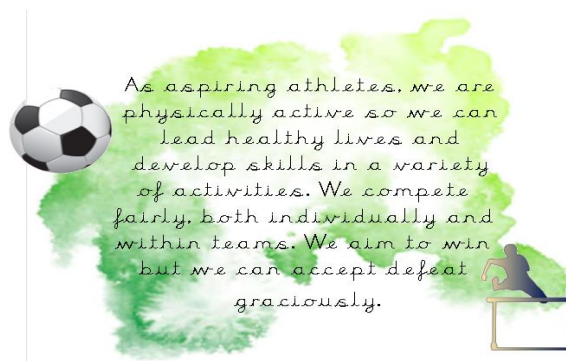


PE Knowledge and Skills Progression

'As aspiring athletes, we are physically active so we can lead healthy lives and develop skills in a variety of activities.

We compete fairly, both individually and within teams. We aim to win but we can accept defeat graciously.'

practise, develop, compete, persevere



*practise, develop, compete,
persevere,*

P.E Intent

A high quality Physical Education curriculum inspires all pupils to succeed and excel in competitive sport and other physical activities. Our PE curriculum provides enjoyable opportunities for pupils to be physically confident in a way which supports their health and fitness and inspires a healthy lifestyle. At Pye Green, we contribute to the physical development of each child, cultivate a sense of self worth and build on specific skills in a variety of sports. We provide opportunities to compete in sport and other activities which build character and help to embed values such as teamwork, fairness and respect

PE Knowledge and Skills Progression

EYFS

At Pye Green, we recognise the fundamental role a child's early has in shaping the person and learner they become. Our curriculum is designed to build upon the strong foundations in our Early Years Foundation Stage. Each curriculum subject takes note of its predecessors in the EYFS, building upon and making links with prior learning.

Physical Development

Pupils in Early Years have the opportunity for physical activity daily through taught sessions and continuous provision.

They have access to a wide range of outdoor and indoor equipment to develop gross motor, fine motor, climbing and balancing skills.

Opportunities are provided for young children to be active and interactive and to develop co-ordination, control and movement. Pupils are also helped to understand the importance of physical activity and to make healthy choices in relation to food.

Development Matters - Physical Development

Moving and Handling

Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Health and self-care

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

PE Knowledge and Skills Progression

NC PE – pupils should be taught:	Y1	Y2
<p>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</p>	<p><u>Gymnastics</u></p> <p>Shape and roll – learn the 5 main body shapes (straight, star, tuck, pike, straddle) understand how to find a space when travelling, explore rolling safely adding basic rolls into creative solos.</p> <p>Spacing and Travelling – finding space, explore methods of travelling into a space, begin to learn control – stop/start changing speed and level.</p> <p>Balance – experiment with balances – small and large body parts, begin to link shape and balances.</p> <p>Safe dismount jumping and landing – learn safe technique in jumping and landing on the floor.</p> <p>Composition and evaluation – experiment with transferring actions, body shapes and balances onto apparatus, begin to compose sequences with a clear beginning, middle and end, make improvements, begin to create solos.</p> <p>Understanding of fitness and health – know the importance of being active. begin to understand why it is important to warm up and cool down.</p> <p><u>Athletics</u></p> <p>Sprinting – sprint over short distances with increasing speed beginning to use arms to help them.</p> <p>Long distance – understand the need to run slower to run further.</p> <p>Relays – understand how relays work, take turns, stay in a lane.</p> <p>Jumping – bend knees and swing arms to help with jumping</p> <p>Throwing – throw equipment under arm and over arm.</p> <p>Competition – perform skills in several, running, throwing and jumping events</p>	<p><u>Gymnastics</u></p> <p>Shape and roll – use the 5 main body shapes showing control, travel to find a space, execute basic rolls introducing entrance and exits, creating duets by decision making.</p> <p>Spacing and Travelling – explore different methods of travelling creatively into a space, learning control, how to stop/start changing speed and levels creatively travelling around the space, use travel as a transition within sequences.</p> <p>Balance – push and pull balances, link shape and balances into a short sequence.</p> <p>Safe Dismount Jumping and landing – explore safe technique in jumping and landing on floor and small apparatus.</p> <p>Composition and evaluation – transfer actions, body shapes and balances onto large apparatus compose a small creative sequence which has a clear beginning middle and end, showing an attempt to have fluid transitions through each action, consolidate and improve quality of movements, creating solos, with refined solos, transfer the movement from floor to apparatus.</p> <p>Understanding of fitness and health – understand the elements of an appropriate warm up and cool down and why it is important to do so.</p> <p><u>Athletics</u></p> <p>Sprinting – sprint over short distances as fast as possible, using good technique, understand that sprinting isn't just about using legs.</p> <p>Long distance – run for a longer distance without stopping</p> <p>Relays – race in a team relay over different distances.</p> <p>Jumping – jump with good technique in different directions</p>

PE Knowledge and Skills Progression

		<p>Throwing - aim in the correct direction and height to maximise throwing distance</p> <p>Competition - perform skills in several, running, throwing and jumping events</p>
Vocabulary	<p>Gymnastics - space, travel, speed, level, shape (straight, star, tuck, pike, straddle), roll, balance, body parts, link, jump, land, control, apparatus, sequence (beginning, middle, end), solo, perform, warm up, cool down, health, fitness.</p> <p>Athletics - Sprint, distance, speed, relays, lane, jump, bend, swing, throw, under, over, compete, perform, events.</p>	<p>Gymnastics - entrance, exit, duet, creative, fluid, transition, push and pull balances, dismount, compose, refined, solo.</p> <p>Athletics - technique, direction, height, maximise.</p>
How it is taught	<p>Gymnastics - Autumn Term</p> <p>Athletics - Summer Term</p>	<p>Gymnastics - Spring Term</p> <p>Athletics - Summer Term</p>
participate in team games, developing simple tactics for attacking and defending	<p>Games</p> <ul style="list-style-type: none"> - Understand how to find space and how to change into a new space. - Be able to change speeds of movement - Be able to show multiple types of movement (Run, Jump, Skip etc.) - How to travel safely through areas without colliding with other participants. - How to work as a team to find new spaces. 	<p>Games</p> <ul style="list-style-type: none"> - Understand and effectively find and create new spaces - Be able to recognise how spaces change and how to exploit that space. - Understand simple throwing and catching techniques. - Be able to demonstrate underarm throwing techniques - Be able to gather and collect a rolling ball - Play basic dodgeball games focusing on throwing techniques.
Vocabulary	<p>Games - speed, space, jump, bend, balance, move, close, control, technique, swing, improve, bat, racket, dribble, skip, collide, team.</p>	<p>Games - agility, pass, receive, strike, rules, equipment. elevation, ladders, hurdles, combinations. find, create, exploit, underarm, gather, collect.</p>
How it is taught	<p>Games Autumn/ Spring/Summer Terms</p> <p>(Team Teaching - Autumn 1)</p>	<p>Games - Autumn/Spring/Summer Terms</p> <p>(Team Teaching - Autumn 2 /Spring 2)</p>

PE Knowledge and Skills Progression

perform dances using simple movement patterns.	<p>Dance</p> <p>Know the importance of warming up and cooling down for dance.</p> <p>Stimuli - Begin to understand what a stimulus is for dance, respond to a range of stimuli (objects, photos, sounds, music) with different body actions and begin to link movements with some control.</p> <p>Choreography - copy and explore basic body actions and methods of travel, begin to explore and link their own actions to make a short dance phrase with a clear beginning, middle and end, understand the meaning of action, gesture and travel and how they help to build a dance phrase.</p> <p>Dynamics - begin to use movement, levels, speed and direction, use space, link movements, begin to show different moods and feelings through movement and respond to different pieces of music.</p>	<p>Dance</p> <p>Know how the body feels after dance activities (breathing, heart rate, body temperature)</p> <p>Stimuli - Understand how a stimulus helps to create movement, learn how using different parts of the body change a movement or help create more material responding to a stimulus, link movements with control and accuracy.</p> <p>Choreography - copy and explore body actions and methods of travel to create patterns/pathways across the space, link actions to make a short dance phrase showing control, coordination and spatial awareness, create a dance phrase showcasing action, gesture and travel clearly.</p> <p>Dynamics - use varying size of movement, strength, size, levels, speed and direction with control, use dynamics and space, link and repeat movements, show different moods and feelings through movement and respond to different pieces of music, understand the relationship between movement and dance.</p>
Vocabulary	<p>Dance - stimulus, stimuli, link, control, choreography, copy, explore, dance phrase (action, gesture, travel, beginning, middle, end), dynamics (movement, levels, speed, direction, moods, feelings, respond).</p>	<p>Dance - breathing, heart rate, body temperature, accuracy, patterns, pathways, co-ordination, spatial awareness, repeat, relationship.</p>
How it is taught	<p>Dance -Spring Term</p>	<p>Dance - Autumn 1 'Machines'</p> <p>Summer 1 'At the Seaside'</p>

PE Knowledge and Skills Progression

PE Knowledge and Skills Progression

NC PE – pupils should be taught:	Y3	Y4	Y5	Y6
use running, jumping, throwing and catching in isolation and in combination	<p><u>Athletics</u></p> <p>Sprinting - demonstrate good coordination using arms and legs, starting position, lane discipline.</p> <p>Long distance - explore technique when running over a long distance - low arms/legs, pace.</p> <p>Relay - develop baton changeover and improve lane discipline.</p> <p>Jumping - develop jumping technique and coordination, bend legs, swing arms with control.</p> <p>Throwing - develop short/long throwing techniques with control.</p> <p>Competition - compete as an individual and a team in a competition in Athletics.</p>	<p><u>Athletics</u></p> <p>Sprinting - demonstrate good arm, leg, body and breathing technique.</p> <p>Long distance - show good technique over a long distance and understand how to pace themselves</p> <p>Relay - display a baton changeover and be able run as a group on a track.</p> <p>Jumping - jump successfully over a short and long distance with body control, demonstrate good landing skills</p> <p>Throwing - throw using various techniques over a long distance with control, add a run up.</p> <p>Competition - compete as an individual and a team in a competition in Athletics.</p>	<p><u>Athletics</u></p> <p>Sprinting - show good coordination, run a short distance with speed and fluency</p> <p>Long distance - adapt quickly depending on the time/distance they are running for, position themselves to win a race</p> <p>Relay - transfer a baton to team mate with control and fluency in a race environment</p> <p>Jumping - show good coordination, learn the basics of a triple jump</p> <p>Throwing - to aim correctly and throw various pieces of equipment over an assigned distance.</p> <p>Competition - compete as an individual and as a team in a competition in Athletics.</p>	<p><u>Athletics</u></p> <p>Sprinting - use speed to their advantage to accelerate away from others, run over a short distance with speed and good fluency</p> <p>Long distance - run successfully over a long distance and understand how to pace and position themselves to win a race</p> <p>Relay - successfully perform an efficient baton changeover with a smooth transition as part of a team</p> <p>Jumping - successfully jump over short or long distances and triple jump with confidence and control</p> <p>Throwing - successfully be able to throw a variety of equipment with control over a range of distances</p> <p>Competition - compete as an individual and as a team in a competition in Athletics.</p>
Vocabulary	Lane discipline, co-ordination, baton, personal best, reflect.	Pace, changeover, run up.	Fluency, adapt, transfer.	Accelerate, smooth transition.

PE Knowledge and Skills Progression

How it is taught	Summer Term	Summer Term	Summer Term	Summer Term
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	<p>Tag rugby, Basketball, Netball, Cricket, Tennis.</p> <p><u>Tag Rugby</u></p> <ul style="list-style-type: none"> - Know where to score a try and how to position the ball to score a try - Make a backward pass to team mates, using the direction most comfortable - Understand how to tag successfully - Move holding a rugby ball with two hands <p><u>Basketball</u></p> <ul style="list-style-type: none"> - Make a series of passes to team mates moving towards a scoring area. - Know where space is and try to move into it. - Mark another player and defend when needed. - Understand basic dribbling technique <p><u>Netball</u></p> <ul style="list-style-type: none"> - To be able to make a series of passes to a teammate. 	<p>Tag rugby, Netball, Basketball, Cricket, Tennis.</p> <p><u>Tag Rugby</u></p> <ul style="list-style-type: none"> - Use speed and space to avoid defenders - Pass backwards and in both directions and sometimes on the move - Begin to make a high pop pass to avoid a defender - Explore and create passing angles for teammates. <p><u>Basketball</u></p> <ul style="list-style-type: none"> - Make decisions regarding which is the best type of pass to use. (Shoulder, chest, bounce pass) - Begin to use a bounce pass, which only bounces once. - Identify space to move into in advance attacking positions. - Mark another player and begin to attempt interceptions. <p><u>Netball</u></p>	<p>Football, Tag rugby, Basketball, Netball, Cricket, Tennis.</p> <p><u>Football</u></p> <ul style="list-style-type: none"> - Dribble making small touches into space with speed. - Be able to pass the ball to someone on the team, using different parts of foot accurately. - Use a range of ways to keep a ball under control (foot, knee, head, and knowing which one due to where ball is coming from). - understand basic defensive/ attacking positioning. - be able to use a variety of shots to beat a goalkeeper. - use a range of tactics in a game scenario. <p><u>Tag Rugby</u></p> <ul style="list-style-type: none"> - Be able to pass and receive a pass at speed. - Be able to pass and receive a pass at speed in a game situation. - Refine attacking diagonal line and defending in a defensive line. - Develop tactics as a team and implement these tactics. 	<p>Football, Tag rugby, Basketball, Netball, Cricket, Tennis.</p> <p><u>Football</u></p> <ul style="list-style-type: none"> - Be able to keep basic possession of the ball within a team scenario using multiple passing types. - Be able to dribble at speed past a defending player. - Understand how to defend a player 1 v1 and what basic defensive positioning to use. - Know how space changes within a game and when and how to move into changing spaces. - Draw defender away to create space. - Be able to play and officiate basic 5v5/ 7 v7 games. <p><u>Tag Rugby</u></p> <p>Running at speed, changing direction at speed to avoid opponents.</p> <ul style="list-style-type: none"> - Play with a continuous effective diagonal line in attack, allowing players to

PE Knowledge and Skills Progression

	<ul style="list-style-type: none"> - Understand basic netball rules and apply them throughout the session. - Make advance runs into attacking spaces. - Be able to recognise when and which player to mark when defending. - To use expansive spaces creating space for attacking play in a netball style game scenario. 	<ul style="list-style-type: none"> - To use and complete multiple chest passes to a team mate. - Understand how to land and pivot. - Be able to moving into an advanced attacking space. - Understand the basic principles of defence and how to cut off space on court. - Develop basic in play tactics in netball based scenario games. 	<p><u>Netball</u></p> <ul style="list-style-type: none"> - Use all three passes (chest, shoulder & bounce) correctly. - Begin to use square (across the court) & straight (up & down the court) passes to change the focus of attack. - Defend a player and make some successful interceptions, using simple defensive marking techniques. - Understand basic positions on court. 	<p>recycle possession of the ball</p> <ul style="list-style-type: none"> - Support player with the ball make run from deep to avoid being targeted by the defence.
	<p><u>Cricket</u></p> <ul style="list-style-type: none"> - Use fielding skills to stop the ball. - Learn the role of wicket keeper, bowler and batsmen/batswomen - Learn the basic batting/striking control, to hit the ball in a desired direction. - To understand the principles of an overarm bowl. - Be able to play 5s cricket. 	<p><u>Cricket</u></p> <ul style="list-style-type: none"> - To develop a range of fielding skills, to enable fielders to safely and efficiently gather the ball and target an effective throw to the wicket, wicketkeeper or bowler. - To be able to complete an overarm bowl. - To choose and use a range of simple batting tactics in isolation and game scenario. - To consolidate existing skills and apply with consistency. 	<p><u>Cricket</u></p> <ul style="list-style-type: none"> - To link together a range of skills and use in combination when fielding a ball. Such as type of throw, fielding position and direction of throw. - To collaborate as a team to choose a clear bowling/ fielding tactic. - To consistently bowl with correct technique and improve pace/spin. - To use a range of batting shots in play. 	<p><u>Netball</u></p> <ul style="list-style-type: none"> - Use a range of square & straight passes to change direction of attack into more advance areas of the court. - Understand the roles of each player on court. - Draw defender away to create space for teammates to explore advance areas. - Understand how to Position body to defend effectively.
	<p><u>Tennis</u></p> <ul style="list-style-type: none"> - Hold the racket correctly. - Begin to strike the ball in different directions. 	<p><u>Tennis</u></p>	<p><u>Tennis</u></p> <ul style="list-style-type: none"> - Become more confident when striking the ball in different directions and 	<p><u>Cricket</u></p> <ul style="list-style-type: none"> - To apply with consistency standard cricket rules in a variety of different styles of games. - To understand how to change line and length of cricket bowls. - To understand the correct timing/ footwork of a batting shot when the bowling changes line and length.

PE Knowledge and Skills Progression

	<ul style="list-style-type: none"> - Return ball to partner with some control - Get into the correct position when returning/striking the ball. - Play forehand and backhand shots - Make faster and more efficient decisions. - Explain the rules of tennis. - Begin to score tennis the correct way during games. 	<ul style="list-style-type: none"> - Consistently hold the racket correctly. - Strike the ball confidently in different directions. - Return ball to partner with control - Get into the correct position when returning/striking the ball. - Play forehand and backhand shots - Know the difference of playing at the front of the court and back of the court - Make faster and more efficient decisions with control. - Use various shots during a game - Demonstrate and explain the rules of tennis. - Score tennis the correct way during games. <p><u>Hockey</u></p> <ul style="list-style-type: none"> - Understand how to change direction of travel by rotating and turning stick to support this. 	<p>in the middle of the racket.</p> <ul style="list-style-type: none"> - Return a ball to a partner with control. - Know what type of shot to play and when to play it. - Develop their technique and improve their performance. - Get into the correct position when playing a rally. - Be able to score a rally. - Begin to understand how to control the weight of their shot. - Know the difference between playing at the front and back of the court. - Understand the rules of tennis. 	<ul style="list-style-type: none"> - To use a range of tactics for attacking and defending in role of bowler, batter and fielder. <p><u>Tennis</u></p> <ul style="list-style-type: none"> - Have confidence when striking the ball in different directions and in the middle of the racket. - Develop their technique and improve their performance. - Understand how to control the weight of their shot. - Get into the correct position when playing a rally - Know how to control a lob or drop shot. - Understanding strengths and weaknesses of opponent - Score, demonstrate and explain the rules of tennis.
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PE Knowledge and Skills Progression

		<ul style="list-style-type: none"> - Use and complete a push pass to make a direct pass. - Be able to use different levels of speed to dribble the ball into space. - Maintain defensive positions and keep the pressure until possession is gained. - Be able to score in a designated scoring area. - Be able to use and implement simple skills in a game scenario. 		
Vocabulary	try, score, pass, tag, mark, defend, dribble, attack, muscles, heart rate, circulate, pulse, circuits, fielding, wicket, bowler, batting, forehand, backhand, racket, net.	passing angle, high pop pass, rotate, push pass, defensive position, possession, shoulder/chest/bounce pass, pivot, overarm, court.	touch, shots, square/straight pass, intercept. resting pulse rate, spin, collaborate. position, rally, front/back court.	possession, officiate, opponents, line, length, timing, footwork. lob, drop shot
How it is taught	Autumn - Tag Rugby/ Football Basketball/Netball Spring - Fitness/Cricket Summer - Tennis TT Spring 1 Summer 2	Autumn - Tag Rugby/Football Hockey Spring - Basketball/Netball Cricket Summer - Tennis TT Summer 1	Autumn - Football/Netball Spring - Fitness/Tag/Rugby/Cricket Summer - Tennis TT Autumn 2 Spring 1	Autumn - Football/Tag Rugby Spring - Basketball/Netball/Cricket Summer - Tennis TT Autumn 1 Summer 2

PE Knowledge and Skills Progression

<p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>	<p><u>Gymnastics</u></p> <p>Travelling - reinforce finding space and travelling at different levels, tempos and changes of direction on floor.</p> <p>Shape and balance -interlink the 5 body shapes with balances using control, explore different types of balances, introduce inversions.</p> <p>Rolling - explore variety of rolls safely</p> <p>Jumping and landing - develop and explore jumping and landing safely, on floor and apparatus.</p> <p>Composition - understand structure of a sequence and create a solo, transfer skills onto apparatus safely, explore pair sequences, explore technique, perform a sequence with confidence</p> <p>Fitness and health - understand the importance of warm up and cool down.</p> <p>Develop an understanding of simple exercises designed to</p>	<p><u>Gymnastics</u></p> <p>Travelling - finding space and travelling at different levels, tempos and changes of direction on floor incorporating into sequence.</p> <p>Shape and balance - perform the 5 body shapes interlinking with small and large body part balances, focus on strength, precision and control, explore and understand different types of balances including box balances with a partner, introduce the different stages of inversions.</p> <p>Rolling - experiment with rolling; learn safe technique to practise a variety of rolls.</p> <p>Jump and landing - continue to develop and explore jumping and landing, on floor and apparatus; with an understanding of safe practise.</p> <p>Composition - select gymnastic skills to create a solo, transfer skills onto different apparatus, making decisions on appropriate and safe movement, develop pairs sequences on floor and apparatus, develop technique and sequencing through low apparatus, perform a gymnastics sequence with confidence and an understanding of movements demonstrated.</p>	<p><u>Gymnastics</u></p> <p>Travelling - develop performance and creativity in travelling and space, incorporating shape, balance and travel into sequence.</p> <p>Shape and balance - perform shape and balance accurately as a solo and with a partner, explore symmetrical and asymmetrical body shapes</p> <p>Rolling - develop a range of rolling actions with approaching entrance and exits, incorporating rolls into duet sequences.</p> <p>Jumping and landing - develop a variety of jumping and landing actions on the floor and small apparatus.</p> <p>Inversions - explore and practise the different stages of inversions</p> <p>Composition, performance and evaluation - create duet sequences, use video to analyse performance, learn canon, unison and pathways, explore the apparatus, explore how the use of hand held apparatus can develop technique and be involved in the sequence.</p> <p>Understanding of fitness and health - be able to prepare the</p>	<p><u>Gymnastics</u></p> <p>Travelling - Refine performance and creativity in travelling and space, incorporating shape, balance, direction, speed, level, stillness on floor and apparatus.</p> <p>Shape and balance - perform shape and balance accurately and consistently both as a solo and with others, experiment with symmetrical and asymmetrical body shapes and explore balances with partners.</p> <p>Rolling - refine a range of rolling actions with approaching entrance and exits, incorporating rolls into duet sequences.</p> <p>Jumping and landing - refine a variety of jumping and landing actions on the floor and small apparatus..</p> <p>Inversions - refine inversions and create a sequence of gymnastic skill; demonstrating control, clarity and a variety of actions.</p> <p>Composition, performance and evaluation - creating duets sequences, deciding on compositional devises, using canon, unison and pathways, transfer actions and mirroring onto the apparatus.</p>
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PE Knowledge and Skills Progression

	improve or maintain fitness levels.	Fitness and health - discuss the effects of the body during PE. Develop an understanding of simple exercises designed to improve or maintain fitness levels.	body appropriately for each given activity. Develop an understanding of simple exercises designed to improve or maintain fitness levels. Develop a basic understanding of fitness components.	Understanding of fitness and health -why safe physical activity is good for health and wellbeing. Develop an understanding of simple exercises designed to improve or maintain fitness levels. Develop a basic understanding of fitness components.
Vocabulary	Tempo, interlink, inversions, pair sequences.	incorporate, precision, box balance, select, demonstrate, maintain.	creativity, symmetrical, asymmetrical, pathways.	Stillness, clarity, mirroring.
How it is taught	Spring Term	Summer Term	Spring Term	Spring Term
perform dances using a range of movement patterns	<p><u>Dance</u> (Evolution of Dance)</p> <p>Talk about the importance of warming up and cooling down for dance.</p> <p>Stimulus - talk about stimuli as a class, explore action words through movement.</p> <p>Choreography - understand and explore unison and canon in small groups, be more aware of other dancers, practise and refine dance phrases, use clear starting and finishing positions, have some knowledge of the social/cultural background of dance</p> <p>Dynamics - understand what dynamics means, create dance</p>	<p><u>Dance</u></p> <p>Understand the importance of warming up and cooling down for dance and explore relationships.</p> <p>Stimulus - talk about stimuli in groups, create dance phrases to various stimuli.</p> <p>Choreography - apply unison and canon in small groups, to be aware of other dancers in the group, practise and refine dance phrases, lengthen phrases and link them together to make a dance, have a greater knowledge of the social/cultural background of dance.</p>	<p><u>Dance</u> (Space)</p> <p>Understand why dance is good for fitness, health and wellbeing.</p> <p>Stimulus - explore and improvise movement from a given stimulus, create a dance motif that clearly shows a character considering actions and gesture.</p> <p>Choreography - understand how movements can be altered to reflect the expressive qualities of movement, compare and contrast their work with others', have a clear understanding of what unison and canon are and use them confidently in small groups.</p>	<p><u>Dance</u> (White Feathers)</p> <p>Identify the types of exercise that will benefit their dancing.</p> <p>Stimulus - understand the use of a stimulus when choreographing a dance phrase, create a dance motif that brings out character and dramatic effect.</p> <p>Choreography - understand the advantages to practicing and refining dance phrases. evaluate their own and others' work, use canon and unison, partner work and formations confidently in dance, use musical phrasing to structure a dance.</p> <p>Dynamics - identify dynamics and spatial quality of movements and</p>

PE Knowledge and Skills Progression

	phrases using shape, action, dynamics and spatial awareness, understand how to portray characters through movement, improvise alone, with a partner and a small group	Dynamics - know how actions performed using dynamics and spatial qualities can communicate character and a narrative, understand how improvisation can be used as a creative method, improvise freely alone, with a partner and in a small group using a wide range of actions, dynamics, directions, levels and relationships.	Dynamics - vary actions, space and dynamics, clearly be able to understand the meaning of actions and expressive features, have an understanding of how to analyse and interpret a dance.	their suitability to a chosen style, understand how their own use of actions, expressive features and space can be improved, analyse and interpret a dance.
Vocabulary	action words, unison, canon, refine, positions, social/ cultural backgrounds, portray, improvise	lengthen, communicate, character, narrative.	dance motif, expressive, compare, contrast, analyse, interpret.	choreograph, dramatic effect, formations, musical phrasing, spatial.
How it is taught	Autumn Term - 'Evolution of Dance'	Summer Term	Autumn Term - 'Space'	Autumn Term - 'White Feathers'
take part in outdoor and adventurous activity challenges both individually and within a team				<u>Orienteering</u> Basic Navigation - understand and develop basic navigation techniques and record findings Navigation with ICT - Photos and videos - in small groups, set up an orienteering course using ICT to problem solve in groups Navigating with Maps and recording points of contact - in pairs or small groups, complete an orienteering course using a map provided and

PE Knowledge and Skills Progression

				<p>record findings on the map provided</p> <p>Creating own course and navigating individually - set up and complete own orienteering course within the school grounds individually and exchanging maps with other pupils</p> <p>Physical challenges and problem-solving activities - navigate using a set map whilst having to share own problems and challenge others to solve them within the group.</p> <p>Competition - take part in a fun and problem-solving competition within small groups using questions specific to field / grounds.</p>
Vocabulary				<p>orienteering, navigation, findings, course, challenge, problem solving.</p>
How it is taught				<p>Summer Term</p>
compare their performances with previous ones and demonstrate improvement to achieve their personal best	<p>Dance - practise and refine dance phrases.</p> <p>Gymnastics - explore their technique, perform a sequence with confidence.</p>	<p>Dance - practise and refine dance phrases, lengthen phrases and link them together to make a dance.</p> <p>Gymnastics - develop technique, perform a sequence with confidence and an understanding of movements demonstrated.</p>	<p>Dance - compare and contrast their work with others'.</p> <p>Gymnastics - use video to analyse performance, explore how the use of apparatus can develop technique.</p>	<p>Dance - understand the advantages to practicing and refining dance phrases. evaluate their own and others' work.</p> <p>Gymnastics - analyse and reflect on their performance and refined technique.</p>

PE Knowledge and Skills Progression

	Athletics - reflect on and improve technique to achieve their personal best.	Athletics - reflect on and improve technique to achieve their personal best.	Athletics - reflect on and improve technique to achieve their personal best.	Athletics - reflect on and improve technique to achieve their personal best.
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