

Year Group	Substantive Knowledge	Disciplinary Knowledge	Possible Context
1	<u>Gymnastics</u> <ul style="list-style-type: none"> • Jumping: static and seating • Balances: Points and patches • Body shapes: Wide, narrow, curved 	<u>Gymnastics</u> <ul style="list-style-type: none"> - Copying skills and begin to link these together to form short sequences. - Develop basic control of movements. 	<u>Gymnastics</u> <ul style="list-style-type: none"> - Create movement phrases, with a start and finish position, using low apparatus that link at least one jump and one balance together. - work individually and in pairs
	<u>Games</u> <ul style="list-style-type: none"> • Handling a ball • Sending a ball • Receiving a ball • Chasing a ball 	<u>Games</u> <ul style="list-style-type: none"> - Practice and develop co-ordination of movement and skills. 	<u>Games</u> <ul style="list-style-type: none"> - Kicking - Striking - Tracking - Catching
			<ul style="list-style-type: none"> - Throwing <p>Develop these skills indoors and outdoors with a variety of size of balls, quoits, bean bags etc</p>
	<u>Dance</u> <ul style="list-style-type: none"> • Copy basic motifs. • Repeat basic dance motifs. 	<u>Dance</u> <ul style="list-style-type: none"> - Copy movements, linked to a suitable stimuli, working individually and with a partner, to create short phrases. 	<u>Dance</u> <ul style="list-style-type: none"> - Create basic motifs using topic based ideas <p>Work individually and in pairs</p>

2	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • Jumping: Turning, spinning, twisting • Balances: On isolated parts of the body • Rolls: Rocking and roll 	<p><u>Gymnastics</u></p> <p>-Copy and repeat skills and link these together with movement to create fluent sequences with a variety of simple dynamics.</p> <p>-Show basic control and body tension with use of some dynamics within sequences.</p>	<p><u>Gymnastics</u></p> <p>-Create short sequences, with a start and finish position, using low apparatus that link three or more acts together and I incorporate some change in dynamics (body shape, level).</p>
	<p><u>Games</u></p> <ul style="list-style-type: none"> • Handling a ball • Sending a ball • Receiving a ball • Chasing a ball 	<p><u>Games</u></p> <p>-Using a variety of equipment, Practice and develop co-ordination of movement and skills with increasing precision, control and accuracy.</p> <p>-Apply skills and movement, in small sided non-competitive and competitive games.</p>	<p><u>Games</u></p> <ul style="list-style-type: none"> - Kicking - Striking - Tracking - Catching - Throwing <p>Develop these skills indoors and outdoors with a variety of size of balls, quoits, bean bags etc</p> <p>Apply skills in game situations</p>

	<p><u>Dance</u></p> <ul style="list-style-type: none"> • Copy basic motifs. • Repeat basic dance motifs. • Remember dance motifs • Develop short, linked phrases <p>Basic dynamics: change of speed, change of level, change of shape.</p>	<p><u>Dance</u></p> <p>Copy repeat and link phrases, in response to a stimulus.</p> <p>-Perform movements with control and precision working individually, with a partner.</p>	<p><u>Dance</u></p> <ul style="list-style-type: none"> - Create basic motifs using topic based ideas - Remember, repeat a series of actions - Work individually and in pairs
Transition point 1:			
Gymnastics			
<p>HANDS</p> <p>I can plan and repeat simple sequences of actions. I can perform the basic gymnastic actions with some control and balance. I can use directions and levels to make my work look interesting</p>	<p>HEAD</p> <p>I can use shapes when performing other skills. I can describe how my body feels during exercise I am beginning to provide feedback using key words. I can feedback to others and recognise elements of high quality</p>	<p>HEART</p> <p>I am proud of my work and confident to perform in front of others. I can work safely with others and apparatus.</p>	
<p>-Invite KS2 PE lead / Year 3 teachers to review performances in dance, gym and games at the end of the unit to moderate assessment. -Sports premium funding to help with assessment – release teachers to focus on assessment with PE lead/sports coach to take lessons. -Year 2 to have some PE lessons in the Year 3 setting (bridging unit – KS1 Version of talent ID).</p>			
3	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • Balance: Points /patches • Rolls: Straight, barrel, forward • Jump: Straight, star, tucked 	<p><u>Gymnastics</u></p> <p>-Link balances, rolls and jumps together to form a sequence individually and with a partner which demonstrate matching and contrasting shapes using a variety of apparatus.</p> <p>-Show some body tension, control and precision when balancing, rolling, and jumping when performing actions individually and in a sequence.</p>	<p><u>Gymnastics</u></p> <p>Create a sequence that includes:</p> <ul style="list-style-type: none"> -a balance -A jump -A roll -A travel movement

<p><u>Dance</u></p> <ul style="list-style-type: none"> • Canon • Unison • Pathways • Dynamics • Formation 	<p><u>Dance</u></p> <p>-Communicate, remember and repeat movements on a theme through developing a range of phrases which show a variety of dynamics as well as control and precision.</p> <p>Perform individually and with a partner.</p>	<p><u>Dance</u></p> <p>-Cross curricular link to topic work</p>
<p><u>Games</u></p> <ul style="list-style-type: none"> • Tracking a ball • Throwing a ball • Catching a ball • Dribbling a ball • Forehand • Backhand • Ready position • Underarm bowling • Overarm bowling 	<p><u>Games</u></p> <p>Practice and apply skills in a range of small sided non-competitive and competitive games showing control and precision, developing tactics and strategies to be successful.</p>	<p>Tops Games Task Cards</p> <p>Netball</p> <p>Football</p> <p>Handball</p> <p>Hockey</p> <p>Basketball</p> <p>Dodgeball</p> <p>Tag rugby</p> <p>Cricket</p> <p>Rounders</p> <p>Tennis</p> <p>Badminton</p> <p>Volleyball</p>
<p><u>Athletics</u></p> <ul style="list-style-type: none"> • Running: Spiriting, over an obstacle • Throwing a ball: push and pull • Jumping: Height and distance 	<p><u>Athletics</u></p> <p>Practice and improve skills through non-competitive and competitive events developing individual performance with a focus on personal improvement</p> <p>Perform running, throwing and jumping actions with developing control and accuracy.</p>	<p><u>Athletics</u></p> <p>-Sprinting</p> <p>-Distance running</p> <p>-Relays</p> <p>-Hurdles</p> <p>-Javelin</p> <p>-Shot put</p> <p>-Hammer</p>

			<ul style="list-style-type: none"> -Discus -Long jump -High jump -Long Jump <p>TOPS cards: Athletics</p>
	<p><u>Outdoor and Adventurous Activities</u></p> <ul style="list-style-type: none"> • Follow and give simple instructions and apply rules • Orienteate and follow a diagram/map <p>Plan and attempt to solve problems</p>	<p><u>Outdoor and Adventurous Activities</u></p> <p>-Develop skills of working collaboratively in team to use different strategies to solve problems, while giving and following instructions.</p> <p>-Develop skills of orientation by following a variety of different diagrams and maps to complete a task</p>	<p><u>Outdoor and Adventurous Activities</u></p> <ul style="list-style-type: none"> -Problem solving games and activities -Orienteering <p>TOPS Cards: Athletics</p>
	<p>Analysis and improvement</p> <p>To offer feedback as a class and opportunities to improve that specific skill</p>	<p>Analysis and improvement</p> <p>Using criteria set for that specific activity to peer assess</p>	<p>Each activity will have feedback opportunities (mainly as a class). To then act on that feedback to improve.</p>
	<p>Competitive sports and activities outside of school</p> <p>Children offered opportunities to compete in a range of activities</p>	<p>Competitive sports and activities outside of school</p> <p>Skills taught in PE lessons to be further developed through inter-school competitions and through extra-curricular provision where possible.</p> <p>Additional links to outside clubs would be provided (For that specific year group)</p>	

4	<u>Gymnastics</u>	<u>Gymnastics</u>	<u>Gymnastics</u>
	<ul style="list-style-type: none"> • Balances: Individual/partner, shoulder, bridges • Rolls: Straight, barrel, forward, straddle • Jumps: using rotation • Travel: Pathways 	<p>-Link balances, rolls and jumps together to form more complex sequences, with a wider variety of travelling actions, including apparatus working individually and with a partner. Sequences will include actions that require weight to be taken on different parts of the body through inverted movements and varying dynamics when performing with a partner.</p> <p>-Show body tension, control and precision when balancing, rolling, and jumping when performing actions individually and in a sequence.</p>	<p>Create a sequence with a partner, using apparatus, to include:</p> <ul style="list-style-type: none"> -a Jump -A roll -Individual balance -Partner balance -Inverted movement
	<p><u>Dance</u></p> <ul style="list-style-type: none"> • Canon • Unison • Pathways • Dynamics • Formation • Reaction/action 	<p><u>Dance</u></p> <p>-Communicate, remember and adapt choreographed phrases, individually and with a partner, to represent an idea.</p> <p>-Use pathways, levels, shapes, directions and timings to express and show a change to show variety with developing fluency and control in response to a stimulus.</p>	<p><u>Dance</u></p> <p>-Cross curricular link to topic work</p>
	<p><u>Games: Striking and fielding</u></p> <ul style="list-style-type: none"> • Direct hit • Running between the wickets • Intercepting the ball with 1 hand • Overarm bowling • The pull shot • Stopping bouncing ground ball 	<p><u>Games: Striking and fielding:</u></p> <ul style="list-style-type: none"> -Choose where to direct a hit from a bowled ball -Use and apply basic rules of the game -Apply speed and decision -Play confidently in a variety of roles: fielder, bowler etc -Track and intercept the ball -Bowling with consistency 	<ul style="list-style-type: none"> -Cricket -Rounders

	<u>Games: Net/Wall</u> <ul style="list-style-type: none"> • Ready position • Forehand to targets • Intro to backhand • Moving to return the serve • Partner doubles • Scoring points 	<u>Games: Net/Wall</u> <ul style="list-style-type: none"> -Choose ways to send the ball to make it difficult for the opponent -Play the role of umpire -Explore shots on both sides of the body -Use a small range of racquet/hand skills -Use basic defensive tactics -Work with a partner/small group to return the ball -Play competitively 	<ul style="list-style-type: none"> -Mainly Tennis -Cricket -Rounders
	<u>Games: Invasion</u> <ul style="list-style-type: none"> • Basic passing • Picking up and running with the ball • Keeping possession • Evading defenders • Running into space • Pacing 	<u>Games: Invasion</u> <ul style="list-style-type: none"> -Working with a team mate to make it difficult for the opposition -Use defensive tactics -Play using marking techniques -Send and receive the ball with accuracy -Keep possession of the ball and run -Show speed and endurance -Use and apply the basic rules of the game 	<ul style="list-style-type: none"> Hockey Tag Rugby Netball Basketball Football
	<u>Athletics</u> <ul style="list-style-type: none"> • Running: over time/distance, relays • Throwing: push and pull • Jumping: distance and height 	<u>Athletics</u> <ul style="list-style-type: none"> -Practice and improve skills of running, throwing and jumping through non-competitive and competitive practices and events while developing individual performance with a focus on personal improvement. 	<u>Athletics</u> <ul style="list-style-type: none"> -Sprinting -Distance running -Relays -Hurdles -Javelin -Shot put

		-Perform running, throwing and jumping actions with some control and accuracy.	-Hammer -Discus -Long jump -High jump -Long Jump TOPS cards: Athletics
	<p><u>Outdoor and Adventurous Activities</u></p> <ul style="list-style-type: none"> • Accurately follow and give instructions and apply rules • Orientate and follow a diagram/map by identifying key symbols • Plan and apply strategies to solve problems 	<p><u>Outdoor and Adventurous Activities</u></p> <p>-Develop skills to successfully collaborate in teams and be successful in completing a range of problem solving tasks, while following and understanding rules.</p> <p>-Use skills of orientation by following a variety of different diagrams and maps to complete a task using a key and it's symbols accurately.</p>	<p><u>Outdoor and Adventurous Activities</u></p> <p>-Problem solving games and activities -Orienteering -TOPS cards</p>
	<p>Analysis and improvement</p> <p>To offer feedback as a class and opportunities to improve that specific skill</p>	<p>Analysis and improvement</p> <p>Using criteria set for that specific activity to peer assess</p>	<p>Each activity will have feedback opportunities (mainly as a class). To then act on that feedback to improve.</p>
	<p>Competitive sports and activities outside of school</p> <p>Children offered opportunities to compete in a range of activities</p>	<p>Competitive sports and activities outside of school</p> <p>Skills taught in PE lessons to be further developed through inter-school competitions and through extra-curricular provision where possible.</p> <p>Additional links to outside clubs would be provided (For that specific year group)</p>	

5	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> Balances: Symmetrical/ asymmetrical, shoulder, handstand, bridges Rolls: Straight, forward, straddle, backwards Travel: canon, synchronisation, mirror and matching 	<p><u>Gymnastics</u></p> <p>-Link balances, rolls and jumps together to form longer sequences, which include more complex actions that require weight to be taken through inverted movements.</p> <p>-Show good body tension, control and precision when balancing, rolling, and jumping when performing actions individually and in a sequence</p>	<p><u>Gymnastics</u></p> <p>-Create and perform a partner sequence that links six different actions; rolls, balances, jumps, inverted movements and travel. There must be a variety of the following showing different dynamics: levels, directions, partner relationships, body shapes.</p>
	<p><u>Dance</u></p> <ul style="list-style-type: none"> Relationships: canon, unison, mirroring Pathways Dynamics Formation Reaction/action <p>Structure</p>	<p><u>Dance</u></p> <p>-Accurately, remember and adapt choreographed phrases, individually and with a partner, to represent an idea.</p> <p>-Use pathways, levels, shapes, directions and timings to express and show a change to show variety with fluency and control in response to a stimulus.</p>	<p><u>Dance</u></p> <p>-Cross curricular link to topic work</p>
	<p><u>Games: Striking and Fielding</u></p> <ul style="list-style-type: none"> Fielding positions for attack Tracking and catching Bowling short On and Off drive Rules of cricket 	<p><u>Games: Striking and Fielding</u></p> <p>-Strike and field with flexibility and power</p> <p>-Use a range of tactics in game</p> <p>-Use and apply basic rules fairly</p> <p>-Choose where to hit the ball to maximise scores</p> <p>-Use a variety of shots in game situations</p>	<p><u>Games</u></p>

		<ul style="list-style-type: none"> -Throw with accuracy -Track the flight of the ball with accuracy -Begin bowling techniques <p>Work with others</p>	
	<p><u>Game: Net/Wall</u></p> <ul style="list-style-type: none"> • Volley shots • Overhead shots • Doubles play • Approaching the ball 	<p><u>Games: Net/Wall</u></p> <ul style="list-style-type: none"> -Cooperate with others -Play a range of basic shots -Play modified games with confidence -Apply control with the ball -Apply a range of techniques to score points -Demonstrate a variety of service shots in isolation and game play -Keep track of their own scores -Suggest warm ups to prepare the body. 	
	<p><u>Games: Invasion</u></p> <ul style="list-style-type: none"> • Tagging opposition • Running and passing accurately • Pop pass • The 'Magic Diamond' • Pacing 	<p><u>Games: Invasion</u></p> <ul style="list-style-type: none"> -Play in formations and execute game plans -Explain the need for different tactics -Know and apply the rules in a game -Able to combine dribbling and passing -Able to select which skill to use. -Move balls over longer distances accurately -Play in different positions with success 	

		<p>-Mark goal side when appropriate</p> <p>-Use appropriate language to explain their attacking and defensive play.</p>	
	<p><u>Athletics</u></p> <ul style="list-style-type: none"> • Running: pacing over distance, relay takeovers • Throwing: pushing and pulling • Jumping: long, triple 	<p><u>Athletics</u></p> <p>-Practice and improve skills of running, throwing and jumping through non-competitive and competitive practices and events while developing individual performance with a focus on personal improvement.</p> <p>-Perform running, throwing and jumping actions with increasing control, and</p>	<p><u>Athletics</u></p> <p>-Sprinting -Distance running -Relays -Hurdles -Javelin -Shot put -Hammer -Discus -Long jump -High jump -Long Jump</p> <p>TOPS cards: Athletics</p>
	<p><u>Outdoor and Adventurous Activities</u></p> <ul style="list-style-type: none"> • Communicate clearly, whilst developing leadership skills and apply rules • Orientate a map confidently using it to navigate a course. • Plan and apply strategies to solve more complex problems 	<p><u>Outdoor and Adventurous Activities</u></p> <p>-Use skills to successfully collaborate and developing leadership, in teams and be successful in completing a range of more complex problem, while following and understanding rules.</p> <p>-Use skills of orientation by following a map to navigate a course.</p>	<p><u>Outdoor and Adventurous Activities</u></p> <p>-Problem solving games and activities -Orienteering -TOPS cards</p>
	<p>Analysis and improvement</p> <p>To offer feedback in partners.</p>	<p>Analysis and improvement</p>	<p>Each activity will have feedback opportunities. To then act on that feedback to improve.</p>

	To offer feedback as a class and opportunities to improve that specific skill	Using criteria set for that specific activity to peer and self-assess	
	<p>Competitive sports and activities outside of school</p> <p>Children offered opportunities to compete in a range of activities</p>	<p>Competitive sports and activities outside of school</p> <p>Skills taught in PE lessons to be further developed through inter-school competitions and through extra-curricular provision where possible.</p> <p>Additional links to outside clubs would be provided (For that specific year group)</p>	
6	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> Balances: counter balance /counter tension, shoulder stand, handstand Rolls: forward, backward, straddle Jumps: Vault Body shapes: bridges Travel: canon, synchronisation, mirror and matching 	<p><u>Gymnastics</u></p> <p>Using knowledge of different gymnastic actions and dynamics, combine and link actions in a group which include a variety of formations, combining the use of apparatus.</p> <p>-Show consistent body tension, control and precision when balancing, rolling, and jumping when performing actions individually and in a sequence</p>	<p><u>Gymnastics</u></p> <p>Create and perform a group sequence that links at least six different actions; rolls, balances, jumps, inverted movements and travel. There must be at least three changes in formation. The sequence must show a variety of different dynamics: levels, directions, partner relationships and body shapes</p>
	<u>Dance</u>	<u>Dance</u>	<u>Dance</u>
	<p><u>Games: Striking and Fielding</u></p> <ul style="list-style-type: none"> Fielding positions for attack Tracking and catching Bowling short Working as pairs to field a long ball 	<p><u>Games: Striking and Fielding</u></p> <p>-Apply with consistency standard rules</p> <p>-Use a range of tactics for attacking and defending</p>	<p><u>Cricket</u></p> <p><u>Rounders</u></p>

	<ul style="list-style-type: none"> On and Off drive <p>Rules</p>	<p>Strike a ball using a range of shots</p> <ul style="list-style-type: none"> -Attempt to track and catch high balls in isolation and in game -Demonstrate control in fielding -Play within small sided games -Work in a team 	
	<p><u>Games: Net/Wall</u></p> <ul style="list-style-type: none"> Communication – doubles Backhand shot Lob shot Rules and scoring Positioning in doubles <p>Tactics</p>	<p><u>Games: Net/Wall</u></p> <ul style="list-style-type: none"> -Make appropriate choices in games for the best shot to use -Apply tactics effectively -Use a range of shots in isolation -Use a range of shots in game -Start games with the appropriate serve -Being to use full scoring systems -Develop double play 	<p><u>Mainly Tennis</u></p> <p><u>Cricket</u></p> <p><u>Rounders</u></p>
	<p><u>Games: Invasion</u></p> <ul style="list-style-type: none"> Support play with the ball Set plays Pacing Spaces not faces principle Transition from attack to defence Observe and analyse 	<p><u>Games: Invasion</u></p> <ul style="list-style-type: none"> -Choose and implement a range of strategies to attack and defend -Suggest and lead a warm up -Make quicker decisions in game -Use and apply Boundary rules -Build upon set plays 	<p>Tag Rugby</p> <p>Football</p> <p>Hockey</p>

		<ul style="list-style-type: none"> -Use a variety of techniques for passing -Play in a variety of positions -Consistently catch/control a ball -Able to track and control a rebound -Work in a team to keep possession 	
	<u>Athletics</u>		<u>Athletics</u> <ul style="list-style-type: none"> -Sprinting -Distance running -Relays -Hurdles -Javelin -Shot put -Hammer -Discus -Long jump -High jump -Long Jump <p>TOPS cards: Athletics</p>
	<u>Outdoor and Adventurous Activities</u>	<u>Outdoor and Adventurous Activities</u>	<u>Outdoor and Adventurous Activities</u>
	<p>Analysis and improvement</p> <p>To offer feedback in partners.</p> <p>To offer feedback as a class and opportunities to improve that specific skill</p>	<p>Analysis and improvement</p> <p>Using criteria set for that specific activity to peer and self-assess</p>	<p>Each activity will have feedback opportunities. To then act on that feedback to improve.</p>

	Competitive sports and activities outside of school Children offered opportunities to compete in a range of activities	Competitive sports and activities outside of school Skills taught in PE lessons to be further developed through inter-school competitions and through extra-curricular provision where possible. Additional links to outside clubs would be provided.	Football, Basketball
SWIMMING	<ul style="list-style-type: none"> • Water confidence in shallow water • Water confidence deep water • Basic stroke development; alternating and simultaneous strokes, breaststroke, front crawl, backstroke • Developing endurance • Water Safety and hazards • Safe self-rescue skills 	<ul style="list-style-type: none"> -Develop and confidently show basic skills: face in the water, floating, push and glide, jumping in, swimming under water -Effectively use strokes to achieve different outcomes adapting for a range of purposes and intended outcomes. -Swim for at least 25m including some deep water swimming, showing a consistently strong stroke -Be able to use appropriate survival and self-rescue skill 	

Transition point2:

HANDS

To be updated.

HEAD

To be updated.

HEART

To be updated.

- Transition documents – general completed by schools, along with end of year 6 assessments with student specific information.
- Talent ID sessions to give an idea of generic performance for assessment.
- SSP to work with Primary schools to develop the link and transition process.
- Festival opportunities for children at secondary schools through SSP, along with Sports leaders / ambassadors helping to run events in Primary schools
- Sports premium funding to help with assessment – release teachers to focus on assessment with PE lead/sports coach to take lessons.