key skills and principles such as defending, attacking, throwing, catching, dribbling and shooting. Pupils will learn to use attacking skills to maintain possession as well as defending skills to gain possession. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self managing games, as well as developing their ability to evaluate their own and others' performances.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils focus on developing the skills they need to play continuous rallies in badminton. They will learn about the ready position, racket control, serving and hitting over a net and how to use these skills to make the game difficult for their opponent. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils will be given the opportunity to work collaboratively with others. They will understand the importance of abiding by rules to keep themselves &amp; others safe. Pupils will develop character and control through engaging with coping strategies when exposed to competition and will be given the</li> </ul>



**Winwick CE Primary School: Key Knowledge and Progression Map**

**Subject:** Physical Education - PE

			opportunity to take on the role of referee
Lesson objectives			
<p><b>Lesson 1:</b> To develop an awareness of what your body is able to do.</p> <p><b>Lesson 2:</b> To develop speed and stamina.</p> <p><b>Lesson 3:</b> To develop strength using my own body weight.</p> <p><b>Lesson 4:</b> To develop co-ordination through skipping.</p> <p><b>Lesson 5:</b> To perform actions that develop agility.</p> <p><b>Lesson 6:</b> To develop control whilst balancing.</p>	<p><b>Lesson 1:</b> THEME: Dance by Chance To create a dance using a random structure and perform the actions showing quality and control.</p> <p><b>Lesson 2:</b> THEME: Dance by Chance To understand how changing dynamics changes the appearance of the performance.</p> <p><b>Lesson 3:</b> THEME: Dance by Chance To understand and use relationships and space to change how a performance looks.</p> <p><b>Lesson 4:</b> THEME: Rock 'n' Roll To copy and repeat movements in the style of rock 'n' roll.</p> <p><b>Lesson 5:</b> THEME: Rock 'n' Roll To work with a partner to copy and repeat actions keeping in time with the music.</p> <p><b>Lesson 6:</b> THEME: Rock 'n' Roll To work collaboratively with a group to create a dance in the style of Rock 'n' Roll.</p> <p><b>Lesson 7:</b> THEME: Ancient Maya To develop set choreography inspired by a Mayan god.</p> <p><b>Lesson 8:</b> THEME: Ancient Maya To choose actions to create a motif in a</p>	<p><b>Lesson 1:</b> To develop protective dribbling against an opponent.</p> <p><b>Lesson 2:</b> To move into and create space to support a teammate.</p> <p><b>Lesson 3:</b> To choose when to pass and when to dribble.</p> <p><b>Lesson 4:</b> To be able to track an opponent and use defensive techniques to win the ball.</p> <p><b>Lesson 5:</b> To develop technique to increase accuracy when scoring.</p> <p><b>Lesson 6:</b> To apply principles, rules and tactics to a game situation.</p>	<p><b>Lesson 1:</b> To develop footwork and the forehand and backhand grip.</p> <p><b>Lesson 2:</b> To develop rallying and understand how to start a game.</p> <p><b>Lesson 3:</b> To develop a range of shots to keep a rally going.</p> <p><b>Lesson 4:</b> To learn how to score points and play in competitive games.</p> <p><b>Lesson 5:</b> To select and apply the appropriate skill to a game situation.</p> <p><b>Lesson 6:</b> To show respect, honesty and fair play when competing against an opponent.</p>



# Winwick CE Primary School: Key Knowledge and Progression Map

**Subject:** Physical Education - PE

given character with consideration of dynamics, space and relationships.

**Lesson 9:** THEME: Ancient Maya  
To use structure to create a dance performance.

**Lesson 10:** THEME: Chinese Dance  
To use matching, canon and unison in the style of the lion dance.

**Lesson 11:** THEME: Chinese Dance  
To use space and relationships to create a dragon dance.

**Lesson 12:** THEME: Chinese Dance  
To select and combine dance tools to perform a Chinese dance.

## Key Skills

- Physical Strength, speed, power, agility, coordination, balance, stamina
- Social Supporting and encouraging others, working collaboratively
- Emotional Perseverance, determination
- Thinking Analysing scores

- Physical Performing a variety of dance actions, using canon, unison, formation, dynamics, character, structure, space, emotion, matching, mirroring, transitions
- Social Collaboration, consideration and awareness of others, inclusion, respect, leadership,
- Emotional Empathy, confidence
- Thinking Creating, observing and providing feedback, using feedback to improve, selecting and applying skills

- Physical Throwing and catching, dribbling, intercepting, shooting
- Social Communication, collaboration
- Emotional Perseverance, honesty and fair play
- Thinking Planning strategies and using tactics, observing and providing feedback

- Physical Ready position, grip, forehand, backhand, serve, footwork
- Social Communication, respect, supporting and encouraging others
- Emotional Confidence, perseverance, honesty
- Thinking Using tactics, selecting and applying skills, identifying strengths and areas for development





# Winwick CE Primary School: Key Knowledge and Progression Map

Subject: Physical Education - PE

## Progression of Skills

- |   |   |  |   |
|---|---|--|---|
| <ul style="list-style-type: none"> <li>● Agility: demonstrate improved body posture and speed when changing direction. Balance: change my body position to maintain a controlled centre of gravity. Co-ordination: demonstrate increased speed when co-ordinating my body. Speed: apply the best pace for a set distance or time. Strength: demonstrate increased technique in body weight exercises. Stamina: use a steady pace to be able to move for sustained periods of time.</li> </ul> | <ul style="list-style-type: none"> <li>● Actions: choreograph dances by using, adapting and developing actions and steps from different dance styles. Dynamics: confidently use dynamics to express different dance styles. Space: confidently use direction and patterning to express different dance styles. Relationships: confidently use formations, canon and unison to express a dance idea. Performance: perform dances expressively, using a range of performance skills, showing accuracy and fluency.</li> </ul> | <ul style="list-style-type: none"> <li>● Sending &amp; receiving: develop control when s&amp;r under pressure.</li> <li>● Dribbling: dribble with some control under pressure.</li> <li>● Space: explore moving to create space for themselves and others in their team.</li> <li>● Attacking: use a variety of techniques to lose an opponent e.g. change of direction or speed.</li> <li>● Defending: develop tracking and marking with increased success. Explore intercepting a ball using one and two hands.</li> </ul> | <ul style="list-style-type: none"> <li>● Shots: develop the range of shots used in a variety of games.</li> <li>● Serving: develop the range of serving techniques appropriate to the game.</li> <li>● Rallying: use a variety of shots to keep a continuous rally.</li> <li>● Footwork: demonstrate effective footwork patterns to move around the court.</li> </ul> |
|---|---|--|---|

## Progression of Knowledge

- |  |  |  |  |
|--|--|--|--|
| <ul style="list-style-type: none"> <li>● Agility: understand that to change direction I push off my outside foot and turn my hips. Balance: understand that dynamic balances are harder than static balances as my centre of gravity changes. Co-ordination: understand that people will have varying levels of co-ordination and that I can get better with practice. Speed: understand that taking big consistent strides will help to create a rhythm that allows me to run faster. Strength: know the muscles I am using by name. Stamina: understand that keeping a steady breath will help me to move for longer periods of time.</li> </ul> | <ul style="list-style-type: none"> <li>● Actions: understand that different dance styles utilise selected actions to develop sequences in a specific style. Dynamics: understand that different dance styles utilise selected dynamics to express mood. Space: understand that space relates to where my body moves both on the floor and in the air. Relationships: understand that different dance styles utilise selected relationships to express mood. Performance: understand what makes a performance effective and know how to apply these principles to my own and others' work. Strategy: know that if I use dance principles it will help me to express an atmosphere or mood.</li> </ul> | <ul style="list-style-type: none"> <li>● Sending &amp; receiving: know that not having a defender between myself and a ball carrier enables me to s&amp;r with better control.</li> <li>● Dribbling: know that dribbling in different directions will help to lose a defender.</li> <li>● Space: know that by moving to space even if not receiving the ball will create space for a teammate.</li> <li>● Tactics: understand the need for tactics and identify when to use them in different situations.</li> <li>● Rules: understand and apply rules in a variety of invasion games whilst playing and officiating.</li> </ul> | <ul style="list-style-type: none"> <li>● Shots: know which skill to choose for the situation e.g. a volley if the ball is close to the net.</li> <li>● Serving: know that serving is how to start a game or rally and use the rules applied to the activity for serving.</li> <li>● Rallying: know that playing the appropriate shot will help to keep the rally going. Know that control is more important than power to keep a rally going.</li> <li>● Footwork: know that using small, quick steps will allow me to adjust my stance to play a shot. Tactics: understand the need for tactics and identify when to use them in different situations.</li> </ul> |
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**Winwick CE Primary School: Key Knowledge and Progression Map**

**Subject:** Physical Education - PE

			<ul style="list-style-type: none"> <li>Rules: understand and apply rules in a variety of net and wall games whilst playing and officiating.</li> </ul>
<b>VOCABULARY</b>			
Abdominals, agility, analyse, calves, co-ordination, consistent, drive, engage, measure, motivation, preserver, power, quadriceps, record, rhythm, stable	Actions, canon, choreography, collaborate, dynamics, formation, genre, motif, pathway, performance, phrase, posture, quality, relationship, space, timing, transition, unison	Abide, angle, ball carrier, ball side, barrier, create, dominant, draw, maintain, rebound, sportsmanship, support, tactics, transition, turnover	Abide, contact, dominant, footwork, grip, overhead, placement, rally, recover, return, serve, sportsmanship, stance, tactic, technique
<b>Summer Term</b>			
<b>Summer 1</b> <b>Athletics</b>	<b>Summer 1</b> <b>OAA</b>	<b>Summer 2</b> <b>Cricket</b>	<b>Summer 2</b> <b>Tennis</b>
<b>Overview</b>			
<ul style="list-style-type: none"> <li>In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others. In this unit pupils learn the following athletic activities: running over longer distances, sprinting, relay, triple jump, shot put and javelin.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils develop teamwork skills through completion of a number of challenges. Pupils work individually, collaboratively in pairs and groups to solve problems. They are encouraged to be inclusive of others, share ideas to create strategies and plans to produce the best solution to a challenge. Pupils are also given the opportunity to lead a small group. Pupils learn to orientate and navigate using a map.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils develop the range and quality of striking and fielding skills and their understanding of cricket. They learn how to play the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</li> </ul>	<ul style="list-style-type: none"> <li>In this unit pupils develop their competencies in racket skills when playing Tennis. They learn specific skills such as a forehand, backhand, volley and underarm serve. Pupils are given opportunities to work cooperatively with others and show honesty and fair play when abiding by the rules. Pupils develop their tactical awareness, learning how to outwit an opponent.</li> </ul>



# Winwick CE Primary School: Key Knowledge and Progression Map

Subject: Physical Education - PE

## Lesson objectives

**Lesson 1:** To be able to apply different speeds over varying distances.

**Lesson 2:** To develop fluency and co-ordination when running for speed.

**Lesson 3:** To develop technique in relay changeovers.

**Lesson 4:** To develop technique and co-ordination in the triple jump.

**Lesson 5:** To develop throwing with force for longer distances.

**Lesson 6:** To develop throwing with greater control and technique.

**Lesson 1:** To develop communication and negotiation skills.

**Lesson 2:** To develop strong communication and negotiation skills to solve challenges

**Lesson 3:** To develop planning and problem solving skills.

**Lesson 4:** To share ideas and work as a team to solve problems.

**Lesson 5:** To develop navigational skills and map reading.

**Lesson 6:** To use a key to identify objects and follow a route.

**Lesson 1:** To develop throwing accuracy and catching skills under pressure.

**Lesson 2:** To develop placement of a ball into space.

**Lesson 3:** To develop consistency of catching to get opponents out.

**Lesson 4:** To develop overarm bowling technique and accuracy.

**Lesson 5:** To develop a variety of fielding techniques and use them within a game.

**Lesson 6:** To further develop fielding techniques and apply them to a game situation.

**Lesson 1:** To develop returning the ball using a forehand groundstroke.

**Lesson 2:** To develop returning the ball using a backhand groundstroke.

**Lesson 3:** To work cooperatively with a partner to keep a continuous rally.

**Lesson 4:** To develop the underarm serve and understand the rules of serving.

**Lesson 5:** To develop the volley and understand when to use it.

**Lesson 6:** To use a variety of strokes to outwit an opponent.

## Key Skills

- Physical Pacing, sprinting technique, relay changeovers, jumping for distance, push and pull throwing for distance
- Social Collaborating with others, supporting others
- Emotional Perseverance, determination
- Thinking Observing and providing feedback

- Physical Stamina, running
- Social Communication, teamwork, trust, inclusion, listening
- Emotional Confidence
- Thinking Planning, map reading, decision making, problem solving

- Physical Underarm and overarm throwing, catching, over and underarm bowling, long and short barrier, batting
- Social Collaboration and communication, respect
- Emotional Honesty
- Thinking Observing and providing feedback, selecting and applying strategies

- Physical Forehand groundstroke, backhand groundstroke, forehand volley, backhand volley, underarm serve
- Social Collaboration, communication, respect
- Emotional Honesty
- Thinking Using tactics, Selecting and applying skills



# Winwick CE Primary School: Key Knowledge and Progression Map

Subject: Physical Education - PE

## Progression of Skills

<ul style="list-style-type: none"> <li>● Running: apply fluency and co-ordination when running for speed in relay changeovers. Effectively apply speeds appropriate for the event.</li> <li>● Jumping: explore technique and rhythm in the triple jump.</li> <li>● Throwing: Develop technique and power in javelin and shot put.</li> </ul>	<ul style="list-style-type: none"> <li>● Problem solving: explore tactical planning within a team to overcome increasingly challenging tasks.</li> <li>● Navigational skills: develop navigational skills and map reading in increasingly challenging tasks.</li> <li>● Communication: explore a variety of communication methods with increasing success</li> </ul>	<ul style="list-style-type: none"> <li>● Striking: explore defensive and driving hitting techniques and directional batting.</li> <li>● Fielding: develop over and underarm bowling technique. Develop long and short barrier and two handed pick up.</li> <li>● Throwing: demonstrate good technique when using a variety of throws under pressure.</li> <li>● Catching: explore catching skills (close/deep and wicket keeping) and apply these with some consistency in game situations.</li> </ul>	<ul style="list-style-type: none"> <li>● Shots: develop the range of shots used in a variety of games.</li> <li>● Serving: develop the range of serving techniques appropriate to the game.</li> <li>● Rallying: use a variety of shots to keep a continuous rally.</li> <li>● Footwork: demonstrate effective footwork patterns to move around the court.</li> </ul>
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## Progression of Knowledge

<ul style="list-style-type: none"> <li>● Running: understand that taking big consistent strides will help to create a rhythm that allows me to run faster. Understand that keeping a steady breath will help me when running longer distances.</li> <li>● Jumping: know that if I drive my knees high and fast I can build power and therefore distance in my jumps.</li> <li>● Throwing: know how to transfer my weight in different throws to increase the distance.</li> <li>● Rules: understand and apply rules in a variety of events using official equipment.</li> </ul>	<ul style="list-style-type: none"> <li>● Problem solving: 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.</li> <li>● Navigational skills: use a key to identify objects and locations.</li> <li>● Communication: know to be descriptive but concise when giving instructions e.g. 'two steps to the left'.</li> <li>● Reflection: reflect on when I am successful at solving challenges and alter my methods in order to improve.</li> <li>● Rules: know that abiding by rules will enable my classmates to complete the course e.g. not moving controls.</li> </ul>	<ul style="list-style-type: none"> <li>● Striking: understand that stance is important to allow me to be balanced as I hit.</li> <li>● Fielding: know that backing up a fielder as a ball is being thrown will help to increase the chances of fielding successfully.</li> <li>● Throwing: understand where to throw the ball in relation to where a batter is.</li> <li>● Catching: understand when to use a close catch technique or deep catch technique.</li> <li>● Tactics: understand the need for tactics and identify when to use them in different situations.</li> <li>● Rules: understand and apply rules in a variety of striking and fielding games whilst playing and officiating.</li> </ul>	<ul style="list-style-type: none"> <li>● Shots: know which skill to choose for the situation e.g. a volley if the ball is close to the net.</li> <li>● Serving: know that serving is how to start a game or rally and use the rules applied to the activity for serving.</li> <li>● Rallying: know that playing the appropriate shot will help to keep the rally going. Know that control is more important than power to keep a rally going.</li> <li>● Footwork: know that using small, quick steps will allow me to adjust my stance to play a shot. Tactics: understand the need for tactics and identify when to use them in different situations.</li> <li>● Rules: understand and apply rules in a variety of net and wall games whilst playing and officiating.</li> </ul>
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**Winwick CE Primary School: Key Knowledge and Progression Map**

**Subject:** Physical Education - PE

**VOCABULARY**

Approach, changeover, consistent, dominant, drive, event, field, force, javelin, momentum, shot put, stamina, stride, technique, track

Cardinal points, compromise, concise, critical thinking, landmark, navigation, orientate, solve, strategy, verbal, visual

Abide, assess, collaborate, close catch, consistently, deep catch, long barrier, situation, stance, tactic, tournament, track

Adjust, baseline, consecutive, continuous, dominant, groundstroke, non-dominant, option, pressure, readjust, release, serve, situation, technique, volley

**KEY LINKS/RESOURCES**

- Get Set 4 PE – Scheme of work
- Knowledge organisers
- Vocabulary pyramids
- Videos
- Resource/equipment information
- <https://www.getset4pe.co.uk/>



## Winwick CE Primary School: Key Knowledge and Progression Map

**Subject:** Physical Education - PE

### PHYSICAL EDUCATION (PE)

#### Year 6

#### National Curriculum

#### Purpose of study

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

#### Aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

#### Attainment targets

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

#### KS2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- 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
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team

compare their performances with previous ones and demonstrate improvement to achieve their personal best

**Winwick CE Primary School: Key Knowledge and Progression Map****Subject:** Physical Education - PE**Year 6****Autumn Term****Autumn 1****Netball****Autumn 1****Rugby****Autumn 2****Football****Autumn 2****Gymnastics****Overview**

- In this unit pupils will develop defending and attacking play during even-sided 5-a-side netball. Pupils will learn to use a range of different passes to keep possession and attack towards a goal. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They will start to show control and fluency when passing, receiving and shooting the ball. They will learn key rules of the game such as footwork, held ball, contact and obstruction. Pupils also develop their understanding of the importance of fair play and honesty while self managing games.

- In this unit pupils will develop key skills and principles such as defending, attacking, throwing, catching, running and dodging. When attacking, pupils will support the ball carrier using width and drawing defence. When defending, pupils learn how to tag, how to track and slow down an opponent, working as a defensive unit. They will play collaboratively in both uneven and then even sided games. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self managing games, as well as developing their ability to evaluate their own and others' performances.

- Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball. They will also learn the basics of goalkeeping. Pupils will evaluate their own and other's performances, suggesting improvements. They will learn the importance of playing games fairly, abiding by the rules of the game and being respectful of their teammates, opponents and referees.

- . In this unit, pupils use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. They build trust when working collaboratively in larger groups, using formations to improve the aesthetics of their performances. Pupils are given opportunities to receive and provide feedback in order to make improvements on performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.



**Winwick CE Primary School: Key Knowledge and Progression Map**

**Subject:** Physical Education - PE

**Lesson objectives**

**Lesson 1:** To develop passing and moving to maintain possession.

**Lesson 2:** To create and use space to support a teammate.

**Lesson 3:** To change direction and speed to lose a defender.

**Lesson 4:** To use defending skills to gain possession.

**Lesson 5:** To develop the shooting action.

**Lesson 6:** To use and apply skills, principles and tactics to a game situation.

**Lesson 1:** To understand when to run and when to pass.

**Lesson 2:** To use the 'forward pass' and 'offside' rules.

**Lesson 3:** To introduce the tagging rule and apply this to game situations.

**Lesson 4:** To develop dodging skills to lose a defender.

**Lesson 5:** To develop drawing defence and moving towards goal.

**Lesson 6:** To apply rules, skills and tactics learnt to play in a tag rugby tournament

**Lesson 1:** To dribble a ball under pressure maintaining possession.

**Lesson 2:** To develop dribbling to maintain possession.

**Lesson 3:** To choose when to pass and when to dribble.

**Lesson 4:** To move into space to support a teammate.

**Lesson 5:** To develop defending skills to gain possession.

**Lesson 6:** To apply rules, skills and principles to play in a tournament.

**Lesson 1:** To be able to develop the straddle, forward and backward roll.

**Lesson 2:** To develop counter balance and counter tension.

**Lesson 3:** To be able to perform inverted movements with control.

**Lesson 4:** To be able to perform the progressions of a headstand and a cartwheel.

**Lesson 5:** To be able to use flight from hands to travel over apparatus.

**Lesson 6:** To be able to create a group sequence using formations and apparatus.

**Key Skills**

- Physical Passing, catching, footwork, intercepting, shooting, dodging
- Social Communication, collaboration
- Emotional Perseverance, honesty and fair play, selecting and applying skills, decision making
- Thinking Planning strategies and using tactics, selecting and applying skills, decision making

- Physical Throwing, catching, running, dodging, scoring
- Social Communication, collaboration
- Emotional Perseverance, confidence, honesty and fair play
- Thinking Planning strategies and using tactics, observing and providing feedback, decision making

- Physical Dribbling, passing, ball control, tracking/jockeying, turning, goalkeeping, receiving
- Social Communication, collaboration, cooperation, respect
- Emotional Honesty, perseverance
- Thinking Selecting and applying tactics, decision making

- Physical Straddle roll, forward roll, backward roll, counterbalance, countertension, bridge, shoulder stand, handstand, cartwheel, headstand, vault
- Social Responsibility, collaboration, communication, respect
- Emotional Confidence
- Thinking Observing and providing feedback, selecting and applying skills, evaluating and improving sequences





# Winwick CE Primary School: Key Knowledge and Progression Map

Subject: Physical Education - PE

## Progression of Skills

- Sending & receiving: s&r consistently using a range of techniques with increasing control under pressure.
- Dribbling: dribble consistently using a range of techniques with increasing control under pressure.
- Space: move to the correct space when transitioning from attack to defence or defence to attack and create and use space for self and others.
- Attacking: confidently change direction to lose an opponent
- Defending: use a variety of defending skills (tracking, interception, jockeying) in game situations.

- Sending & receiving: s&r consistently using a range of techniques with increasing control under pressure.
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- Sending & receiving: s&r consistently using a range of techniques with increasing control under pressure.
- Dribbling: dribble consistently using a range of techniques with increasing control under pressure.
- Space: move to the correct space when transitioning from attack to defence or defence to attack and create and use space for self and others.
- Attacking: confidently change direction to lose an opponent
- Defending: use a variety of defending skills (tracking, interception, jockeying) in game situations.

- Shapes: combine and perform gymnastic shapes more fluently and effectively.
- Inverted movements: develop control in progressions of a cartwheel and a headstand.
- Balances: explore counter balance and counter tension.
- Rolls: develop fluency and consistency in the straddle, forward and backward roll.
- Jumps: combine and perform a range of gymnastic jumps more fluently and effectively.

## Progression of Knowledge

- Sending & receiving: understand and make quick decisions about when, how and who to pass to.
- Dribbling: choose the appropriate skill for the situation under pressure e.g. a V dribble in basketball to keep the ball away from a defender.
- Space: understand that transitioning quickly between attack and defence will help my team to maintain or gain possession.
- Tactics: know how to create and apply a tactic for a specific situation or outcome.
- Rules: understand, apply and use rules consistently in a variety of invasion games whilst playing and officiating.

- Sending & receiving: understand and make quick decisions about when, how and who to pass to.
- Dribbling: choose the appropriate skill for the situation under pressure e.g. a V dribble in basketball to keep the ball away from a defender.
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- Space: understand that transitioning quickly between attack and defence will help my team to maintain or gain possession.
- Tactics: know how to create and apply a tactic for a specific situation or outcome.
- Rules: understand, apply and use rules consistently in a variety of

- Shapes: know which shapes to use for each skill.
- Inverted movements: understand that spreading my weight across a base of support will help me to balance.
- Balances: know where and when to apply force to maintain control and balance.
- Rolls: understand that I can use momentum to help me to roll and know where that momentum from.
- Jumps: understand that taking off from two feet will give me more height and therefore more time in the air.



**Winwick CE Primary School: Key Knowledge and Progression Map**

**Subject:** Physical Education - PE

	invasion games whilst playing and officiating.	invasion games whilst playing and officiating.	<ul style="list-style-type: none"> <li>Strategy: know that if I use changes in formation it will help to make my sequence look interesting.</li> </ul>
<b>VOCABULARY</b>			
Abide, angle, assess, ball carrier, ball side, close down, contest, definite, dominant, draw, drive, extend, maintain, possession, rebound, umpire	Abide, ball carrier, close down, consecutive, create, decision, dictate, draw, offside, onside, sportsmanship, support, tactic, track	Abide, appropriate, assess, close down, consecutive, create, draw, drive, maintain, possession, situation, sportsmanship, tactics, transition, turnover	Aesthetics, competent, contrasting, counter balance, counter tension, engage, execution, flight, formation, handstand, progression refine, structure, vault
<b>Spring Term</b>			
<b>Spring 1</b> <b>Fitness</b>	<b>Spring 1</b> <b>Dance</b>	<b>Spring 2</b> <b>Yoga</b>	<b>Spring 2</b> <b>Handball</b>
<b>Overview</b>			
<ul style="list-style-type: none"> <li>Pupils will take part in a range of fitness challenges to test and record their scores. They will learn different components of fitness including speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas in which they make the most improvement using the scores they have collected.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will focus on developing an idea or theme into dance choreography. They will work in pairs and groups using different choreographing tools to create dances e.g. formations, timing, dynamics. Pupils will have opportunities to choreograph, perform and provide feedback on dance. Pupils think about how to use movement to convey ideas, emotions, feelings and characters. Pupils will show an awareness of keeping others safe and will have the opportunity to lead others through short warm ups.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will be given the opportunity to work collaboratively with others and be given the opportunity to create their own flows and lead others.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will develop key skills of attacking and defending such as throwing, catching, dribbling, intercepting and shooting. Pupils use these skills to maintain possession of the ball and to create scoring opportunities in attack. They will develop defending principles such as gaining possession of the ball, denying space and stopping goals. They will be encouraged to work collaboratively to develop strategies and tactics in both attack and defence. They develop their understanding of the rules and the importance of fair play and honesty whilst self-managing matches. They will improve their ability to evaluate their own and others' performance.</li> </ul>



**Lesson objectives**

**Lesson 1:** To develop an awareness of what your body is able to do.

**Lesson 2:** To develop speed and stamina.

**Lesson 3:** To develop strength using my own body weight.

**Lesson 4:** To develop co-ordination through skipping.

**Lesson 5:** To perform actions that develop agility.

**Lesson 6:** To develop control whilst balancing.

**Lesson 1:** THEME: Stamp, Clap  
To copy and repeat a set dance phrase showing confidence in movements.

**Lesson 2:** THEME: Stamp, Clap  
To work with others to explore and develop the dance idea.

**Lesson 3:** THEME: Stamp, Clap  
To use changes in dynamics in response to the stimulus.

**Lesson 4:** THEME: Bhangra  
To demonstrate a sense of rhythm and energy when performing bhangra style motifs.

**Lesson 5:** THEME: Bhangra  
To perform a bhangra dance, showing an awareness of timing, formations and direction.

**Lesson 6:** THEME: Bhangra  
To select, order, structure and perform movements in a bhangra style, showing various group formations.

**Lesson 7:** THEME: Waiting for...  
To develop a dance phrase using actions, dynamics, space and relationships

**Lesson 8:** THEME: Waiting for...  
To copy and create actions with consideration to story using a prop to enhance the idea.

**Lesson 1:** To develop flexibility through the sun salutation flow.

**Lesson 2:** To develop strength through yoga flows.

**Lesson 3:** To create your own flow showing quality in control, balance and technique.

**Lesson 4:** To develop balance through yoga flows.

**Lesson 5:** To work collaboratively to create a controlled paired yoga flow.

**Lesson 6:** To create your own yoga flow that challenges technique, balance and control.

**Lesson 1:** To develop a variety of passes and know when to use each to maintain possession.

**Lesson 2:** To select appropriate skills to create space, move towards goal and away from defenders.

**Lesson 3:** To use defending skills to prevent an opponent from scoring.

**Lesson 4:** To select and apply the appropriate skill to score goals.

**Lesson 5:** To use defensive skills to gain possession.

**Lesson 6:** To maintain possession under pressure.



**Winwick CE Primary School: Key Knowledge and Progression Map**

**Subject:** Physical Education - PE

	<p><b>Lesson 9:</b> THEME: Waiting for... To use choreographing devices to improve how the performance looks.</p> <p><b>Lesson 10:</b> THEME: 70s Disco To copy and repeat a phrase of movement in the 1970s disco theme.</p> <p><b>Lesson 11:</b> THEME: 70s Disco To devise a freeze frame montage in the 1970s theme.</p> <p><b>Lesson 12:</b> THEME: 70s Disco To use feedback to develop and refine a 1970s dance performance.</p>		
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**Key Skills**

<ul style="list-style-type: none"> <li>Physical Strength, speed, power, agility, coordination, balance, stamina</li> <li>Social Supporting and encouraging others, working collaboratively</li> <li>Emotional Perseverance, determination</li> <li>Thinking Analysing scores</li> </ul>	<ul style="list-style-type: none"> <li>Physical Performing a variety of dance actions, using canon, unison, formation, dynamics, character, emotion, transitions, matching &amp; mirroring</li> <li>Social Sharing ideas, consideration of others, inclusion, respect, leadership, supporting others</li> <li>Emotional Empathy, confidence</li> <li>Thinking Observing &amp; providing feedback, using feedback to improve, selecting &amp; applying skills</li> </ul>	<ul style="list-style-type: none"> <li>Physical Balance, flexibility, strength, co-ordination</li> <li>Social Leadership, sharing ideas, working safely</li> <li>Emotional Confidence, working independently</li> <li>Thinking Creating, selecting and applying actions, observing and providing feedback</li> </ul>	<ul style="list-style-type: none"> <li>Physical Throwing and catching, moving with the ball, dribbling, intercepting, shooting</li> <li>Social Collaboration, communication,</li> <li>Emotional Honesty and fair play, perseverance,</li> <li>Thinking Planning strategies and using tactics, observing and provide feedback</li> </ul>
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**Progression of Skills**

<ul style="list-style-type: none"> <li>Agility: change direction with a fluent action and transition smoothly between varying speeds. Balance: show fluency and control when travelling, landing, stopping and changing direction. Co-ordination: co-ordinate a range of body</li> </ul>	<ul style="list-style-type: none"> <li>Actions: show controlled movements which express emotion and feeling. Dynamics: explore, improvise and combine dynamics to express ideas fluently and effectively on my own, with a partner or in a small group.</li> </ul>	<ul style="list-style-type: none"> <li>Balance: link combinations of poses for balance with increased control in transition. Flexibility: confidently transition from one pose to another showing extension connected to breath. Strength: explore poses that</li> </ul>	<ul style="list-style-type: none"> <li>Sending &amp; receiving: s&amp;r consistently using a range of techniques with increasing control under pressure.</li> <li>Dribbling: dribble consistently using a range of techniques with increasing control under pressure.</li> </ul>
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# Winwick CE Primary School: Key Knowledge and Progression Map

Subject: Physical Education - PE

<p>parts with a fluent action at a speed appropriate to the challenge. Speed: adapt running technique to meet the needs of the distance. Strength: complete body weight exercises for increased repetitions with control and fluency. Stamina: use my breath to increase my ability to move for sustained periods of time.</p>	<p>Space and relationships: use a variety of compositional principles when creating my own dances. Performance: demonstrate a clear understanding of timing in relation to the music and other dancers throughout my performance.</p>	<p>challenge my strength and work to maintain increased control and strength when in and transitioning between poses. Mindfulness: explore methods to control how I feel with some success.</p>	<ul style="list-style-type: none"> <li>● Space: move to the correct space when transitioning from attack to defence or defence to attack and create and use space for self and others.</li> <li>● Attacking: confidently change direction to lose an opponent</li> <li>● Defending: use a variety of defending skills (tracking, interception, jockeying) in game situations.</li> </ul>
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## Progression of Knowledge

<ul style="list-style-type: none"> <li>● Agility: understand that agility requires speed, strength, good balance and co-ordination.</li> <li>● Balance: know where and when to apply force to maintain control and balance.</li> <li>● Co-ordination: understand that co-ordination also requires good balance and know how to achieve this.</li> <li>● Speed: know that speed can be improved by training and know which speed to select for the distance.</li> <li>● Strength: understand that I can build up my strength by practicing in my own time.</li> <li>● Stamina: know which exercises can develop stamina and understand that it can be improved by training over time.</li> </ul>	<ul style="list-style-type: none"> <li>● Actions: understand that actions can be improved with consideration to extension, shape and recognition of intent.</li> <li>● Dynamics: understand that selecting a variety of dynamics in my performance can help to take the audience on a journey through my dance idea.</li> <li>● Space and relationships: know that combining space and relationships with a prop can help me to express my dance idea.</li> <li>● Performance: understand how a leader can ensure our dance group performs together.</li> <li>● Strategy: know that if I keep in character throughout, it will help me to express an atmosphere or mood that can be interpreted by the audience.</li> </ul>	<ul style="list-style-type: none"> <li>● Balance: know where and when to apply force to maintain control and balance.</li> <li>● Flexibility: know which of my muscles require more practice to increase my flexibility.</li> <li>● Strength: understand that I can build up my strength by practicing in my own time.</li> <li>● Mindfulness: identify times in my everyday life when mindfulness activities would be helpful for my wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>● Sending &amp; receiving: understand and make quick decisions about when, how and who to pass to.</li> <li>● Dribbling: choose the appropriate skill for the situation under pressure e.g. a V dribble in basketball to keep the ball away from a defender.</li> <li>● Space: understand that transitioning quickly between attack and defence will help my team to maintain or gain possession.</li> <li>● Tactics: know how to create and apply a tactic for a specific situation or outcome.</li> <li>● Rules: understand, apply and use rules consistently in a variety of invasion games whilst playing and officiating.</li> </ul>
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**Winwick CE Primary School: Key Knowledge and Progression Map**

**Subject:** Physical Education - PE

**VOCABULARY**

Abdominals, agility, analyse, calves, co-ordination, consistent, drive, engage, measure, motivation, preserver, power, quadriceps, record, rhythm, stable

Action, aesthetic, choreography, dynamics, express, formation, freeze frame, inspiration, mood, motif, pose, phrase, refine, rehearse, stimulus, structure, style, transition

Collaborate, concentration, engage, exhale, expand, fluidly, inhale, lengthen, mindfulness, muscles, notice, practice, quality, salutation, transition

Abide, angle, appropriate, close down, consistently, create, dictate, draw, maintain, possession, react, sportsmanship, tactics, transition

**Summer Term**

**Summer 1**

**Athletics**

**Summer 1**

**Hockey**

**Summer 2**

**Tennis**

**Summer 2**

**Rounders**

**Overview**

- In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others. In this unit pupils learn the following athletic activities: long distance running, sprinting, triple jump, discus and shot put.

- In this unit pupils will improve their defending and attacking skills playing even-sided games. They will start to show control and fluency in dribbling, sending and receiving a ball in a small game situation and under some pressure. Pupils will be encouraged to think about how to use tactics and collaborate with others to outwit their opposition. Pupils will comment on their own and other's performances and suggest ways to improve. They will also recognise the importance of fair play and honesty while self managing games.

- In this unit pupils develop their racket skills when playing tennis. They learn specific skills such as a forehand, backhand, volley and underarm serve. Pupils develop their tactical awareness including how to play with a partner and against another pair. They are encouraged to show respect for their teammates as well as their opponents when self managing games. Pupils are also given opportunities to reflect on their own and other's performances and identify areas to improve.

- Pupils develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. They learn how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils work with a partner and group to organise and self-manage their own games. Pupils play with honesty and fair play when playing competitively.



**Winwick CE Primary School: Key Knowledge and Progression Map**

**Subject:** Physical Education - PE

**Lesson objectives**

<p><b>Lesson 1:</b> To work collaboratively with a partner to set a steady pace.</p> <p><b>Lesson 2:</b> To develop your own and others sprinting technique.</p> <p><b>Lesson 3:</b> To develop power, control and technique for the triple jump.</p> <p><b>Lesson 4:</b> To develop power, control and technique when throwing for distance.</p> <p><b>Lesson 5:</b> To develop throwing with force and accuracy for longer distances.</p> <p><b>Lesson 6:</b> To work collaboratively in a team to develop the officiating skills of measuring, timing and recording.</p>	<p><b>Lesson 1:</b> To develop dribbling to beat a defender.</p> <p><b>Lesson 2:</b> To choose when to pass and when to dribble.</p> <p><b>Lesson 3:</b> To develop receiving the ball with control.</p> <p><b>Lesson 4:</b> To move into space to support a teammate.</p> <p><b>Lesson 5:</b> To develop tackling to gain possession of the ball.</p> <p><b>Lesson 6:</b> To apply rules, skills and principles to play in a hockey tournament</p>	<p><b>Lesson 1:</b> To develop the forehand groundstroke.</p> <p><b>Lesson 2:</b> To be able to return the ball using a backhand groundstroke.</p> <p><b>Lesson 3:</b> To develop the volley and understand when to use it.</p> <p><b>Lesson 4:</b> To develop the volley and understand when to use it.</p> <p><b>Lesson 5:</b> To develop accuracy of the underarm serve. To learn to use the official scoring system.</p> <p><b>Lesson 6:</b> To work co-operatively with a partner and employ tactics to outwit an opponent.</p>	<p><b>Lesson 1:</b> To develop the bowling action and understand the role of the bowler.</p> <p><b>Lesson 2:</b> To develop batting technique.</p> <p><b>Lesson 3:</b> To make decisions about where and when to send the ball to stump a batter out.</p> <p><b>Lesson 4:</b> To develop a variety of fielding techniques and when to use them in a game.</p> <p><b>Lesson 5:</b> To develop long and short barriers in fielding and understand when to use them.</p> <p><b>Lesson 6:</b> To apply the rules and skills you have learnt to play in a rounders tournament.</p>
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**Key Skills**

<ul style="list-style-type: none"> <li>Physical Pacing, sprinting, jumping for distance, push throwing for distance, fling throwing for distance</li> <li>Social Negotiating, collaborating with others</li> <li>Emotional Perseverance, determination</li> <li>Thinking Observing and providing feedback</li> </ul>	<ul style="list-style-type: none"> <li>Physical Dribbling, passing, receiving, tracking, creating and using space, shooting</li> <li>Social Communication, collaboration</li> <li>Emotional Perseverance, honesty and fair play</li> <li>Thinking Planning strategies and using tactics, observing and providing feedback, selecting and applying skills</li> </ul>	<ul style="list-style-type: none"> <li>Physical Forehand groundstroke, backhand groundstroke, forehand volley, backhand volley, underarm serve</li> <li>Social Collaboration, communication, respect</li> <li>Emotional Honesty, perseverance</li> <li>Thinking Decision making, selecting and applying tactics, evaluating and improving</li> </ul>	<ul style="list-style-type: none"> <li>Physical Throwing &amp; catching, bowling, tracking, fielding &amp; retrieving a ball, batting</li> <li>Social Organising &amp; self-managing a game, respect, supporting &amp; encouraging others, communicating ideas &amp; reflecting with others</li> <li>Emotional Honesty &amp; fair play, confident to take risks, managing emotion</li> </ul>
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**Winwick CE Primary School: Key Knowledge and Progression Map**

**Subject:** Physical Education - PE

			<ul style="list-style-type: none"> <li>Thinking Decision making, using tactics, identifying how to improve, selecting skills</li> </ul>
<b>Progression of Skills</b>			
<ul style="list-style-type: none"> <li>Running: demonstrate a clear understanding of pace and use it to develop their own and others sprinting technique.</li> <li>Jumping: develop power, control and technique in the triple jump.</li> <li>Throwing: develop power, control and technique when throwing discus and shot put.</li> </ul>	<ul style="list-style-type: none"> <li>Sending &amp; receiving: s&amp;r consistently using a range of techniques with increasing control under pressure.</li> <li>Dribbling: dribble consistently using a range of techniques with increasing control under pressure.</li> <li>Space: move to the correct space when transitioning from attack to defence or defence to attack and create and use space for self and others.</li> <li>Attacking: confidently change direction to lose an opponent</li> <li>Defending: use a variety of defending skills (tracking, interception, jockeying) in game situations.</li> </ul>	<ul style="list-style-type: none"> <li>Shots: demonstrate increased success and technique in a variety of shots.</li> <li>Serving: serve accurately and consistently. Rallying: successfully apply a variety of shots to keep a continuous rally.</li> <li>Footwork: demonstrate a variety of footwork patterns relevant to the game I am playing.</li> </ul>	<ul style="list-style-type: none"> <li>Striking: strike a bowled ball with increasing accuracy and consistency.</li> <li>Fielding: use a wider range of fielding skills with increasing control under pressure.</li> <li>Throwing: consistently demonstrate good technique in throwing skills under pressure.</li> <li>Catching: consistently demonstrate good technique in catching skills under pressure.</li> </ul>
<b>Progression of Knowledge</b>			
<ul style="list-style-type: none"> <li>Running: understand that I need to prepare my body for running and know the muscle groups I will need to use.</li> <li>Jumping: understand that a run up builds speed and power and enables me to jump further.</li> <li>Throwing: understand that I need to prepare my body for throwing and know the muscle groups I will need to use.</li> <li>Rules: understand and apply rules in events that pose an increased risk.</li> </ul>	<ul style="list-style-type: none"> <li>Sending &amp; receiving: understand and make quick decisions about when, how and who to pass to.</li> <li>Dribbling: choose the appropriate skill for the situation under pressure e.g. a V dribble in basketball to keep the ball away from a defender.</li> <li>Space: understand that transitioning quickly between attack and defence will help my team to maintain or gain possession.</li> <li>Tactics: know how to create and apply a tactic for a specific situation or outcome.</li> </ul>	<ul style="list-style-type: none"> <li>Shots: 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.</li> <li>Serving: begin to apply tactics when serving e.g. aiming to serve short on the first point and then long on the second point.</li> <li>Rallying: understand how to play different shots depending on if a rally is co-operative or competitive.</li> <li>Footwork: know that using the appropriate footwork will help me to</li> </ul>	<ul style="list-style-type: none"> <li>Striking: understand that the momentum and power for striking a ball comes from legs as well as arms.</li> <li>Fielding: know which fielding action to apply for the situation.</li> <li>Throwing and catching: consistently make good decisions on who to throw to and when to throw in order to get batters out. Know that accuracy, speed and consistency of throwing and catching will help to limit a batter's score.</li> <li>Tactics: understand and apply some tactics in the game as a batter, bowler and fielder.</li> </ul>





# Winwick CE Primary School: Key Knowledge and Progression Map

Subject: Physical Education - PE

	<ul style="list-style-type: none"> <li>Rules: understand, apply and use rules consistently in a variety of invasion games whilst playing and officiating.</li> </ul>	<p>react to a ball quickly and give me time to prepare to play a shot.</p> <ul style="list-style-type: none"> <li>Tactics: understand when to apply some tactics for attacking and/or defending.</li> <li>Rules: understand, apply and use rules consistently in a variety of net and wall games whilst playing and officiating.</li> </ul>	<ul style="list-style-type: none"> <li>Rules: understand, apply and use rules consistently in a variety of striking and fielding games whilst playing and officiating</li> </ul>
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## VOCABULARY

Discus, drive, event, explosive, fling, grip, maximum, meet, officiate, pace, pattern, phase, power, release, rhythm, stance, strategy	Abide, appropriate, barrier, close down, create, cushion, draw, pressure, sportsmanship, stance, tactics, transition, turnover	Abide, appropriate, doubles, limit, official, placement, prepare, pressure, recover, serve, service, stance, volley	Abide, appropriate, assess, backing up, close catch, collaborate, consecutive, consistently, deep catch, long barrier, momentum, short barrier, situation, stance, tactic, tournament, track, umpire
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## KEY LINKS/RESOURCES

Get Set 4 PE – Scheme of work

Knowledge organisers

Vocabulary pyramids

Videos

Resource/equipment information

<https://www.getset4pe.co.uk/>