



EASTRY C OF E PRIMARY SCHOOL KNOWLEDGE ORGANISERS



YEAR GROUP	6
SUBJECT	PE
KEY VOCABULARY	extension, shape, direction, sequence, apparatus, composition, performing, evaluation, possession, coordination, control, fluency, tactics, attack, defend, space, chest pass, bounce pass, overhead pass, underarm, overarm, strike, receive
END POINTS KNOWLEDGE	<ul style="list-style-type: none">• Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and direction.• Performs difficult actions showing extension, clear body shape and changes in direction.• Adapts sequences to include a partner or a small group.• Gradually increases the length of sequences with a partner to make a sequence using the floor, mats and apparatus showing clarity of movement.• Draw on what they know composition when performing and evaluating.• Vary skills, actions and ideas in a way which suits the game.• Shows confidence in ball skills in various ways and can link them together.• Maintains possession during game situations.• Uses skills with coordination, control and fluency.• Takes part in competition with a strong understanding of tactics and improvise in game situations.• Compares and comments on skills using technical vocabulary and provides suggestions to improve performance.



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- Can make suggestions to differentiate games with resources or changing factors (e.g. space).
- Apply attacking and defending with fluent transitioning to improve performance demonstrating strong communication skills.
- Uses running, jumping, throwing and catching in isolation and combination and transfer skills into game situations.
- Beginning to build a variety of running techniques and use with confidence.
- Can perform a running jump with more than one component.
- Beginning to record peers performances and evaluate these.
- Demonstrates accuracy and confidence in throwing and catching.
- Describes good athletic performance using correct vocabulary.
- Can use equipment safely and with good control.

Swimming By the end of KS2

By end of KS2 Work with confidence in water Explore skills, actions and ideas including holding breath underwater Uses a range of strokes; front crawl, backstroke, breaststroke Performs safe self-rescue in different water-based situations Swims competently and proficiently with confidence at least 25m Improves control and co-ordination in water Evaluates own swimming noting future improvements Chooses appropriate strokes and equipment based on time and distance.

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IT HELPS IF I ALREADY KNOW

Athletics:
Beginning to build a variety of running techniques and use with confidence.

Can perform a running jump with more than one component.

Beginning to record peers performances and evaluate these.



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Demonstrates accuracy and confidence in throwing and catching activities.

Describes good athletic performance using correct vocabulary.

Can use equipment safely and with good control

Dance:

Begins to use exaggerate movements through expressions.

Develop fluency through varied transitions between movements.

Use strong movements through a sequence.

Move appropriately and using controlled movements to a stimuli.

Develop change of pace in movements throughout a routine.

Uses the space provided to a maximum.

Improvises with confidence and still demonstrating fluency in their sequence.

Begin to evaluate sequences using more complex dance vocabulary.

Games:

Vary skills, actions and ideas in a way which suits the game.

Shows confidence in ball skills in various ways and can link them together.

Uses skills with coordination, control and fluency.

Takes part in competition with a strong understanding of tactics and improvise in game situations.



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Compares and comments on skills using technical vocabulary and provides suggestions to improve performance.

Can make suggestions to differentiate games with resources or changing factors (e.g. space).

Apply attacking and defending to improve performance.

Gym:

Demonstrate mirroring and contrasting movements during a sequence.

Select and combine techniques and ideas.

Apply combined skills accurately and consistently showing control and fluency.

Draw on what they know composition when performing and evaluating.

Analyse and comment on skills and techniques and how these are applied in their own work.

Uses more complex gym vocabulary to describe how to improve and refine performances.