

PE

Knowledge Sequencing Document

Physical Education National Curriculum Aims

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

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

Physical Education

To understand the importance of exercise on our body and mind and foster a love of physical activities and sport.

Intent

Physical education is sequenced and linked across the school with a focus on the ability to acquire and develop skills, develop tactics and communicate using key vocabulary. Children will collaborate, perform and evaluate their own and other's work. From nursery to year six, children will have a wide range of physical opportunities and experiences. They will be given the chance to lead, develop confidence and sporting spirit. They will work independently and as part of a team whilst competing with others.

Physical Education	
Curriculum Drivers	Reading, Force for positive change
Knowledge Threads	The areas of learning in P.E are sequenced and linked through the study of: Sport for all health and wellbeing and child initiated.
Sport for all	Inclusion and diversity: ethnicity, SEN, disability, gender, age, race, All children will have the opportunity to engage in competitive and co-operative activities
Health & wellbeing	Living a healthy lifestyle, mental wellbeing, how the body works, muscles, bones, organs, diets,
Child Initiated	Children's interests and enquiry to be explored although all knowledge threads and P.E skills are covered. Having the chance for child-led activities and also child-led differentiation.

P.E Skills	The 4 Big Physical Education Ideas
<ul style="list-style-type: none"> Acquiring and developing skills 	The big idea is to: choose, combine and perform skills more fluently, consistently and with greater accuracy and quality. To develop fundamental movement skills, become increasingly competent and confident and apply and develop a broader range of skills. To look for opportunities to extend their agility, balance and coordination, individually and with others. Learning how to use these movements in different ways and to link them to make actions and sequences of movement.
<ul style="list-style-type: none"> Selecting and applying skills, tactics and compositional ideas 	The big idea is to: make decisions and predictions to solve complex problems that can help improve their own or others performance. To understand their role within the team.
<ul style="list-style-type: none"> Sporting spirit 	The big idea is to develop children's attitudes and skills in: self-belief, team work, honesty, respect, fair play, passion, determination, fairness, encouragement, resilience,
<ul style="list-style-type: none"> Communicating using technical vocabulary and evaluating and improving performance 	The big idea is to: enjoy communicating and collaborating with others using technical vocabulary. Have an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own and others success using key vocabulary.

Year Group:						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Games - Multi-skills Fundamental movements Balance, speed, agility	Games - Multi-skills Throwing & catching / Aiming	Dance Creative dance	Dance Dance a story	Gymnastics Travelling on apparatus	Athletics (Sports day preparation)
Reception	Games - Multi-skills Fundamental movements Balance, speed, agility	Games - Multi-skills Sending & receiving / Aiming	Dance Creative dance	Dance Dance a story	Gymnastics Over, under & through	Athletics (Sports day preparation)
Y1	Games Agility / Balance / Co-ordination Core Task: Rob the nest	Games Sending and receiving	Games Aiming / team games (Boccia) Core Task: Ten-point hoops	Games Travelling with a ball - Football / Hockey / Basketball	Games Hand eye co-ordination (Net & wall / Striking & fielding) Core Task: Off The Tee	Games Creating games / Review of skills from across the year / Sports day preparation
	Dance Simple movements patterns Core Task: Dance	Dance Telling a story through dance Core Task: Dance	Gymnastics Making shapes	Gymnastics Making shapes Core Task: Sequence	Dance Exploring Gesture and Formation; Creating short dances Exploring Patterns and Pathways. Developing a simple dance Core Task: Dance	Healthy lifestyle Circuits
Y2	Games Agility / Balance / Co-ordination Core Task: Honey Pot	Games Throwing & Catching	Games Aiming / Team games (Goal Ball) Core Task: Piggy in the middle	Games Dribbling – Football, Hockey Basketball	Games Hand eye co-ordination / Hitting a ball (Net & wall / Striking & fielding) Core Task: 1 vs 3 / Floor tennis	Games Review of skills from across the year / KS2 transition games / Sports day preparation
	Dance Communicate different moods, feelings and ideas Core Task: Dance	Dance Using dynamics to develop the dance Core Task: Dance	Gymnastics Families of actions	Gymnastics Families of actions Core Task: Sequence	Dance Learning and performing a style of dance Core Task: Dance	Healthy lifestyle Yoga

Y3	<p>Invasion games – Netball / Basketball Passing & creating space Core Task: Three touch ball 3v1</p>	<p>Invasion games – Football Passing & creating space Core Task: Three touch ball 3v1</p>	<p>Invasion games – Hockey Passing & creating space Core Task: Three touch ball 3v1</p>	<p>Net & wall Tennis, badminton, volleyball – Directing the ball Core Task: Throw tennis 2v2</p>	<p>Athletics Running, jumping & throwing (Blind athletics) Core Task: Take aim & Furthest five</p>	<p>Striking & Fielding Cricket – Developing striking & fielding skills Core Task: Target run 1 & 2</p>
	<p>Dance Linking actions together Class topic based Core Task: Dance</p>	<p>Dance Exploring cultural dance Class topic based Core Task: Dance</p>	<p>Gymnastics Partner work</p>	<p>Gymnastics Partner work Core Task: Sequence</p>	<p>Outdoor and Adventurous Activity Simple orientation activities using maps and diagrams</p>	<p>Healthy lifestyle Boxercise</p>
Y4	<p>Invasion games – Netball / Basketball Keeping possession / Marking & tackling / Controlling & receiving Core Task: End zone</p>	<p>Invasion games – Football Keeping possession / Marking & tackling / Controlling & receiving Core Task: End zone</p>	<p>Invasion games – Hockey Keeping possession / Marking & tackling / Controlling & receiving Core Task: End zone</p>	<p>Net & wall Tennis – Defending the court Core Task: Hit the target</p>	<p>Athletics Developing good running, throwing and jumping techniques Core Task: Pass the baton</p>	<p>Striking & Fielding Cricket - How to hit or strike the ball into space / Fielding as a team. (Table Cricket) Core Task: Thorw, hit & catch</p>
	<p>Dance Retelling / Creating a story & Characterisation Core Task: Dance Swimming 1 Class</p>	<p>Gymnastics Balancing act Core Task: Sequence Swimming 1 Class</p>	<p>Dance Retelling / Creating a story & Characterisation Core Task: Dance Swimming 1 Class</p>	<p>Gymnastics Balancing act Core Task: Sequence Swimming 1 Class</p>	<p>Outdoor and Adventurous Activity Following plans and solving problems Swimming 2 Classes</p>	<p>Healthy lifestyle Zumba Swimming 2 Classes</p>
Y5	<p>Games – Netball / Basketball Support play & positioning / Shooting Core Task: On the attack</p>	<p>Games – Hockey Support play & positioning / Shooting Core Task: On the attack</p>	<p>Games – Tag Rugby Support play & positioning / Scoring Core Task: On the attack</p>	<p>Net & wall Tennis – Developing individual shots Core Task: Throwers vs rackets</p>	<p>Athletics Set targets & improve performance in running, jumping and throwing activities. Core Task: Timing & Measuring</p>	<p>Games – Football Support play & positioning / Shooting & Keeping (Blind football) Core Task: Intra Competition - Matches</p>
	<p>Dance Formations in historical dance Core Task: Dance</p>	<p>Dance Communicating issues through dance Core Task: Dance</p>	<p>Gymnastics Acrobatic Gymnastics</p>	<p>Gymnastics Acrobatic Gymnastics Core Task: Sequence</p>	<p>Striking & fielding Cricket Role of bowler, wicket keeper, fielder and batter Core Task: Pairs play</p>	<p>Outdoor and Adventurous Activity Develop orienteering and problem-solving skills</p>

<p>Y6</p>	<p>Games – Netball / Basketball Attacking & defending / Tactics / Teamwork and formations Core Task: Calling the shots</p>	<p>Games – Hockey Attacking & defending / Tactics / Teamwork and formations Core Task: Calling the shots</p>	<p>Games – Tag Rugby Attacking & defending / Tactics / Teamwork and formations Core Task: Intra Competition - Matches</p>	<p>Net & wall Tennis – Developing game play (Sitting volleyball) Core Task: Long and thin, short and fat</p>	<p>Athletics Develop technical understanding of athletic activity Core Task: Measuring / Recording / Leadership</p>	<p>Leadership Develop leadership skills (Football, Hockey, Netball, Basketball, Tag rugby) Core Task: Conditioned games</p>
	<p>Dance Visual media / Putting on a performance</p>	<p>Dance Putting on a performance Core Task: Dance</p>	<p>Gymnastics Group dynamics</p>	<p>Gymnastics Group dynamics Core Task: Sequence</p>	<p>Striking & fielding Rounders Role of bowler, wicket keeper, backstop, fielder and batter Core Task: Run the loop</p>	<p>Outdoor and Adventurous Activity Use strategies to solve problem</p>

Reception		Topic Content	Key Vocabulary
Learning Journey Autumn 1 <i>Travel & movement</i>		Games: About this unit <ul style="list-style-type: none"> In this unit the skills of travelling in different ways, using space well and controlling their bodies are developed. Children will experience a variety of games equipment, cooperative and competitive games, scoring and using the space around them. They will also develop simple games, independent and group games and the control of a range of body parts and objects. Children will be given the opportunity to develop spatial awareness, the ability to adjust their speed and direction in addition to negotiating others. 	In this unit children will have an <u>opportunity to use a range of words and phrases, such as:</u> Travel, movements, space, awareness, looking up, eyes alert, stretch, muscle, tight muscle, partner, pairs. Change directions, spatial awareness,
P.E Domain	Multi-skills		
Year Group Links: YN: Multi-skills Autumn 1			
Knowledge Threads			
Sport for all		-Strategies to include and challenge all children (STEP) S-space T-task E-equipment P-people . Can the skill be changed using STEP to help children's' needs? E.g Hooping change the T to balance on one leg first, progress to hopping on spot once hop at a time. -Develop sports leadership by communicating and working with a partner	
Health & wellbeing		-Understand the importance for good health of physical exercise and talk about different ways to keep healthy and safe -Describe how the body feels when still and when exercising	
Child Initiated		-Asking questions and encouraging children to find links	

Year 2		Topic Content	Key Vocabulary
Learning Journey Autumn 1 <i>Agility / Balance / Co-ordination</i> <i>Running, jumping & hopping</i> <i>Communicate different moods, feelings and ideas</i>		Athletics: About this unit <ul style="list-style-type: none"> In this unit children explore running, jumping and hopping activities and take part in simple challenges and competitions. They experiment with different ways of travelling, jumping and some throwing, increasing their awareness of speed and distance. Children will be working to improve their agility, balance and co-ordination from previous topic. 	Athletics: See vocab for previous units and in addition use: Jumping – 1 to 1 hop, 1 to 1 leap, 1 to 2, 2 to 1, 2 to 2 Long jump, triple jump Running – Explode, power, swinging arms, head straight, strides Throwing – Push, pull, fling
P.E Domain	Athletics Dance	Core Task – <ul style="list-style-type: none"> QCA Honey pot core task Children to take part in an athletics festival containing all the skills learnt through this topic. 	
Year Group Links: YN/YR: Athletics Summer 2 Y1: Athletics Autumn 1 Y1: Dance units of work		Dance: About this unit <ul style="list-style-type: none"> In this unit children focus on creating and performing short dances that communicate different moods, feelings and ideas. Their work is inspired by a range of subjects, including some based on different times and cultures. In dance as a whole, children will think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. This unit lays the foundations for future dance units, in which children will explore shape and develop spatial awareness. They will build on their understanding of how dynamic and rhythmic qualities can be used to express moods, ideas and feelings. They will also develop their ability to work with a partner and in a small group. 	Dance: See vocab for previous units and in addition use: Body parts, body actions, directions and levels, stillness, silence, supporting, wrapped around, <i>relationships:</i> near/far; meeting/parting; advancing/retreating; leading/following; mirroring/matching, <i>pathways</i> , curved, zigzag, moods, ideas and feelings, performing, cultures Add vocabulary depending on the dance topic
		Core Task – Create and perform short dances, using rhythm and expressive and dynamic qualities to show different moods, ideas and feelings.	

Knowledge Threads		
Sport for all	<p>-Strategies to include and challenge all children (STEP) S-space T-task E-equipment P-people (Differentiation)</p> <p>-Develop sports leadership in leading their self or a partner through a warm up and cool down activity with simple safety instructions</p> <p>-Enrichment and inspire – Watch another class or group performance and take part in after-school groups and clubs / Take part in a multi-skills festival</p> <p>-Achieve their personal best at set goals and targets</p>	
Health & wellbeing	<p><u>Games – Learning about energy balance</u></p> <p>-Know what muscles do <i>(Muscles help us to move by releasing energy. How is energy generated? / What do bones and muscles help us to do? Muscles require much more energy when we are active. Where is the energy stored until we need it?)</i></p> <p>-To understand the role of physical activity in achieving energy balance, and why energy balance is part of being healthy</p> <p>-Food groups and exercise and how they give our body energy</p> <p><u>Dance - Physical health benefits of being active</u></p> <p>-How my body feels after dance and make links between being active and feeling good <i>(Do you know why the skin becomes flushed or appear red?)</i></p> <p>-Know how to warm up and cool down for a dance activity</p>	
Child Initiated	-Asking questions and encouraging children to find links	

(Please check curriculum map above regarding swimming times)

Year 4		Topic Content	Key Vocabulary
Learning Journey Autumn 1 <i>Netball / Basketball</i> <i>Keeping possession / Marking & tackling / Controlling & receiving</i> Retelling / Creating a story & Characterisation (Reference to Historical Images)		Invasion games: About this unit <ul style="list-style-type: none"> In this unit children will learn about Keeping possession, Marking & tackling, Controlling receiving. They will also develop simple attacking tactics using a range of equipment and skills, and start to think about how to organize themselves to defend their goals. They start by playing small, uneven-sided games, and move on to even-sided games. The sport focus for this topic is <i>netball & basketball</i> They will learn a wider range of techniques, how to plan tactics as a team, and how to apply them as a team member. They will learn that they can use invasion games skills in different ways in other types of game. They will also find out how playing games can contribute to good health. They will learn how to evaluate their own and others' performances, and how to identify a focus for improvement. 	Invasion games: See vocab for previous units and in addition use: Make and use space, in possession, out of possession, keep ball, transition, support, dodging, avoid, footwork, marking, tackling, tackle, intercepting, position, pressure Dance: See vocab for previous units and in addition use: Character, narrative, costume, props, describe, analyse, interpret, evaluate, communication, gesture Words to describe choreographic devices, eg unison, canon, repetition, action and reaction, question and answer dance style, technique, formation, pattern, pathway, gesture, counts and rhythm, motif, phrase, sequence variation, narrative, dynamics, shape e.g. tall, long, wide, narrow, direction e.g. up, down, forwards, Level e.g. high, low, Stretch tension, extension, relaxation
P.E Domain	Invasion games Dance		
Year Group Links: Y3: Netball – Autumn 1 Y1/Y2/Y3: Dance – Autumn term			
		Core Task – QCA – End zone: The aim of the game is pass the ball to a nominated player in the end zone of a pitch. <ul style="list-style-type: none"> Play the game four against two and then four against three. Play on a pitch that is about 10m x 20m – the end zones should be about 1m wide, running the width of the pitch. Use netball, basketball, football or hockey equipment and techniques. To score points, the ball has to be passed to, and stopped by, a player who has been nominated to receive the ball in the end zone. This player can move anywhere on the pitch, but must be in the end zone to receive the ball, and then shoot to score a 'goal'. The goals can be hoops, nets, posts, etc. after every goal, the team that did not score takes a free pass from its back line. If the ball goes out, the opposition throws in from where the ball went out. 	
		Dance: About this unit <ul style="list-style-type: none"> In this unit children will focus on combining and linking phrases of movements fluently and with control. explore basic body actions, e.g. jumping, shapes and travel, and use different parts of their body to make movements. They create and repeat short dances inspired by themes. Children will think how to use movement to communicate ideas, moods and feelings. They gain inspiration from a range of subjects, and work in pairs and small groups. 	
		Core Task – Create and perform dances based on characters and narrative.	

Knowledge Threads		
Sport for all	<ul style="list-style-type: none"> -Strategies to include and challenge all children (STEP) S-space T-task E-equipment P-people (Differentiation) -Develop sports leadership in how to organise equipment and a small group safely, making sure everyone has a role to play -Enrichment and inspire – Watch national and international events on television and take part in after-school groups and clubs -Achieve their personal best at set goals and targets 	
Health & wellbeing	<p><u>Games - Learning about the psychological, mental and social benefits of an active lifestyle</u></p> <ul style="list-style-type: none"> -Understand what it means to feel safe in physical education and at playtimes <i>How do you feel when active? How does playing games with others make you feel? Does everyone feel the same? Do you feel safe when you are active and playing games? What made you feel safe or less safe?</i> <p><u>Dance</u></p> <ul style="list-style-type: none"> -Show understanding of warming up and cooling down, and choose appropriate activities to do on their own -Understand how physical activity should feel for health benefits -Devise routines of stretching exercises that prepare them for their dance routine 	
Child Initiated	<ul style="list-style-type: none"> -Asking questions and encouraging children to find links 	