



All Souls' CEP PE Progression of Skills

Revised November 2022



All Souls' CEP Physical Education Long Term Plan

- Pupil's at All Souls' are exposed to a vast variety of Physical Education skills and School Sports activities with opportunities to progress and extend their fundamental competences as they progress through the year groups.
- All pupils are encouraged and supported to meet the Governments' current recommendation of 60 minutes physical activity each day, with at least 30 minutes of that taking place during the school day. This may be through the provision of Physical Education lessons, structured morning and lunchtime plays and after school clubs.
- All pupils are provided with the opportunity to participate in intra school competitions allowing them to achieve and better personal bests, some pupils will follow this by partaking in inter school and county competitions.
- Pupils are provided ample opportunities to develop and improve skills required for swimming, enabling a high proportion of pupils in Year 6 able to leave Primary School with the ability to confidently and independently swim 30 metres.
- To allow for active staff CPD and all pupils to have the opportunity to experience a range of sports, All Souls' are supported in their delivery of Physical Education by The Sports Trust. This will include specifically trained coaches regularly working alongside class teachers and Physical Education Leads recurrently liaising with the Shepway School Games Officer.
- Current Government guidelines allow for a Sports Premium budget which is closely monitored in adherence to 5 key indicators and published in the public domain on the school website www.allsouls.kent.sch.uk

Primary PE Passport Skills and Knowledge Progression©



The Primary PE Passport enables schools to show:

INTENT	<ul style="list-style-type: none">• That all children can achieve the aims of the national curriculum through a broad, balanced and progressive curriculum• A willingness of staff to adapt plans to meet the needs of individuals and groups- this might mean going back to plans programmed for younger groups to secure knowledge and skills• A commitment from staff to develop children across different domains- physically, cognitively and socially and emotionally• Children how to learn skills and knowledge and apply it.• Delivery through the Principles of Assessment for Learning.• Children experiences of traditional and 'new' sports.• Careful monitoring of the progress of individuals, groups, classes and year groups
IMPLEMENTATION	<ul style="list-style-type: none">• All children receiving 2 hours of high quality Physical Education each week regardless of the weather or other external factors• A commitment that all children are active. Spare kit in each class means no children misses PE• Inclusivity by putting support for children with SEND in line with other subjects and differentiating using STEP.• That children unable to take part are included by involving them in activities related to the lesson e.g. umpiring.• A range of teaching styles and strategies to deliver the curriculum• Children different challenges e.g. 6 v 4 to develop skills, knowledge and behaviours.
IMPACT	<ul style="list-style-type: none">• Children's progress in different domains of learning• Parents the levels of attainment and achievement of their children verbally and/or in writing• How to improve. Specific targets to be set and measured• How to improve. Support and challenge to be provided for learners.• That all children's achievements are valued.

Primary PE Passport Skills and Knowledge Progression©



This document has been produced to assist PE leaders in planning a broad, balanced and progressive curriculum. The document enables staff delivering PE to see where the children have come from and where they are going next.

- The skills and knowledge taught in the PE Passport are broken down and tracked across the age range from EYFS through to UKS2. NB. If catching is a key skill in EYFS it won't be mentioned in subsequent phases unless the type of catching skill i.e high catching changes.
- Where children cannot access a unit because the level of challenge is too high please use material from previous year groups but don't forget to assess children's prior knowledge before fine tuning the planning.
- Units do not have to last 6/7 weeks. You can extend units to secure deep learning or run units for shorter periods where children are already skilled in that area.
- Key questions and assessment outcomes are highlighted for each unit

All Souls' CoE Primary—using Primary PE Passport

Long Term Plan—Physical Education

- Reviewed November 2022

Cycle A : Foundation, Year 1, 3, 5

Cycle B: Foundation, 2, 4, 6

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Foundation	Fundamental Movement Skills 1	Dance - Jungle	Gymnastics - Flight - Bouncing, Jumping & Landing	Invasion Game Skills 1	Striking & Fielding Game Skills 1	Athletics 1
Year 1	Fundamental Movement Skills 1	Dance - Mini Beasts	Gymnastics - Balancing & spinning on Points & Patches	Invasion Game Skills 1	Striking & Fielding Game Skills 1	Athletics 2
Year 2	Fundamental Movement Skills 2	Dance - Fire of London	Gymnastics - Spinning, turning & twisting	Invasion Game Skills 2	Striking & Fielding Game Skills 2	Athletics 2
Year 3	Invasion Games 3	Dance - Romans	Gymnastics - Linking movements together	Handball	Rounders	Athletics
Year 4	Invasion Games 3	Dance - Vikings	Gymnastics - Partner work - Pushing and pulling	Handball	Rounders	Athletics
Year 5	Invasion Games 4	Dance - World War 2	Gymnastics - Matching, mirroring & contrast	Handball	Rounders	Athletics
Year 6	Invasion Games 4	Dance - Through the ages	Gymnastics - Group Sequencing	Handball	Rounders	Athletics

TERM 1

Fundamental Movement 1

Fundamental Movement skills 1



In this unit children work on developing their fine motor skills.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can.....	Run skilfully Negotiate space successfully	Pick up, carry and put down with care Use tools to help me manipulate objects	Show increasing control over an object. Control my emotions when playing games	Balance on one leg Move through an obstacle course skilfully	Be excited about, and confident in, my jobs. Encourage my teammates whilst I wait my turn	Thread objects Play games fairly
KNOWLEDGE I know.....	What a good space to stand in is How to share equipment and take turns.	To take my time and work with care	To run around with my head up To be aware of other children	Which parts of my body help me with balancing	To take turns	To work carefully and that rushing can lead to mistakes Some effects of exercise on my body
ASSESSMENT I can...	Show increasing control over an object	Share equipment and take turns.	Negotiate space successfully	Show increasing control over an object	Share equipment and take turns.	Negotiate space successfully

Fundamental Movement 2

Fundamental Movement skills 2



Looking primarily at locomotion skills this units attempts to ensure that children have mastered different ways of moving and whilst doing so can show awareness of others and their surroundings.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can.....	Hop Move carefully retaining my balance	Travel backwards safely Share space considerately	Jump in a variety of ways Land safely in different jumps Combine a run and a jump	Dodge Move safely with awareness of others	Evade others Attack and defend	Punt a ball Strike a ball accurately and with power with my laces
KNOWLEDGE I know.....	That focusing my eyes and using my arms helps me to balance better. To use my arms to help me hop	Potential dangers if I am not sensible To glance periodically over both shoulders when travelling backwards	To make a W shape when I want to receive a catch Which my preferred take off foot is	To travel around the space being aware of other sharing it with me. To stay focused and keep my head up when moving around	To always be focused and aware of what is going on. When to attack and when to defend	That a punt is a kick from my hands That when kicking from the ground, I need to get my standing foot adjacent to the ball
ASSESSMENT I can...	Demonstrate agility, balance and coordination	Be self-motivated and display self-confidence	Apply basic skills competently in a range of physical activities	Demonstrate agility, balance and coordination	Be self-motivated and display self-confidence	Apply basic skills competently in a range of physical activities

Invasion Games 3

Year 3 & 4 Invasion Game Skills



Children will learn different attacking and defending skills and strategies which are transferable across different sports.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can.....	Dodge Be aware of my environment and others	Get into good positions to receive a ball Pass and move into space	Shield a ball from an opponent Turn in different ways whilst in possession	Dribble with control and using both hands/ feet Deceive my opponents by feinting/ dummies/ giving the eyes	Close the space and then jockey awaiting for my opponent to lose control Force my opponent onto their weaker side	Communicate with my fellow players to make sure everyone is in the right position and alert
KNOWLEDGE I know.....	I know to travel with my head up.	To signal for the ball with my hands so as not to alert defenders	To get my body between my opponent and the ball	How to dummy pass How to trick opponents by looking one way and then passing another	Close the space down quickly when defending The importance of keeping my eye on the ball and not player's feet when defending	The importance of clearing the danger in any way possible near my goal
ASSESSMENT I can...	Has a sense of anticipation; can find space and is aware of others	Communicate effectively and listens to others.	Demonstrate sporting values.	Has a sense of anticipation; can find space and is aware of others	Communicate effectively and listens to others.	Demonstrate sporting values.

Invasion Games 4

Year 5 & 6 Invasion Game Skills



Children will learn to use the width of the pitch when attacking and how to overload. They will learn to condense space and to communicate well as part of a defence

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can.....	Show a range of dribbling skills when in possession Shoot consistently well	Adopt sideways on positions to receive the ball Use the full width of the pitch	Overlap and underlap Make runs which overload the other team's defence	Defend one on one Track an opponent playing man to man Adopt a low press and defend a zone	Pass attackers on to other defenders when they run across the pitch. Come off my line, if I am in goal, to narrow the angle	Be mobile and fluid in my attacking and not stick rigidly to one positions Make use of extra players
KNOWLEDGE I know.....	Good technique for shooting with my feet and hands The importance of keeping my eye on the ball	That I get a better view of the whole pitch when I get wide and sideways on. That sometimes it is better to go backwards with the ball if nobody is free forwards	When to attack and when not to How to create space for my teammates	The importance of defending as a team That I need to be alert in defence and always have on eye on the ball and one on my opponent. That there are different ways to defend	Goalkeepers can play as an additional defender if they are alert & move Strategies to cope with having fewer players than my opponents by having good shape	To make diagonal runs to confuse defenders To communicate with my fellow attackers to confuse defenders.
ASSESSMENT I can...	Knows when to attack and when to defend and puts the needs of the team first	Demonstrates a range of leadership skills and is happy to take the initiative	Demonstrates specific tactical/performance awareness as an individual and team member.	Knows when to attack and when to defend and puts the needs of the team first	Demonstrates a range of leadership skills and is happy to take the initiative	Demonstrates specific tactical/performance awareness as an individual and team member.

TERM 2



Flight - bouncing, jumping & landing

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can.....	Jump in a variety of ways Construct a simple jumping sequence with a partner	Jump showing good technique throughout take-off and landing. Control a star jump and pencil jump	Jump through turns with control Jump as part of a sequence of other movements.	Jump and show a tucked body shape in the air Jump as part of a sequence of other movements.	Change leg positions whilst I am in the air Jump as part of a sequence of other movements.	Execute a variety of jumps and leaps with control. Include jumps and leaps in sequence work on the floor and apparatus
KNOWLEDGE I know.....	To bend my legs when landing to cushion the impact	That a good sequence involves using the floor imaginatively as well as the apparatus How to share the space and take turns	What a half turn and quarter turn are. To be aware of others when I am jumping	Some different jumping shapes. How to jump onto and off apparatus safely. To land by bending my legs.	The difference between a leap and a jump How to gain extra elevation	To start my work with an interesting shape and finish it also with style. How to carry equipment safely
ASSESSMENT I can...	Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance	Seeks support, emotional 'refuelling' and practical help in new or challenging situations	Is proactive in seeking adult support and able to articulate their wants and needs	Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance	Seeks support, emotional 'refuelling' and practical help in new or challenging situations	Is proactive in seeking adult support and able to articulate their wants and needs



Balancing & spinning on Points & Patches

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can.....	Perform controlled spins Support my body weight in symmetrical balances Spin on apparatus	Perform asymmetrical spins on side front back and bottom Demonstrate quality work on the floor and apparatus Balance asymmetrically	Work with a partner to perform routines in different formations Perform a combination of symmetrical and asymmetrical spins on patches	Spin at different levels on points Perform a sequence of spins on points, with a mixture of symmetrical, asymmetrical shapes, Hold balances on points of the body.	Hold balances at different levels Spin out of balances to form a sequence	Perform spins and balances in different formations as part of a wider routine Perform in different formations i.e. adjacent, front and back, mirroring.
KNOWLEDGE I know.....	How to observe a partner and give positive feedback How to start and finish a sequence What symmetrical shapes are	How to demonstrate good starting and finishing positions.	The difference between symmetrical and asymmetrical shapes How to work with a partner in different formations	What Points are How to start linking my moves	What good gym work looks like To comment positively on my partner's work	What different options there are, of performing with a partner That my work should involve changes of level and direction.
ASSESSMENT I can...	Demonstrate agility, balance and coordination	Show understanding of what success looks like, in me and others.	Be physically confident	Demonstrate agility, balance and coordination	Show understanding of what success looks like, in me and others.	Be physically confident



Spinning, turning & twisting

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can.....	Devise a sequence of balances and spins on patches. Twist in flight	Perform a twist and then roll Change my pathway after each roll by spinning	Change the point of contact in balances by leading into the next balance by twisting Twist my body, whilst firstly in motion and then in balance Work at all 3 levels	Twist whilst in inversion Perform counter balances against the apparatus	Work in synchronisation with a partner to perform different balances and twists Work with a partner in counter balance and counter tension.	Mirror the moves of my partner Create a sequence of work with a clear start and controlled twists, spins and turns
KNOWLEDGE I know.....	What patches are. The difference between symmetry and asymmetry	What a twist is Ways of twisting with different body parts	How to perform a fluent routine where work is controlled and varied. How to work with others to put out the apparatus in absolute silence	What the difference between a turn and a twist is. How to counter balance using the apparatus	How to coordinate movements at the same time as my partner. What the difference between counter balance and counter tension	How to up level my work How to use transitional movements to link my ideas.
ASSESSMENT I can...	Demonstrate agility, balance and coordination	Recognise what success looks like for myself and others.	Be physically confident and make a purposeful contribution	Demonstrate agility, balance and coordination	Recognise what success looks like for myself and others.	Be physically confident and make a purposeful contribution

Gym

Year 3 Gymnastics Linking movements together



Linking movements together

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can.....	Step gracefully and with control Turn through 90, 180, 270 and 360 degrees Spin on points and patches	Hold balances with good control Find ways of moving out of one balance and into another	Show different graceful ways of getting from floor to ground and vice versa Link high and low moves	Explore a variety of rolls Create a sequence of rolls and balances	Travel on patches close to the ground Perform with work at contrasting levels.	Perform a range of gymnastic movements at my own level Link movements seamlessly.
KNOWLEDGE I know.....	The difference between a point and a patch To spin with control	The importance of working at different levels How to move from one shape to another smoothly	The importance of contrasts in my work How to perform symmetrically and asymmetrically.	How to use the space available to the best of my ability The importance of control in everything I do.	The importance of a good starting position and finishing position. To move with control with good quality transitions between movements.	The importance of up levelling my work and acting upon feedback My own ability and choose to perform moves which are within my limitations
ASSESSMENT I can...	Demonstrates agility, balance, coordination and precision.	Able to comment constructively on the work of others	Is confident and joins in all areas of PE eagerly	Demonstrates agility, balance, coordination and precision.	Able to comment constructively on the work of others	Is confident and joins in all areas of PE eagerly



Partner work - Pushing and pulling

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can.....	Balance on different points and patches Match a partner's moves in synchrony	Compose a sequence with a partner Perform elements of my sequence in contrast to a partner	Match my partner's asymmetrical balances Work with contrasting dynamics to my partner	Work alongside a partner to produce our best work Create a sequence involving matching and contrasts	Work in a group Help to compose and then perform a sequence with contrasting and matching shapes and moves	Work at contrasting levels. Perform in unison and canon
KNOWLEDGE I know.....	What a point of contact is.	What a contrast is Know how to contrast in terms of working at different levels; in different directions; in different pathways and at different speeds	How to work with a partner and perform in unison How to act upon feedback from others	How to move from the same position to a contrasting one to my partner and then back to the same	How to communicate and negotiate with others when composing.	What the School Games Values are, and the importance of applying them.
ASSESSMENT I can...	Performs with control making good decisions as they go	Able to comment constructively on the work of others	Is confident and joins in all areas of PE eagerly	Performs with control making good decisions as they go	Able to comment constructively on the work of others	Is confident and joins in all areas of PE eagerly



Matching, mirroring and contrast

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can.....	Perform matching moves with a partner within a sequence. Hold balances on different numbers of points of contact	Control an Arabesque Contrast my partner's moves so that we work at different levels and in different pathways.	Perform a sequence mirroring a partner's symmetrical and asymmetrical shapes?	Perform a sequence with a partner which moves from matching moves to contrasting	Work as a group to demonstrate fluent routines involving mirroring and contrasts	Perform elements of unison and canon in a group routine
KNOWLEDGE I know.....	Some interesting ways of transitioning from one move to another.	How to perform an Arabesque To use gymnastic terminology in my feedback	How to mirror, and in unison with my partner.	The importance of timing and how to ensure I work in synchrony with my partner.	How to communicate and negotiate to agree a sequence as a group	How to perform effectively in canon
ASSESSMENT I can...	Able to perform routines and a range of skills seamlessly.	Evaluates the work of others using technical language including setting targets for improvement.	Enjoy competing and challenging myself to improve	Able to perform routines and a range of skills seamlessly.	Evaluates the work of others using technical language including setting targets for improvement.	Enjoy competing and challenging myself to improve



Group sequencing. Children work using different choreographic styles to formulate work which is aesthetically pleasing

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can.....	Work in a group of 4 to create a sequence of rolls. Perform in unison. Work as part of a team to create sequence where starting & finishing points are clearly defined.	Work in a group of 6 to create a sequence involving different formations and pathways. Work as part of a team to create a sequence involving flight.	Create a sequence working at different levels and with different dynamics. Spin on a variety of points and patches	Take weight on my hands in different ways Travel on different body parts	Perform a sequence as a group with changes in direction, level and speed. Create sequences with pathways that cross.	Mirror asymmetrical body shapes within a group. Time my moves within a group sequence
KNOWLEDGE I know.....	What unison is How to transition from one roll to another.	How to jump safely How to mount and dismount apparatus safely	What points and patches are. What mirroring, canon and unison are.	How to change the dynamics within a sequence	How to adapt a floor sequence to make it work on the apparatus	How to perform in front of an audience
ASSESSMENT I can...	Able to perform routines and a range of skills seamlessly.	Evaluates the work of others using technical language including setting targets for improvement.	Enjoys competing and challenging him/herself to improve across all areas.	Able to perform routines and a range of skills seamlessly.	Evaluates the work of others using technical language including setting targets for improvement.	Enjoys competing and challenging him/herself to improve across all areas.

TERM 3

Dance

EYFS : Themes: Jungle, Nursery Rhymes, Seasons, The Circus, Toys



EYFS : Themes: Jungle, Nursery Rhymes, Seasons, The Circus, Toys

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can.....	Use my body and create simple theme related shapes, movements and actions	Use my body to express simple theme related shapes, movements and feelings	Travel safely and creatively in space. Show different levels when I travel	Communicate effectively with a partner Use pictures to create shapes, movements and actions	Work with a partner. Look at pictures and create shapes, movements and actions	Remember and perform a basic sequence of movement when led by a teacher Identify what good looks like
KNOWLEDGE I know.....	How to contribute simple key words to an age appropriate theme related mind map How to translate ideas into simple theme related shapes, movements, actions.	How to use the words in a poem to create shapes, movements or feelings	That we need to look forwards to safely move around in space That we need to control our speed to ensure safety	How to turn what I see into ways of moving How to listen to other people's ideas and vocalise my own thoughts	How to turn what I see into ways of moving How to listen to other people's ideas and vocalise my own thoughts	How to be aware of people's feelings when giving and receiving simple feedback Control is important when performing
ASSESSMENT I can...	Experiments with different ways of moving.	Uses movement to express feelings.	Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.	Can take turns and share resources, sometimes with support from others.	Confident to speak to others about own needs, wants, interests and opinions	Welcomes and values praise for what they have done.

Dance

KS1 : Themes: Animals , Fire of London, Mini Beasts, Pirates, Under the Sea



KS1 : Themes: Animals , Fire of London, Mini Beasts, Pirates, Under the Sea

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can.....	Use my body and create theme related shapes, movements and actions	Use my body to express simple theme related shapes, movements and feelings	Travel safely and creatively in space. Show different levels when I travel	Communicate effectively with a partner Use pictures to create shapes, movements and actions	Work with a partner. Look at pictures and create shapes, movements and actions	Remember and perform a basic sequence of movement when led by a teacher Identify what good looks like
KNOWLEDGE I know.....	How to contribute simple key words to an age appropriate theme related mind map How to translate ideas into simple theme related shapes, movements, actions.	How to use the words in a poem to create shapes, movements or feelings	That we need to look forwards to safely move around in space That we need to control our speed to ensure safety	How to turn what I see into ways of moving How to listen to other people's ideas and vocalise my own thoughts	How to turn what I see into ways of moving How to listen to other people's ideas and vocalise my own thoughts	How to use simple technical language to give constructive and useful feedback.
ASSESSMENT I can...	Can perform simple movement patterns	Demonstrates agility, balance, and coordination	Can follow simple movement patterns at different levels	Communicates effectively and works well with others.	Has started to Able to perform routines and a range of skills seamlessly.	Can comment on the work of others using some technical language

Dance

Years 3 & 4 Dance Themes: Around the World, Egyptians, Romans, Space, Vikings



Themes: Around the World, Egyptians, Romans, Space, Vikings

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can.....	Develop a motif demonstrating some agility, balance, co-ordination and precision	Creatively change static actions into travelling movements Show different levels and pathways when I travel	Communicate effectively with a partner	Communicate effectively within a group	Communicate effectively within a group Improve our ideas	Evaluate the work of other's using accurate technical language
KNOWLEDGE I know.....	How to contribute key words to a theme related mind map How to translate words/ideas into actions and combine	How to translate theme related actions into travelling movements	How to translate images into actions to communicate meaning	How to listen to other's and share my own ideas. How to translate words from a poem into movements	How to use canon, formation changes, direction and level to improve our ideas How to listen to other people's ideas and vocalise my own thoughts	How to recognise good timing, execution and performance skills
ASSESSMENT I can...	Demonstrates agility, balance, coordination and precision	Will vocalise opinions across different areas of the curriculum	Communicate effectively and listens to others	Work well with others in a range of contexts	Reflect and recognise success in self and others	Able to comment constructively on the work of others

Dance

Years 5 & 6 Dance Themes: British Values; Dance through the ages; The Haka; The Victorians; World War 2



Theme: British Values; Dance through the ages; The Haka; The Victorians; World War 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can.....	Develop a motif demonstrating some agility, balance, co-ordination and precision	Creatively change static actions into travelling movements Show different levels and pathways when I travel	Communicate effectively with a partner	Communicate effectively within a group	Communicate effectively within a group Improve our ideas	Evaluate the work of other's using accurate technical language
KNOWLEDGE I know.....	How to contribute key words to a theme related mind map How to translate words/ideas into actions and combine together	How to translate theme related actions into travelling movements	How to translate images into actions to communicate meaning	How to use chance choreography to create a sequence	How to use canon, formation changes, direction and level to improve our ideas How to listen to other people's ideas and vocalise my own thoughts	How to recognise good timing, execution and performance skills
ASSESSMENT I can...	Moves fluently and can performs a wide range of skills confidently and competently	Thinks creatively to find solutions to challenges across different areas of the curriculum	Able to work constructively, irrespective of who they are working with or the area of PE.	Listens actively, respects the opinion of others and contributes ideas	Knows what they need to do to improve and what others need to do to improve their performance.	Evaluates the work of others using technical language including setting targets for improvement.

TERM 4

Invasion Games Skills 1

Invasion Games Skills 1



In this unit children learn how to send and receive and how to bounce, dribble dodge and evade.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can.....	Get into a good ready position to receive chest and bounce passes consistently well. Pass the ball from my chest using a bounce pass.	Change direction confidently and competently Move around safely in a limited space	Bounce a ball and travel at the same time Keep my head up and travel with control whilst dribbling a ball	Bounce / dribble a ball with my hands with good control. Move around safely whilst bouncing/dribbling.	Push pass a hockey ball. Receive a hockey ball	Dribble a ball with my feet with good control. Stop a ball on the run by trapping it
KNOWLEDGE I know.....	How far to bounce a pass between me and a friend. How to receive a bounce pass differently to a chest pass.	How to move around and be aware of others.	To use my fingers to push the ball down when dribbling	That a bounce in a push down with 2 hands and dribbling is with one hand. To use my fingers to push the ball down	That my hands need to 'give' and be 'soft' when receiving a hockey pass. To move into space after passing a ball	To use 'big toe, little toe' to dribble keeping the ball close to me. How to trap a ball by moving in line with it and putting my foot on it
ASSESSMENT I can...	Chooses to move in a range of ways, moving freely and with confidence, making changes to body shape, and pace of movement such as shuffling, walking, running, jumping, skipping, sliding and hopping	Is more able to manage their feelings and tolerate situations in which their wishes cannot be met	Has a clear idea about what they want to do in their play and how they want to go about it	Chooses to move in a range of ways, moving freely and with confidence, making changes to body shape, and pace of movement such as shuffling, walking, running, jumping, skipping, sliding and hopping	Is more able to manage their feelings and tolerate situations in which their wishes cannot be met	Has a clear idea about what they want to do in their play and how they want to go about it

Invasion Games Skills 2

Invasion Games Skills 2



This unit explores some strategies of attack and defence like using the width of the pitch when attacking and closing the space down quickly when defending

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can.....	I can throw over-arm for my partner to catch after one bounce. Catch a ball consistently after one bounce.	Catch a ball consistently on the full To move my opponent around court when playing against them	Track an opponent Intercept a pass	Dodge to beat an opponent. Close the space down that attackers have to work in	Pass the ball consistently with control. Retain possession of the ball.	Compete with some spatial awareness in team games Pass and move decisively
KNOWLEDGE I know.....	How far to throw the ball in relation to where I am standing and my partner is. To stand in a position of readiness to receive the ball on the 1st bounce.	To track the flight of the ball right into my hands. To stay light on my feet and be prepared to move quickly	To turn my body so I can see my opponent and the ball when defending	To close the space down quickly when defending To attack at speed	To keep my body between the ball and my opponent to shield it. How to deceive defenders by using dummy passes or 'giving the eyes'	To think ahead when not in possession. To work hard in attack and defence for the good of the team
ASSESSMENT I can...	Understand some principles of attacking and defending	Manage my feelings and behaviour well	Apply attacking and defending skills within activities which require them	Understand some principles of attacking and defending	Manage my feelings and behaviour well	Apply attacking and defending skills within activities which require them

Handball

Year3 & 4 Handball



In this unit children learn how to bounce, dribble, pass and shoot. They learn how to play a game by the rules

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can.....	Send accurately using a javelin style pass. Catch a handball on the run	Pass and receive the ball on the move Pass quickly under pressure	Throw/shoot accurately using good overarm technique.	Intercept passes Block a shot	Participate purposefully in a small sided game Play to the rules of the game	Show a wide range of skills Play in a variety of positions with equal proficiency Keep control of my emotions whilst playing a tournament
KNOWLEDGE I know.....	To signal with my hands when I want to receive a pass. To move into space after passing	How to lose an opponent to get free If a player holds possession, they can take up to three steps before passing or shooting	That I can throw from the top of my jump and that shooting very low or very high is likely to be more successful	Why a goalkeeper comes off his/her line at times to force attackers to rush shots The rules of handball	That at times I need to turn my body sideways when attacking and defending so that I can see the ball and my opponents	The importance of demonstrating values of teamwork and sportsmanship.
ASSESSMENT I can...	Understands how to work alongside and against others when attacking and defending	Communicate effectively and listen to others	Is confident and joins in all areas of PE eagerly	Understands how to work alongside and against others when attacking and defending	Communicate effectively and listen to others	Is confident and joins in all areas of PE eagerly

Handball

Year 5 & 6 Handball



In this unit children learn to apply a wider range of skills and learn how to develop tactics in handball

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can.....	Get into a good ready position to move quickly and receive the ball. I can send a ball accurately I can move into space, signal to receive and catch consistently well	Receive the ball side-ways on	Passing quickly to catch out the opposition Pass and move to support the ball carrier.	Anticipate the play. Shoot with power and accuracy. Pass out of the back of my hand	Think ahead and release the ball early when in possession Disguise passes and dummy pass	Apply a range of skills purposefully in a game. Demonstrate the school games values of passion, self-belief, respect, honesty, determination and teamwork.
KNOWLEDGE I know.....	How to demonstrate non-verbally that I want to receive a pass To get sideways on when throwing over-arm	Why turning side-ways-on is important when receiving a ball	What the court markings symbolise in handball How to work constructively as a member of a team	The basic rules of handball	How to 'fake and go' and when to use it That I need to be aware of the positions of others when moving around court.	The rules of handball How to agree decisions as a group
ASSESSMENT I can...	Knows when to attack and when to defend and puts the needs of the team first	Able to work constructively, irrespective of who they are working with or the area of PE	Demonstrates specific tactical/performance awareness as an individual and team member	Knows when to attack and when to defend and puts the needs of the team first	Able to work constructively, irrespective of who they are working with or the area of PE.	Demonstrates specific tactical/performance awareness as an individual and team member

TERMS

Striking & Fielding 1

Striking and Fielding Game Skills 1



In this unit children learn basic batting, fielding and bowling skills. They learn how to run between wickets; of some basic rules and how to work together through good communication.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can.....	Strike a ball off a tee Get in line with the ball and field it.	Stop a ball with 2 hands, creating a barrier behind it with my feet or body. Hit a ball to the leg side	Bowl a ball overarm at a target. Strike a ball off a tee through the off side	Pick up a ball with one hand and throw it underarm Call for runs sensibly and decisively when batting.	Chase and retrieve a ball Make good decisions when batting about when to run and when not to.	Bowl either under or overarm with some accuracy Wicket keep effectively Apply a range of skills
KNOWLEDGE I know.....	That I need to run, after striking a ball, to accumulate runs. To touch my bat over the crease line and slide it on my final run	When to run and when not to. How to form a long barrier to stop a ball	That I have to bowl from on or behind the crease To try and bowl keeping my arms straight.	That I need to communicate with my partner to accumulate runs The different calls used by batsmen/ women when they want to run.	That a batsman / woman should always call after each ball. That, as a batter, I don't always have to run	The importance of staying in my crease. How to adopt a wicket keeping stance. To demonstrate The School Games values
ASSESSMENT I can...	Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.	Is proactive in seeking adult support and able to articulate their wants and needs	Is aware of behavioural expectations and sensitive to ideas of justice and fairness	Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.	Is proactive in seeking adult support and able to articulate their wants and needs	Is aware of behavioural expectations and sensitive to ideas of justice and fairness

Striking & Fielding 2

Striking and Fielding Game Skills 2



In this unit we look at more advanced skills like backing up in the field and chasing down the pitch to strike a ball whilst we are on the move.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can.....	Catch a ball after one bounce. Strike a ball off a tee	Bowl overarm with a straight arm. Stop the ball consistently as wicket keeper.	Pick up a ball one handed and return it underarm I can return the ball quickly from my boot-laces	Strike a ball to leg from a short delivery I can back my friends up in the field Make a long barrier	Chase a ball and throw it back accurately Strike a ball off a tee whilst on the move	Play a game applying the skills I have learned. Demonstrate the school games values
KNOWLEDGE I know.....	To run between the wickets after striking a ball into space. To touch or slide my bat over the crease line	To bowl from the crease line The stance to adopt when keeping wicket What a no-ball and wide are	Why is it important to be adept at picking the ball up with both hands. At which point from the crease I need to slide my bat.	The importance of a high back lift when playing short bowling How to form a long barrier What the correct technique for throwing overarm is.	Why it is important to back throws up in the field Why we might chase down the pitch as a batsman	Why outfielders walk in with the bowler whilst close fielders stand still. The importance of good communication between batters and fielders
ASSESSMENT I can...	Work safely within a defined space	Communicate effectively and work well with others.	Show awareness of boundaries and rules	Work safely within a defined space	Communicate effectively and work well with others.	Show awareness of boundaries and rules

Rounders

Year 3 & 4 Rounders



A unit building on striking and fielding 2 and looking to combine and begin to secure the skills of striking, fielding and running in small game situations.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can.....	Send using good throwing technique. Receive using good catching technique.	Develop basic bowling and batting skills	Develop my throwing skills. Communicate with other players for the good of my team.	Field the ball off the ground using a variety of techniques.	Catch high balls comfortably. Backpedal to catch balls over me.	Perform well in a range of positions in a competitive game
KNOWLEDGE I know.....	Make decisions about when to run and when not to.	To position myself sideways on when both striking and bowling. How to grip a ball so that it comes out of my fingers smoothly when bowling.	What a no ball is. Why fielders might start off a base and then move to it after a strike.	What ground fielding technique to use at any given time. What happens when I miss a rounder's ball or hit behind me	How to keep score. To call my name if going for a high catch To run after the ball when it goes out of play	How to back up other fielders
ASSESSMENT I can...	Links skills to perform actions and sequences of movement	Is comfortable in the role of leader and shows some ability to inspire others	Demonstrate understanding and interpretation of rules and accepts decisions given	Links skills to perform actions and sequences of movement	Is comfortable in the role of leader and shows some ability to inspire others	Demonstrate understanding and interpretation of rules and accepts decisions given

Rounders

Year 5 & 6 Rounders



Moving into more game situations and looking for children to develop their self-awareness and awareness of the ability of others and adjust their own games accordingly.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can.....	Catch with soft hands Throw accurately into space.	Bowl accurately at a consistent height. Ground field consistently well	Catch and throw quickly from back-stop Strike with some accuracy into a given area	Back up fellow fielders in the outfield. Communicate with my fellow batsmen/women when between bases.	Throw with real accuracy and under pressure. Play a full game in a small group taking on different roles within the team	Adapt my game according to the direct opponent/situation.
KNOWLEDGE I know.....	To try and catch the ball in line with my nose.	What ground fielding techniques to use and can choose the right one for the circumstance. To have a high back lift when batting	How to motivate and support my teammates in the field The rules of rounders	Rules when batting and running between bases.	That fielders on 2nd, 3rd and 4th base can start deep and then come onto their bases as necessary. Importance of great communication when playing rounders.	That I should adjust my position in the field for certain batsmen/women.
ASSESSMENT I can...	Able to perform routines and a range of skills seamlessly.	Demonstrates a range of leadership skills and is happy to take the initiative	Able to play within rules and to resolve any disputes appropriately without adult intervention	Able to perform routines and a range of skills seamlessly.	Demonstrates a range of leadership skills and is happy to take the initiative	Able to play within rules and to resolve any disputes appropriately without adult intervention

TERM 6

Athletics 1

Athletic skills 1



Children learn some techniques for running, how to run in a lane; dip at the finish and transfer a baton. They learn how to jump from a short run and how to throw for accuracy and power

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can.....	Share space and run with my head up React quickly	Jump 1 foot to 2 feet and 2 feet to 2 feet. Coordinate a run with a jump	Throw accurately Work cooperatively with a partner and within a group Share equipment and take turns	Run efficiently and within a lane Sustain my form during a race. Dip for the finish	Jump for height Time my take -off to clear an obstacle	Throw a variety of pieces of equipment well Throw for distance Throw with good technique
KNOWLEDGE I know.....	What a good position of readiness looks like. That I need to be focused and avoid distractions.	To land with really soft knees. To use my arms to help power me forward when jumping	How to stand to throw overarm The importance of my non-throwing arm	How to stay focused on my own performance when running in a lane. Why it is important to dip at the finish.	Which parts of my body are really important when jumping high How to coordinate a scissor kick.	How to grip a Frisbee That I need to throw from a side- on position To draw my body back by lifting my front leg to generate more power
ASSESSMENT I can...	Chooses to move in a range of ways, moving freely and with confidence, making changes to body shape, position and pace of movement	Seeks support, emotional 'refuelling' and practical help in new or challenging situations.	Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours.	Chooses to move in a range of ways, moving freely and with confidence, making changes to body shape, position and pace of movement	Seeks support, emotional 'refuelling' and practical help in new or challenging situations.	Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours.

Athletics 2

Athletic skills 2



In Athletics 2 children get to develop their ability to coordinate and link movements and refine their techniques.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can.....	Show a sense of anticipation to begin work React quickly Demonstrate agility, balance and coordination	Jump in a variety of ways Coordinate a run with a jump	Discover and develop different styles of jumping Leap, jump and hop	Jump in a variety of ways competently Add a short run up to my jump	Throw with good technique Throw with a run up	Help a peer improve their performance with good feedback Demonstrate a variety of athletic techniques competently
KNOWLEDGE I know.....	To retain my focus The importance of a good start	To cushion my knees when landing The technique for different types of jump	How to improve my technique to increase the height and distance of my jumps. The difference between a leap and a jump	How to increase the distance of my jumps. Why it is important to warm up	How to increase the distance of my throws How to keep other safe when I am throwing	To demonstrate the school games values How to share equipment and take turns
ASSESSMENT I can...	Warm up safely prior to exercise and can sustain performance over periods of time	Can comment on the work of others using some technical language	Demonstrate sporting values	Warm up safely prior to exercise and can sustain performance over periods of time	Can comment on the work of others using some technical language	Demonstrate sporting values



In this unit we learn a range of throwing, jumping and running techniques and hone technique before competing against ourselves and others

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can.....	Use the correct technique to start a sprint race. Develop my coordination to improve speed.	Hurdle efficiently and consistently Sprint between hurdles	Develop the technique and consistency of my jumps. Jump consistently off the same foot I can scissor kick	Throw overarm accurately. Throw overarm with power for distance.	Accurately replicate the technique for running, jumping and throwing events. Run a relay efficiently as part of a team.	Replicate the techniques for running, jumping and throwing events in competitive situations. Challenge myself to beat previous performances.
KNOWLEDGE I know.....	How to start a sprint race. The importance of keeping my first few metres low and powerful.	Which my take off foot is. The technique associated with hurdling	That my furthest point backwards in long jump triple jump is the point measured in competition. To run in an arc & to approach the bar sideways on when high jumping	To position my body sideways on when throwing. The pull technique in throwing.	How to receive and transfer a baton safely. How to remember the technique for triple jump	I can improve on personal bests. How to measure my own and others' performances.
ASSESSMENT I can...	Warm up prior to exercise and am able to sustain performance over periods of time.	Work well with others in a range of contexts.	Enjoy competing and challenging myself to improve.	Warm up safely prior to exercise and can sustain performance over periods of time.	Work well with others in a range of contexts.	Enjoy competing and challenging myself to improve.

Athletics

Years 5 & 6 Athletics



Looking at different ways of running, jumping and throwing whilst developing children's technique and awareness of safety.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can.....	Change pace and run at different tempos. Sustain my pace over longer distances.	Throw with accuracy and power using the pull technique. Throw after a run up.	Throw with greater force and over longer distances. Throw with greater control, accuracy and efficiency.	Perform the correct techniques for triple jump, high jump and standing vertical jump. Measure accurately my performance at standing vertical jumping.	Combine sprinting with hurdling	Transfer a relay baton efficiently as part of a team
KNOWLEDGE I know.....	How to control my running over middle distance. How running a bend differs from running a straight.	To get sideways on when throwing. How to throw safely as part of a group. To use my non-throwing arm to help me throw.	How to throw a shot using, 'clean palm, dirty neck' technique. How to generate power from the thighs.	How to approach the bar from an arced run up when high jumping. The technique, 'same, different, both' for triple jump.	My take off foot and lead leg. How to hurdle efficiently	How to position myself to receive a baton.
ASSESSMENT I can...	Can lead others in warming up, knows why it is important and can work actively across whole sessions	Listens actively, respects the opinion of others and contributes ideas	Enjoy competing and challenging myself to improve.	Can lead others in warming up, knows why it is important and can work actively across whole sessions	Listens actively, respects the opinion of others and contributes ideas	Enjoy competing and challenging myself to improve.