

St. John The Evangelist RCP School

P.E. Progression - Specialist (Intent)



SEND – Ambition and Access in Physical Education

Ambition – What are we aiming for children with SEND to achieve in this subject?	Access – What amendments are made in the teaching of PE in order to help children with SEND achieve?
<p>We are ambitious in what our SEND children can achieve.</p> <p>We want children with SEND to take ownership of their own learning.</p> <p>We want our children with SEND (especially those with physical barriers to their learning) to develop resilience and self-esteem.</p> <p>All children regardless of ability will be given the opportunity to represent the school at extra-curricular competitions and festivals.</p> <p>Providing the correct support for children with SEND to help them develop skills needed to have a positive relationship with PE.</p>	<ul style="list-style-type: none"> • Revisit and revise previous learning at the start of every lesson. • Model and scaffold by adults teaching the lesson and children participating. • Mixed ability grouping – to enable all to take an active part. • Variety of different sized balls/resources to support children with gross motor skills. • Take part in SEND specific Bolton LA sports activities to enable children to compete with similar abilities and enjoy success. • Link/Staff CPD with our Sports Coach provider. • Adaptations as necessary for those with physical difficulties but not SEND.



St. John The Evangelist RCP School
EYFS PE Progression (Intent)

	AUTUMN	AUTUMN 2 / SPRING 1	SUMMER 1	SUMMER 2
Topic	Movement Development	Working With Others	Ball Skills	Throwing and Catching
Intended Vocabulary	Control Co-ordination Slow/fast High/low Fluently Free Awareness Walk Space Creative Movements run	Throw Catch Watch Aim Target Ready Roll Bounce Count Help Team partner	Collect Ball control Games Bounce Count Hand High Explore Safety height	Throw Catch Watch Aim Target Push Roll/push Kick Hands Bounce Count ready
Aims	<p>Physical Development ELG: Gross Motor Skills Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 			
Statutory framework for the early years foundation stage 2023	Physical Development Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being.			
Intended Declarative Knowledge	<p>Children can:</p> <ul style="list-style-type: none"> • show understanding of the need for safety when tackling new challenges and considers and manages some risks when using equipment. • shows some understanding towards the effects of activity on their body 	<p>Children can :</p> <ul style="list-style-type: none"> • show some understanding that good practice regarding exercise, eating, sleeping, hygiene can contribute to good health • Aware of the boundaries set and of behavioural expectations in the setting and can respond to simple instructions 	<p>Children can:</p> <ul style="list-style-type: none"> • show understanding of the need for safety when tackling new challenges and considers and manages some risks when using equipment. • Show some understanding towards the effects of activity on their body 	<p>Children can :</p> <ul style="list-style-type: none"> • Able to respond to simple instructions, showing a good understanding of safety when using tools and equipment. • Aware of the boundaries set and of behavioural expectations in the setting and can respond to simple instructions

	<ul style="list-style-type: none"> • Aware of the boundaries set and of behavioural expectations in the setting and can respond to simple instructions 		<ul style="list-style-type: none"> • Aware of the boundaries set and of behavioural expectations in the setting and can respond to simple instructions 	
Intended Procedural Knowledge	Children can: <ul style="list-style-type: none"> • Travel with confidence and skill in a range of movements when using equipment • Move freely and with pleasure and confidence in a range of skilful ways • Run skilfully and negotiate spaces successfully, adjusting speed or direction to avoid obstacles 	Children can : <ul style="list-style-type: none"> • Play in a group • Keep play going by responding to what others are saying or doing sometimes with the support of others • Run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles 	Children can : <ul style="list-style-type: none"> • Play in a group, extending and elaborating play ideas within the group • show increasing control when throwing and catching a large ball • begin to accept the needs of others and can take turns and share, sometimes with the support of others 	Children can : <ul style="list-style-type: none"> • show increased control when catching a ball • Show increasing control over an object, pushing, passing, throwing, catching or kicking it • Move freely and with pleasure and confidence in a range of skilful ways • Play fairly in a group. Show the ability to accept the needs of others and can take turns and share resources, sometimes with the support of others



St. John The Evangelist RCP School
Year 1 PE Progression (Intent)

	AUTUMN	AUTUMN 2 / SPRING 1	SUMMER 1	SUMMER 2
Topic	Football	Gym	Rugby	Cricket
Prior Declarative Knowledge	<p>Children can :</p> <ul style="list-style-type: none"> Begins to accept the needs of others and can take turns and share, sometimes with the support of others (Ball Skills) Shows some understanding towards the effects of activity on their body (Body Awareness) Able to respond to simple instructions, showing a good understanding of safety when using tools and equipment (Throwing and Catching) 	<p>Children can :</p> <ul style="list-style-type: none"> Show understanding of the need for safety when tackling new challenges and considers and manages some risks when using equipment (Ball Skills) Shows some understanding towards the effects of activity on their body (Body Awareness) 	<p>Children can :</p> <ul style="list-style-type: none"> Show understanding of the need for safety when tackling new challenges and considers and manages some risks when using equipment (Ball Skills) Begins to accept the needs of others and can take turns and share, sometimes with the support of others (Ball Skills) Able to respond to simple instructions, showing a good understanding of safety when using tools and equipment (Throwing and Catching) Shows some understanding towards the effects of activity on their body (Body Awareness) 	<p>Children can :</p> <ul style="list-style-type: none"> Begins to accept the needs of others and can take turns and share, sometimes with the support of others (Ball Skills) Able to respond to simple instructions, showing a good understanding of safety when using tools and equipment (Throwing and Catching) Shows some understanding towards the effects of activity on their body (Body Awareness)
Prior Procedural Knowledge	<ul style="list-style-type: none"> Play in a group, extending and elaborating play ideas within the group (Ball Skills) Runs skillfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles (Fun and Games) Showing increased control when catching a ball.(Throwing and Catching) 	<ul style="list-style-type: none"> Explore and copy basic body actions and rhythms (Dance) Negotiate space confidently, using appropriate strategies (Dance) Moves freely and with pleasure and confidence in a range of skilful ways (Fun and Games) Use their bodies to respond to stories, topics, and music. (Dance) 	<ul style="list-style-type: none"> Play in a group, extending and elaborating play ideas within the group (Ball Skills) Runs skillfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles (Fun and Games) Shows increasing control over an object, pushing, passing, throwing, catching or kicking it 	<ul style="list-style-type: none"> Play in a group, extending and elaborating play ideas within the group (Ball Skills) Shows increasing control over an object, pushing, passing, throwing, catching or kicking it (Movement Development) Show increasing control when catching a ball (Throwing and Catching)

	<ul style="list-style-type: none"> Shows increasing control over an object, pushing, passing, throwing, catching, or kicking it. (Throwing and Catching) Moves freely and with pleasure and confidence in a range of skilful ways. (Fun and Games) 		<p>(Movement Development)</p> <ul style="list-style-type: none"> Show increasing control when catching a ball (Throwing and Catching) Travels with confidence and skill in a range of movements when using equipment.(Movement Development) 	<ul style="list-style-type: none"> Moves freely and with pleasure and confidence in a range of skilful ways (Me and Myself)
Intended Vocabulary	Ball Control Control Coordination Direction Dribble Movement Partner Rules Space	Arch Balance Backwards Direction Straight Dish Explore Forwards High & Low Travelling Individual Jump Key Shape Level Tuck Linking Movement Sequence Shapes	Attack Belts Catch Defend Pass Run Space Target Throw Try	Aim Backwards Ball Ball Control Bat Beanbag Bounce Catch Control Direction Batting Feeder Forwards Free Space Grip Left & right Stop Movement Rolling Run Safety Score Space
Aims	The national curriculum for physical education aims to ensure that all pupils: <ul style="list-style-type: none"> 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. 			

Statutory Requirements (NC)	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns. 			
Intended Declarative Knowledge	<p>Children can:</p> <ul style="list-style-type: none"> • Understand the concept of moving to get in line with the ball to receive it. • Describe why being active and playing games is good for you. • Describe what it feels like to breath quickly during exercise. • Have simple plans that you know you can make work, e.g. where to stand to make it difficult for an opponent. • Identify what skills you need to practice. • Can describe what you have done or seen others do. • Recognise space in games and use it to your advantage. • Understand why being active and playing games is good for you. • Understand how to play in a safe way. • Describe why running and playing games is good for you. • Watch, copy and describe others play. • Understand who the attackers and who the defenders are. • Decide when to pass and when to run. 	<p>Children can :</p> <ul style="list-style-type: none"> • To describe what they have done or seen others doing. • Understand the importance of landing safely and practise safe landing. • Watch a performance and describe what you enjoyed. • Describe what you enjoy about gymnastics. • Understand why balance is important in lots of different sports and games. 	<p>Children can:</p> <ul style="list-style-type: none"> • Understand the concept of moving to get in line with the ball to receive it. • Describe why being active and playing games is good for you. • Describe what it feels like to breath quickly during exercise. • Have simple plans that you know you can make work, e.g. where to stand to make it difficult for an opponent. • Identify what skills you need to practice. • Can describe what you have done or seen others do. • Recognise space in games and use it to your advantage. • Understand why being active and playing games is good for you. • Understand how to play in a safe way. • Describe why running and playing games is good for you. • Watch, copy and describe others play. • Understand who the attackers and who the defenders are. • Decide when to pass and when to run. 	<p>Children can :</p> <ul style="list-style-type: none"> • Apply skills and tactics in simple games, including recognizing space and using it to your advantage. • Understand why being active and playing games is good for you. • Describe what you have done, or seen others doing. • Describe what it is like to breath quickly during exercise.

<p>Intended Procedural Knowledge</p>	<p>Children can:</p> <ul style="list-style-type: none"> • Explore different ways to use, move and send the ball. • Develop skills such as sending an object to a target - basic ball control • Show control of a ball with basic actions. • Send/ pass a ball and successfully stop a ball. • Develop fundamental movement skills, becoming increasingly confident and competent. • Use skills in different ways when playing games. • Recognise space in games and use it to your advantage. • Move fluently, changing direction and speed easily and avoiding collisions. • Show control of the ball with basic actions – including sending a ball/equipment to a target. • Can shoot successfully at a goal or target. • Play in a safe way. • Move to defend a goal. 	<p>Children can :</p> <ul style="list-style-type: none"> • To move with purpose and accuracy. • To copy, create and explore different ways of travelling and link a range of movements and shapes, safely. • To develop balance and coordination. • Learn and develop the quality of an egg roll and log roll. • Perform basic jumps with quality and control. • Work well with a partner. • Remember and repeat sequences of gymnastic actions. • Safely demonstrate flowing movement when travelling in different ways. • Copy, create movement phases. • Jump and Land safely, and with control, when performing off the floor and apparatus. • Explore large point balances including the shoulder stand. • Create floor and apparatus sequences on your own and with a partner. • Perform and link movements with control using a range of body actions and body parts. • Remember and repeat sequences of gymnastic actions 	<p>Children can :</p> <ul style="list-style-type: none"> • Explore different ways to use, move and send the ball. • Develop skills such as sending an object to a target, catching, receiving, rolling, pushing, throwing and basic ball control. • Demonstrate a basic passing action with control and accuracy. • Show control of a ball with basic actions. • Send/ pass a ball and successfully catch/stop a ball. • Develop fundamental movement skills, becoming increasingly confident and competent. • Use skills in different ways when playing games. • Recognise space in games and use it to your advantage. • Move fluently, changing direction and speed easily and avoiding collisions. • Show control of the ball with basic actions – including sending a ball/equipment to a target. • Play in a safe way. • Move to defend a goal. • Throw and catch a ball to themselves and others. • Improve movement skills whilst moving with the ball in two hands. • Play simple games understanding the rules of the game. • Learn how to tag 	<p>Children can :</p> <ul style="list-style-type: none"> • Move fluently, changing direction and speed, • Show basic control of the ball, including when striking a ball. • Successfully receive (catch/stop) a ball, understanding the concept of moving to get in line with the ball to receive it. • Understand and follow simple rules for games and compete in physical activities both against self and against others. • Apply skills and tactics in simple games, including recognizing space and using it to your advantage
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St. John The Evangelist RCP School
Year 2 PE Progression (Intent)

	AUTUMN	AUTUMN 2 / SPRING 1	SUMMER 1	SUMMER 2
Topic	Football	Gym	Rugby	Cricket
Prior Declarative Knowledge	<p>Children can:</p> <ul style="list-style-type: none"> • Understand the concept of moving to get in line with the ball to receive it. • Describe why being active and playing games is good for you. • Describe what it feels like to breath quickly during exercise. • Have simple plans that you know you can make work, e.g. where to stand to make it difficult for an opponent. • Identify what skills you need to practice. • Can describe what you have done or seen others do. • Recognise space in games and use it to your advantage. • Understand why being active and playing games is good for you. • Understand how to play in a safe way. • Describe why running and playing games is good for you. • Watch, copy and describe others play. • Understand who the attackers and who the defenders are. • Decide when to pass and when to run. 	<p>Children can :</p> <ul style="list-style-type: none"> • To describe what they have done or seen others doing. • Understand the importance of landing safely and practise safe landing. • Watch a performance and describe what you enjoyed. • Describe what you enjoy about gymnastics. • Understand why balance is important in lots of different sports and games. 	<p>Children can :</p> <ul style="list-style-type: none"> • Understand the concept of moving to get in line with the ball to receive it. • Describe why being active and playing games is good for you. • Describe what it feels like to breath quickly during exercise. • Have simple plans that you know you can make work, e.g. where to stand to make it difficult for an opponent. • Identify what skills you need to practice. • Can describe what you have done or seen others do. • Recognise space in games and use it to your advantage. • Understand why being active and playing games is good for you. • Understand how to play in a safe way. • Describe why running and playing games is good for you. • Watch, copy and describe others play. • Understand who the attackers and who the defenders are. • Decide when to pass and when to run. 	<p>Children can :</p> <ul style="list-style-type: none"> • Apply skills and tactics in simple games, including recognizing space and using it to your advantage. • Understand why being active and playing games is good for you. • Describe what you have done, or seen others doing. • Describe what it is like to breath quickly during exercise.
Prior Procedural Knowledge	<p>Children can:</p> <p>Explore different ways to use, move and send the ball.</p>	<p>Children can :</p> <ul style="list-style-type: none"> • To move with purpose and accuracy. 	<p>Children can :</p> <p>Children can :</p>	<p>Children can :</p> <ul style="list-style-type: none"> • Move fluently, changing direction and speed,

	<ul style="list-style-type: none"> • Develop skills such as sending an object to a target - basic ball control • Show control of a ball with basic actions. • Send/ pass a ball and successfully stop a ball. • Develop fundamental movement skills, becoming increasingly confident and competent. • Use skills in different ways when playing games. • Recognise space in games and use it to your advantage. • Move fluently, changing direction and speed easily and avoiding collisions. • Show control of the ball with basic actions – including sending a ball/equipment to a target. • Can shoot successfully at a goal or target. • Play in a safe way. • Move to defend a goal. 	<ul style="list-style-type: none"> • To copy, create and explore different ways of travelling and link a range of movements and shapes, safely. • To develop balance and coordination. • Learn and develop the quality of an egg roll and log roll. • Perform basic jumps with quality and control. • Work well with a partner. • Remember and repeat sequences of gymnastic actions. • Safely demonstrate flowing movement when travelling in different ways. • Copy, create movement phases. • Jump and Land safely, and with control, when performing off the floor and apparatus. • Explore large point balances including the shoulder stand. • Create floor and apparatus sequences on your own and with a partner. • Perform and link movements with control using a range of body actions and body parts. • Remember and repeat sequences of gymnastic actions 	<ul style="list-style-type: none"> • Explore different ways to use, move and send the ball. • Develop skills such as sending an object to a target, catching, receiving, rolling, pushing, throwing and basic ball control. • Demonstrate a basic passing action with control and accuracy. • Show control of a ball with basic actions. • Send/ pass a ball and successfully catch/stop a ball. • Develop fundamental movement skills, becoming increasingly confident and competent. • Use skills in different ways when playing games. • Recognise space in games and use it to your advantage. • Move fluently, changing direction and speed easily and avoiding collisions. • Show control of the ball with basic actions – including sending a ball/equipment to a target. • Play in a safe way. • Move to defend a goal. • Throw and catch a ball to themselves and others. • Improve movement skills whilst moving with the ball in two hands. • Play simple games understanding the rules of the game. • Learn how to tag 	<ul style="list-style-type: none"> • Show basic control of the ball, including when striking a ball. • Successfully receive (catch/stop) a ball, understanding the concept of moving to get in line with the ball to receive it. • Understand and follow simple rules for games and compete in physical activities both against self and against others. • Apply skills and tactics in simple games, including recognizing space and using it to your advantage
Intended Vocabulary	Aim Attack Control Coordination	Key shapes Travel Smart Sequence	Tag Belts Target Pass	Batting Fielding Striking Grip

	Turn Teamwork Shooting Passing Speed Space Dribble Defend Space Movement Rules	Balance Explore Individual Arch High/Low Point Routine Dish Straight Tense Linking Level	Catch Space Attack Run Trick Defend Try Target Dodge Teamwork	Long barrier Teamwork Catching Wickets Bat Ball Aim Feeder Fielder Underarm Striking
Aims	<p>The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • 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. 			
Statutory Requirements (NC)	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns. 			
Intended Declarative Knowledge	<p>Children can:</p> <ul style="list-style-type: none"> • React to situations to make it difficult for opponents – using simple tactics. • Understand and describe changes to your heart rate when playing a game. • Recognise what is successful. • Use actions and ideas you have seen to improve your own skills. • Understand and describe changes to your heart rate when playing a game. 	<p>Children can :</p> <p>Give positive feedback to peers about a performance.</p> <ul style="list-style-type: none"> • Identify areas of my own performance that I need to improve. • Develop knowledge of Key Shapes. • Understand the importance of travelling and transitioning with quality and purpose. • Understand and describe changes in heart rate when active. 	<p>Children can:</p> <ul style="list-style-type: none"> • React to situations to make it difficult for opponents – using simple tactics. • Understand and describe changes to your heart rate when playing a game. • Recognise what is successful. • Use actions and ideas you have seen to improve your own skills. • Understand and describe changes to your heart rate when playing a game. 	<p>Children can :</p> <ul style="list-style-type: none"> • React to situations in ways that make it difficult for opponents. • Understand simple tactics like hitting the ball into space to help score more points. • Begin to understand the importance of preparing safely for exercise – warming up. • Recognise what is successful.

	<ul style="list-style-type: none"> • Choose and use simple tactics to suit different situations and apply these in small sided games. • Begin to understand some rules of the game. • Begin to understand the importance of preparing safely and carefully for exercise – warming up. • Understand and follow the rules of the game. • Watch and describe a performance accurately. • Copy actions and ideas and use the information to improve their skills. • Begin to understand and develop correct technique of passing the ball. • Develop understanding of invasion games and participate in small games. • Use simple tactics in game situations. 		<ul style="list-style-type: none"> • Choose and use simple tactics to suit different situations and apply these in small sided games. • Begin to understand some rules of the game. • Begin to understand the importance of preparing safely and carefully for exercise – warming up. • Understand and follow the rules of the game. • Watch and describe a performance accurately. • Copy actions and ideas and use the information to improve their skills. • Begin to understand and develop correct technique of passing the ball. • Develop understanding of invasion games and participate in small games. • Use simple tactics in game situations. 	
<p>Intended Procedural Knowledge</p>	<p>Children can:</p> <ul style="list-style-type: none"> • Show good awareness of others when playing games. • Participate in team games. • Pass a ball with control. • Show control when moving, changing speed and direction, both with and without a ball. • Develop fundamental movement skills, becoming increasingly confident and competent. • Perform a variety of skills keeping the ball under control. 	<p>Children can :</p> <ul style="list-style-type: none"> • Demonstrate quality of movement when standing and stepping. • Explore small point balances. • Develop balance and coordination. • Learn and develop the quality of the cat, split and stag leap. • Work with others to further develop the quality of rolling and learn a Teddy Bear Roll. • Remember and repeat a range of gymnastics actions with control and precision. 	<p>Children can :</p> <ul style="list-style-type: none"> • Throw and catch the ball with increasing control, and throw the ball in different ways e.g. fast, slow, high, low (mastering basic throwing technique). • Show good awareness of others when playing games. • Participate in team games. • Pass a ball with control. • Show control when moving, changing speed and direction, both with and without a ball. 	<p>Children can :</p> <ul style="list-style-type: none"> • Show good awareness of others when playing games. • Develop fundamental movement skills, becoming increasingly confident and competent. • Perform a range of actions with control including catching, gathering, and hitting a ball with increasing accuracy. • Throw/hit a ball in different ways e.g. high, low, fast, slow.

	<ul style="list-style-type: none"> • Perform a range of actions with control of the ball, including gathering, keeping Possession • Know and show how to defend between ball and target. • Decide when and where to run, showing good awareness of surroundings. • Pass a ball with control and increasing accuracy and consistency. • Move fluently, changing direction and speed – with and without a ball. • Choose and use simple tactics to suit different situations in small sided games. • React to situations in ways that make it difficult for opponents. • Develop control and accuracy when throwing and catching a ball. • Successfully beat a defender. 	<ul style="list-style-type: none"> • Land safely and with control when creating shape jumps off the floor and apparatus. • Experiment with different pieces of hand apparatus and link with gymnastics travelling. • Demonstrate flowing movement, changing the dynamics of movement through different levels and directions. • Combine different ways of travelling with control. • Continue to develop a range of gymnastic elements, including small and large point balances and rolls. • Land safely and with control when performing jumps off the floor and apparatus. • Create floor and apparatus sequences on your own and with a partner showing quality of movements 	<ul style="list-style-type: none"> • Develop fundamental movement skills, becoming increasingly confident and competent. • Perform a variety of skills keeping the ball under control. • Perform a range of actions with control of the ball, including throwing, catching, gathering, keeping possession, and throwing in different ways (fast, slow, high, low) • Know and show how to defend between ball and target. • Decide when and where to run, showing good awareness of surroundings. • Pass a ball with control and increasing accuracy and consistency. • Move fluently, changing direction and speed – with and without a ball. • Choose and use simple tactics to suit different situations in small sided games. • React to situations in ways that make it difficult for opponents. • Develop control and accuracy when throwing and catching a ball. • Successfully beat a defender. • Begin tagging players in game situations. 	
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St. John The Evangelist RCP School
Year 3 PE Progression (Intent)

	AUTUMN 1	AUTUMN 2 / SPRING 1	SPRING 2	SUMMER
Topic	Football	Gym	Rugby	Cricket
Prior Declarative Knowledge	<p>Children can:</p> <ul style="list-style-type: none">• React to situations to make it difficult for opponents – using simple tactics.• Understand and describe changes to your heart rate when playing a game.• Recognise what is successful.• Use actions and ideas you have seen to improve your own skills.• Understand and describe changes to your heart rate when playing a game.• Choose and use simple tactics to suit different situations and apply these in small sided games.• Begin to understand some rules of the game.• Begin to understand the importance of preparing safely and carefully for exercise – warming up.• Understand and follow the rules of the game.• Watch and describe a performance accurately.• Copy actions and ideas and use the information to improve their skills.• Begin to understand and develop correct technique of passing the ball.	<p>Children can :</p> <p>Give positive feedback to peers about a performance.</p> <ul style="list-style-type: none">• Identify areas of my own performance that I need to improve.• Develop knowledge of Key Shapes.• Understand the importance of travelling and transitioning with quality and purpose.• Understand and describe changes in heart rate when active.	<p>Children can:</p> <ul style="list-style-type: none">• React to situations to make it difficult for opponents – using simple tactics.• Understand and describe changes to your heart rate when playing a game.• Recognise what is successful.• Use actions and ideas you have seen to improve your own skills.• Understand and describe changes to your heart rate when playing a game.• Choose and use simple tactics to suit different situations and apply these in small sided games.• Begin to understand some rules of the game.• Begin to understand the importance of preparing safely and carefully for exercise – warming up.• Understand and follow the rules of the game.• Watch and describe a performance accurately.• Copy actions and ideas and use the information to improve their skills.• Begin to understand and develop correct technique of passing the ball.	<p>Children can :</p> <ul style="list-style-type: none">• React to situations in ways that make it difficult for opponents.• Understand simple tactics like hitting the ball into space to help score more points.• Begin to understand the importance of preparing safely for exercise – warming up.• Recognise what is successful.

	<ul style="list-style-type: none"> • Develop understanding of invasion games and participate in small games. • Use simple tactics in game situations. 		<ul style="list-style-type: none"> • Develop understanding of invasion games and participate in small games. • Use simple tactics in game situations. 	
Prior Procedural Knowledge	<p>Children can:</p> <ul style="list-style-type: none"> • Show good awareness of others when playing games. • Participate in team games. • Pass a ball with control. • Show control when moving, changing speed and direction, both with and without a ball. • Develop fundamental movement skills, becoming increasingly confident and competent. • Perform a variety of skills keeping the ball under control. • Perform a range of actions with control of the ball, including gathering, keeping Possession • Know and show how to defend between ball and target. • Decide when and where to run, showing good awareness of surroundings. • Pass a ball with control and increasing accuracy and consistency. • Move fluently, changing direction and speed – with and without a ball. • Choose and use simple tactics to suit different situations in small sided games. • React to situations in ways that make it difficult for opponents. 	<p>Children can :</p> <ul style="list-style-type: none"> • Demonstrate quality of movement when standing and stepping. • Explore small point balances. • Develop balance and coordination. • Learn and develop the quality of the cat, split and stag leap. • Work with others to further develop the quality of rolling and learn a Teddy Bear Roll. • Remember and repeat a range of gymnastics actions with control and precision. • Land safely and with control when creating shape jumps off the floor and apparatus. • Experiment with different pieces of hand apparatus and link with gymnastics travelling. • Demonstrate flowing movement, changing the dynamics of movement through different levels and directions. • Combine different ways of travelling with control. • Continue to develop a range of gymnastic elements, including small and large point balances and rolls. • Land safely and with control when performing jumps off the floor and apparatus. 	<p>Children can :</p> <ul style="list-style-type: none"> • Throw and catch the ball with increasing control, and throw the ball in different ways e.g. fast, slow, high, low (mastering basic throwing technique). • Show good awareness of others when playing games. • Participate in team games. • Pass a ball with control. • Show control when moving, changing speed and direction, both with and without a ball. • Develop fundamental movement skills, becoming increasingly confident and competent. • Perform a variety of skills keeping the ball under control. • Perform a range of actions with control of the ball, including throwing, catching, gathering, keeping possession, and throwing in different ways (fast, slow, high, low) • Know and show how to defend between ball and target. • Decide when and where to run, showing good awareness of surroundings. • Pass a ball with control and increasing accuracy and consistency. • Move fluently, changing direction and speed – with and without a ball. 	<p>Children can :</p> <ul style="list-style-type: none"> • Show good awareness of others when playing games. • Develop fundamental movement skills, becoming increasingly confident and competent. • Perform a range of actions with control including catching, gathering, and hitting a ball with increasing accuracy. • Throw/hit a ball in different ways e.g. high, low, fast, slow.

	<ul style="list-style-type: none"> • Develop control and accuracy when throwing and catching a ball. • Successfully beat a defender. 	<ul style="list-style-type: none"> • Create floor and apparatus sequences on your own and with a partner showing quality of movements 	<ul style="list-style-type: none"> • Choose and use simple tactics to suit different situations in small sided games. • React to situations in ways that make it difficult for opponents. • Develop control and accuracy when throwing and catching a ball. • Successfully beat a defender. • Begin tagging players in game situations. 	
Intended Vocabulary	Speed Dribble Movement Shoot Space Marking Attack Defend Decision Accuracy Tackle Strike Power Receive Position Experiment	Teamwork Straddle Experiment Pathway Level Point Front Support Quality Pike Control Routine Combine Apparatus Arabesque Practise Describe	Dodge Evade Backwards Pass Accuracy Target Defend Teamwork Pocket Pass Attack Dummy Speed	Batting Control Feeder Fielder Grip Score Wickets Communication Long Barrier Striking Teamwork Underarm Wicket Keeper Bowler Position Technique
Aims	The national curriculum for physical education aims to ensure that all pupils: <ul style="list-style-type: none"> • 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. 			
Statutory Requirements (NC)	Key stage 2 Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending 			

	<ul style="list-style-type: none"> • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best. 			
<p>Intended Declarative Knowledge</p>	<p>Children can: Employ simple tactics in game situations.</p> <ul style="list-style-type: none"> • Recognise and explain good performances. • Understand the link between heart rate and breathing when exercising. • Recognise good performance and be able to identify what you need to practice to improve your own performance. • Recognise players who play well in games and give reasons why. • Identify what you do best and what you find difficult. • Recognise and describe what happens to your breathing and heart rate when playing games and begin to understand why you get hotter when playing games. • Learn how to recognise your own success. • Describe how your body feels when exercising. • Describe what happens to your heart rate and breathing when playing games and begin to understand why you get hotter. • Identify what you do best and what you find most difficult and 	<p>Children can:</p> <ul style="list-style-type: none"> • Identify what they need to practice to improve their performance. • Devise and perform a gymnastic sequence, with a clear beginning, middle, and end. • Understand that strength and suppleness are important parts of fitness in gymnastics. • Understand the link between heart rate and breathing when exercising. • Recognise what they do well and what they find difficult. • Recognise and explain good performances. • To be able to explain the correct steps needed in a variety of different rolls 	<p>Children can :</p> <ul style="list-style-type: none"> • Employ simple tactics in game situations. • Recognise and explain good performances. • Understand the link between heart rate and breathing when exercising. • Recognise good performance and be able to identify what you need to practice to improve your own performance. • Recognise players who play well in games and give reasons why. • Identify what you do best and what you find difficult. • Recognise and describe what happens to your breathing and heart rate when playing games and begin to understand why you get hotter when playing games. • Learn how to recognise your own success. • Describe how your body feels when exercising. • Describe what happens to your heart rate and breathing when playing games and begin to understand why you get hotter. • Identify what you do best and what you find most difficult and 	<p>Children can :</p> <ul style="list-style-type: none"> • Identify what you need to practice to improve your performance. • Understand the link between heart rate and breathing when exercising. • Describe how your body feels when exercising and understand the link between heart rate and breathing when exercising. • Employ simple tactics in games. • Devise suitable warm up activities for upcoming activities.

	<p>recognise this in others performance.</p> <ul style="list-style-type: none"> • Improve decision making skills and choose the right skills that meet the needs of the situation. • Play simple invasion games with an understanding of the basic rules. • To follow the rules of the game 		<p>recognise this in others performance.</p> <ul style="list-style-type: none"> • Improve decision making skills and choose the right skills that meet the needs of the situation. • Play simple invasion games with an understanding of the basic rules. • To follow the rules of the game. 	
<p>Intended Procedural Knowledge</p>	<p>Children can:</p> <p>Move with a ball keeping it under close control.</p> <ul style="list-style-type: none"> • Keep possession of a ball as part of a team. • Receive a ball successfully. • Take up spaces/positions that make it difficult for opponents. • Perform basic skills needed for games with control and accuracy. • Pass/send a ball with increasing accuracy and at different speeds. • Shoot/ score with some success. • Use a range of skills to keep possession of the ball. • Keep the ball under control, passing and receiving with increasing accuracy. • Choose space/ positions where you can receive a pass or to support a teammate. • Develop control and technique both in movements and manipulation. • Apply basic principles for attacking and defending – finding space (attacking), challenge a player in possession 	<p>Children can:</p> <ul style="list-style-type: none"> • Perform a combination of actions with a change in speed, level or direction. • Perform the gymnastics actions on the floor and over, through, across and along apparatus. • Develop flexibility, strength, agility, balance, coordination and control. • Learn and develop the quality of a Front Support roll. • To perform a turn in the air whilst jumping. • Perform a range of actions with consistency, fluency and clarity of movement. • To learn and develop the technique of adding spinning when travelling. • To travel fluently with control and purpose. • Learn and develop the quality of a side roll. • To work well with a partner, trusting each other and sharing ideas and begin to perform partner balances. • To perform rebound jumps with 	<p>Children can :</p> <ul style="list-style-type: none"> • Move with a ball keeping it under close control. • Keep possession of a ball as part of a team. • Receive a ball successfully. • Take up spaces/positions that make it difficult for opponents. • Perform basic skills needed for games with control and accuracy. • Pass/send a ball with increasing accuracy and at different speeds. • Shoot/ score with some success. • Use a range of skills to keep possession of the ball. • Keep the ball under control, passing and receiving with increasing accuracy. • Choose space/ positions where you can receive a pass or to support a teammate. • Develop control and technique both in movements and manipulation. • Apply basic principles for attacking and defending – finding space (attacking), challenge a player in possession (defending). 	<p>Children can :</p> <ul style="list-style-type: none"> • Apply and develop a broader range of skills, whilst ensuring basic skills are performed with control and accuracy. • Throw a ball increasing distances. • Catch a ball with increasing consistency. • Hit a ball with correct technique. • Intercept and stop the ball consistently. • Employ simple tactics, particularly when fielding to make it harder for the batter. • Work well as part of a team, particularly when fielding to make it harder for the batter.

	<p>(defending).</p> <ul style="list-style-type: none">• Pass and receive the ball with control.• Select passes that keep possession.• Move to support teammates once you have passed the ball and explain how to keep possession.	<p>some success.</p> <ul style="list-style-type: none">• Perform gymnastics skills and sequences more accurately and consistently, both on and off apparatus.• Combine actions and maintain the quality of performance when performing with a partner.	<ul style="list-style-type: none">• Pass and receive the ball with control.• Select passes that keep possession.• Move to support teammates once you have passed the ball and explain how to keep possession.• Know how to tag another player.• Develop attacking and defending skills within tag rugby.• To be able to pass the ball backwards to a teammate.	
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St. John The Evangelist RCP School
Year 4 PE Progression (Intent)

	AUTUMN	AUTUMN 2 / SPRING 1	SPRING 2	SUMMER	
Topic	Football	Gym	Rugby	Athletics	Cricket
Prior Declarative Knowledge	<p>Children can: Employ simple tactics in game situations.</p> <ul style="list-style-type: none"> • Recognise and explain good performances. • Understand the link between heart rate and breathing when exercising. • Recognise good performance and be able to identify what you need to practice to improve your own performance. • Recognise players who play well in games and give reasons why. • Identify what you do best and what you find difficult. • Recognise and describe what happens to your breathing and heart rate when playing games and begin to understand why you get hotter when playing games. • Learn how to recognise your own success. • Describe how your body feels when exercising. • Describe what happens to your heart rate and breathing when playing 	<p>Children can:</p> <ul style="list-style-type: none"> • Identify what they need to practice to improve their performance. • Devise and perform a gymnastic sequence, with a clear beginning, middle, and end. • Understand that strength and suppleness are important parts of fitness in gymnastics. • Understand the link between heart rate and breathing when exercising. • Recognise what they do well and what they find difficult. • Recognise and explain good performances. • To be able to explain the correct steps needed in a variety of different rolls 	<p>Children can :</p> <ul style="list-style-type: none"> • Employ simple tactics in game situations. • Recognise and explain good performances. • Understand the link between heart rate and breathing when exercising. • Recognise good performance and be able to identify what you need to practice to improve your own performance. • Recognise players who play well in games and give reasons why. • Identify what you do best and what you find difficult. • Recognise and describe what happens to your breathing and heart rate when playing games and begin to understand why you get hotter when playing games. • Learn how to recognise your own success. • Describe how your body feels when exercising. • Describe what happens to your heart rate and breathing when playing 	<p>Children can :</p> <ul style="list-style-type: none"> • Recognise what they do well and what they find difficult, identifying what they need to practice to improve their performance. • Understand the pace judgement when running over an increased distance. • Describe how their bodies feel when exercising and understand the link between heart rate and breathing during exercise. 	<p>Children can :</p> <ul style="list-style-type: none"> • Identify what you need to practice to improve your performance. • Understand the link between heart rate and breathing when exercising. • Describe how your body feels when exercising and understand the link between heart rate and breathing when exercising. • Employ simple tactics in games. • Devise suitable warm up activities for upcoming activities.

	<p>games and begin to understand why you get hotter.</p> <ul style="list-style-type: none"> • Identify what you do best and what you find most difficult and recognise this in others performance. • Improve decision making skills and choose the right skills that meet the needs of the situation. • Play simple invasion games with an understanding of the basic rules. • To follow the rules of the game • 		<p>games and begin to understand why you get hotter.</p> <ul style="list-style-type: none"> • Identify what you do best and what you find most difficult and recognise this in others performance. • Improve decision making skills and choose the right skills that meet the needs of the situation. • Play simple invasion games with an understanding of the basic rules. • To follow the rules of the game. 		
<p>Prior Procedural Knowledge</p>	<p>Children can:</p> <p>Move with a ball keeping it under close control.</p> <ul style="list-style-type: none"> • Keep possession of a ball as part of a team. • Receive a ball successfully. • Take up spaces/positions that make it difficult for opponents. • Perform basic skills needed for games with control and accuracy. • Pass/send a ball with increasing accuracy and at different speeds. • Shoot/ score with some success. • Use a range of skills to 	<p>Children can:</p> <ul style="list-style-type: none"> • Perform a combination of actions with a change in speed, level or direction. • Perform the gymnastics actions on the floor and over, through, across and along apparatus. • Develop flexibility, strength, agility, balance, coordination and control. • Learn and develop the quality of a Front Support roll. • To perform a turn in the air whilst jumping. • Perform a range of actions with consistency, fluency and clarity of 	<p>Children can :</p> <ul style="list-style-type: none"> • Move with a ball keeping it under close control. • Keep possession of a ball as part of a team. • Receive a ball successfully. • Take up spaces/positions that make it difficult for opponents. • Perform basic skills needed for games with control and accuracy. • Pass/send a ball with increasing accuracy and at different speeds. • Shoot/ score with some success. • Use a range of skills to keep possession of the ball. 	<p>Children can :</p> <ul style="list-style-type: none"> • Apply and develop a broad range of athletic skills in different ways. • Show control, coordination and consistency when running, throwing, and jumping. • Choose the appropriate running speed to meet the demand of the task. • Enjoy competing with others. 	<p>Children can :</p> <ul style="list-style-type: none"> • Apply and develop a broader range of skills, whilst ensuring basic skills are performed with control and accuracy. • Throw a ball increasing distances. • Catch a ball with increasing consistency. • Hit a ball with correct technique. • Intercept and stop the ball consistently. • Employ simple tactics, particularly when fielding to make it harder for the batter.

	<p>keep possession of the ball.</p> <ul style="list-style-type: none"> • Keep the ball under control, passing and receiving with increasing accuracy. • Choose space/ positions where you can receive a pass or to support a teammate. • Develop control and technique both in movements and manipulation. • Apply basic principles for attacking and defending – finding space (attacking), challenge a player in possession (defending). • Pass and receive the ball with control. • Select passes that keep possession. • Move to support teammates once you have passed the ball and explain how to keep possession. 	<p>movement.</p> <ul style="list-style-type: none"> • To learn and develop the technique of adding spinning when travelling. • To travel fluently with control and purpose. • Learn and develop the quality of a side roll. • To work well with a partner, trusting each other and sharing ideas and begin to perform partner balances. • To perform rebound jumps with some success. • Perform gymnastics skills and sequences more accurately and consistently, both on and off apparatus. • Combine actions and maintain the quality of performance when performing with a partner. 	<ul style="list-style-type: none"> • Keep the ball under control, passing and receiving with increasing accuracy. • Choose space/ positions where you can receive a pass or to support a teammate. • Develop control and technique both in movements and manipulation. • Apply basic principles for attacking and defending – finding space (attacking), challenge a player in possession (defending). • Pass and receive the ball with control. • Select passes that keep possession. • Move to support teammates once you have passed the ball and explain how to keep possession. • Know how to tag another player. • Develop attacking and defending skills within tag rugby. • To be able to pass the ball backwards to a teammate. 		<ul style="list-style-type: none"> • Work well as part of a team, particularly when fielding to make it harder for the batter.
Intended Vocabulary	<p>Defending Attacking Communication Cooperate Tactics Teamwork</p>	<p>Teamwork Transition Experiment Communicate Level Linking</p>	<p>Avoid Tag Backwards Cover Pass Share</p>	<p>Develop Distance Accelerate Personal Best Co-ordination Movement</p>	<p>Fielding Fielder Wickets Communication Striking Teamwork</p>

	Turn Experiment Power Strike Trick Target Opposition Possession Position	Pike Quality Straddle Control Routine Combine Apparatus Arabesque Create Describe	Accuracy Target Defend Mark Agility Pocket Pass Attack Dummy Speed	Push / Pull Pace Exchange Timing Communication	Underarm Wicket keeper Skill Technique Points Swing Tournament Compare Evaluate Discuss Free Space
Aims	The national curriculum for physical education aims to ensure that all pupils: <ul style="list-style-type: none"> • 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. 				
Statutory Requirements (NC)	Key stage 2 Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best. 				
Intended Declarative Knowledge	Children can: <ul style="list-style-type: none"> • Explain and apply basic attacking and defending principles. • Identify what you need to practice to improve your performance. • Employ and explain simple tactics in game situations. • Learn to recognise your own success. 	Children can: <ul style="list-style-type: none"> • Devise suitable warm-up activities for the upcoming activities. • Learn the names of muscles in the body. • Describe and evaluate the effectiveness and quality of a performance. • Learn how to use skills in different ways and link them 	Children can: <ul style="list-style-type: none"> • Explain and apply basic attacking and defending principles. • Identify what you need to practice to improve your performance. • Employ and explain simple tactics in game situations. • Learn to recognise your own success. 	Children can : <ul style="list-style-type: none"> • Understand the pace judgement when running over an increased distance, choosing the appropriate speed to meet the demand of the task. • Learn how to evaluate and recognise their own success. 	Children can : <ul style="list-style-type: none"> • Explain the tactics you have used in games. • Communicate, collaborate, and compete with others, following the rules of the game. • Choose fielding skills which make it difficult for your opponent.

	<ul style="list-style-type: none"> • Describe how your body feels when exercising and understand the link between heart rate and breathing when exercising. • Know, keep, and follow the rules of the game. • Develop the understanding of the importance of speed and stamina when playing invasion games. • Explain simple tactics in game situations. • Recognise what you do well and what you find difficult. • Devise suitable warm up activities for the upcoming activity. • Identify and describe the skills needed to improve your game. 	to make actions and sequences of movement.	<ul style="list-style-type: none"> • Describe how your body feels when exercising and understand the link between heart rate and breathing when exercising. • Know, keep, and follow the rules of the game. • Develop the understanding of the importance of speed and stamina when playing invasion games. • Explain simple tactics in game situations. • Recognise what you do well and what you find difficult. • Devise suitable warm up activities for the upcoming activity. • Identify and describe the skills needed to improve your game. 	<ul style="list-style-type: none"> • Devise suitable warm-up activities for the upcoming activities. • Describe how their bodies feel when exercising and further understand the link between heart rate and breathing during exercise. 	<ul style="list-style-type: none"> • Recognise what you do well and what you find difficult and explain good performances.
Intended Procedural Knowledge	<p>Children can:</p> <ul style="list-style-type: none"> • Pass in different ways e.g. high, low, fast, slow. • Find and use space in game situations and work well as part of a team. • Explain simple tactics in game situations. • Move the ball keeping it under control whilst changing direction. • Apply basic attacking and defending principles such as finding and using space in game situations. 	<p>Children can:</p> <ul style="list-style-type: none"> • Find different ways of using shape, travel and direction. • Explore movements and creativity. • Combine actions to create sequence of movements thinking about quality and performance. • Collaborate with others. • Work well in small groups to create roll sequences, sharing ideas and listening to others. 	<p>Children can:</p> <ul style="list-style-type: none"> • Pass in different ways e.g. high, low, fast, slow. • Find and use space in game situations and work well as part of a team. • Explain simple tactics in game situations. • Move the ball keeping it under control whilst changing direction. • Apply basic attacking and defending principles such as finding and using space in game situations. 	<p>Children can :</p> <ul style="list-style-type: none"> • Combine basic jump actions to form a jump combination, using a controlled jumping technique. • Perform a throwing technique with control, coordination, and consistency. • Perform competitively with others. 	<p>Children can :</p> <ul style="list-style-type: none"> • Show control, coordination and consistency when throwing and catching a ball. • Hit a ball with increasing control from a tee and progress to without a tee. • Take up spaces/positions that make it difficult for the opposition. • Hit a ball with increasing control, accurately towards a target.

	<ul style="list-style-type: none"> • Pass, shoot and receive a ball with increasing accuracy, control and success. • Challenge a player in possession of the ball. • Pass the ball using different techniques. • Develop set moves that can be used in attacking play. • Show growing control and consistency during games. • Choose and adapt techniques and tactics to keep possession of the ball and give you a chance to shoot or score. • Collaborate with others and use tactics to keep possession. • Get into good positions to pass, receive, and shoot the ball. • Pass the ball using different techniques. • Shoot and score with increasing accuracy. <p>Progress to successfully scoring.</p> <ul style="list-style-type: none"> • Use a range of tactics, including finding and using space, to keep possession of the ball to shoot. • Move in different directions learning to move away from your opponent 	<ul style="list-style-type: none"> • Improve the quality of key shape jumps, turn jumps, and rebound jumps. • Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity when working with a partner. • Learn and develop the quality of a tuck roll to standing. • To continue to improve the quality of leaping, and leap in different directions. • Show control, accuracy and fluency of movement when performing actions individually and with a partner. • To develop balance individually and with a partner. • To work with a partner creating partner balances showing good control and strength. • Create, perform and repeat sequences that include changes of dynamics e.g., changes of level, speed or direction. • Perform a broad range of gymnastics actions on the floor and over, through, across and along apparatus. 	<ul style="list-style-type: none"> • Pass and receive a ball with increasing accuracy, control and success. • Challenge a player in possession of the ball. • Pass the ball using different techniques. • Develop set moves that can be used in attacking play. • Show growing control and consistency during games. • Choose and adapt techniques and tactics to keep possession of the ball and give you a chance to shoot or score. • Collaborate with others and use tactics to keep possession. • Get into good positions to pass, receive, and shoot the ball. • Use a range of tactics, including finding and using space, to keep possession of the ball to shoot. • Move in different directions learning to move away from your opponent and keep control of the ball when running. • Learn how to pass, catching successfully and improving skills whilst on the move. 		<ul style="list-style-type: none"> • Communicate, collaborate, and compete with others, following the rules of the game. • Chose fielding skills which make it difficult for your opponent.
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	<p>and keep control of the ball when running.</p> <ul style="list-style-type: none">• Learn how to pass, catching successfully and improving skills whilst on the move.• Develop physical characteristics needed for the game, e.g. speed, fitness, agility.		<ul style="list-style-type: none">• Move forward to attack as part of a team – running in a line.• To work as part of a team when defending, keeping in a line, and spreading out.• Develop physical characteristics needed for the game, e.g. speed, fitness, agility.		
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St. John The Evangelist RCP School
Year 5 PE Progression (Intent)

	AUTUMN 1	AUTUMN 2 / SPRING 1	SPRING 2	SUMMER
Topic	Football	Gym	Rugby	Cricket
Prior Declarative Knowledge	<p>Children can: Explain and apply basic attacking and defending principles.</p> <ul style="list-style-type: none"> • Identify what you need to practice to improve your performance. • Employ and explain simple tactics in game situations. • Learn to recognise your own success. • Describe how your body feels when exercising and understand the link between heart rate and breathing when exercising. • Know, keep, and follow the rules of the game. • Develop the understanding of the importance of speed and stamina when playing invasion games. • Explain simple tactics in game situations. • Recognise what you do well and what you find difficult. • Devise suitable warm up activities for the upcoming activity. • Identify and describe the skills needed to improve your game. 	<p>Children can:</p> <ul style="list-style-type: none"> • Devise suitable warm-up activities for the upcoming activities. • Learn the names of muscles in the body. • Describe and evaluate the effectiveness and quality of a performance. • Learn how to use skills in different ways and link them to make actions and sequences of movement. 	<p>Children can: Explain and apply basic attacking and defending principles.</p> <ul style="list-style-type: none"> • Identify what you need to practice to improve your performance. • Employ and explain simple tactics in game situations. • Learn to recognise your own success. • Describe how your body feels when exercising and understand the link between heart rate and breathing when exercising. • Know, keep, and follow the rules of the game. • Develop the understanding of the importance of speed and stamina when playing invasion games. • Explain simple tactics in game situations. • Recognise what you do well and what you find difficult. • Devise suitable warm up activities for the upcoming activity. • Identify and describe the skills needed to improve your game. 	<p>Children can :</p> <ul style="list-style-type: none"> • Explain the tactics you have used in games. • Communicate, collaborate, and compete with others, following the rules of the game. • Choose fielding skills which make it difficult for your opponent. • Recognise what you do well and what you find difficult and explain good performances.
Prior Procedural Knowledge	<p>Children can:</p> <ul style="list-style-type: none"> • Pass in different ways e.g. high, low, fast, slow. • Find and use space in game situations and work well as part of a team. 	<p>Children can:</p> <ul style="list-style-type: none"> • Find different ways of using shape, travel and direction. • Explore movements and creativity. 	<p>Children can:</p> <ul style="list-style-type: none"> • Pass in different ways e.g. high, low, fast, slow. • Find and use space in game situations and work well as part of a team. 	<p>Children can :</p> <ul style="list-style-type: none"> • Show control, coordination and consistency when throwing and catching a ball. • Hit a ball with increasing control from a tee and progress to without a tee.

<ul style="list-style-type: none"> • Explain simple tactics in game situations. • Move the ball keeping it under control whilst changing direction. • Apply basic attacking and defending principles such as finding and using space in game situations. • Pass, shoot and receive a ball with increasing accuracy, control and success. • Challenge a player in possession of the ball. • Pass the ball using different techniques. • Develop set moves that can be used in attacking play. • Show growing control and consistency during games. • Choose and adapt techniques and tactics to keep possession of the ball and give you a chance to shoot or score. • Collaborate with others and use tactics to keep possession. • Get into good positions to pass, receive, and shoot the ball. • Pass the ball using different techniques. • Shoot and score with increasing accuracy. Progress to successfully scoring. • Use a range of tactics, including finding and using space, to keep possession of the ball to shoot. • Move in different directions learning to move away from your opponent and keep control of the ball when 	<ul style="list-style-type: none"> • Combine actions to create sequence of movements thinking about quality and performance. • Collaborate with others. • Work well in small groups to create roll sequences, sharing ideas and listening to others. • Improve the quality of key shape jumps, turn jumps, and rebound jumps. • Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity when working with a partner. • Learn and develop the quality of a tuck roll to standing. • To continue to improve the quality of leaping, and leap in different directions. • Show control, accuracy and fluency of movement when performing actions individually and with a partner. • To develop balance individually and with a partner. • To work with a partner creating partner balances showing good control and strength. • Create, perform and repeat sequences that include changes of dynamics e.g., changes of level, speed or direction. • Perform a broad range of gymnastics actions on the floor and over, through, across and along apparatus. 	<ul style="list-style-type: none"> • Explain simple tactics in game situations. • Move the ball keeping it under control whilst changing direction. • Apply basic attacking and defending principles such as finding and using space in game situations. • Pass and receive a ball with increasing accuracy, control and success. • Challenge a player in possession of the ball. • Develop set moves that can be used in attacking play. • Show growing control and consistency during games. • Choose and adapt techniques and tactics to keep possession of the ball and give you a chance to shoot or score. • Collaborate with others and use tactics to keep possession. • Get into good positions to pass, receive, and shoot the ball. • Pass the ball using different techniques. • Use a range of tactics, including finding and using space, to keep possession of the ball to shoot. • Move in different directions learning to move away from your opponent and keep control of the ball when running. • Learn how to pass, catching successfully and improving skills whilst on the move. 	<ul style="list-style-type: none"> • Take up spaces/positions that make it difficult for the opposition. • Hit a ball with increasing control, accurately towards a target. • Communicate, collaborate, and compete with others, following the rules of the game. • Chose fielding skills which make it difficult for your opponent.
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	<p>running.</p> <ul style="list-style-type: none"> • Learn how to pass, catching successfully and improving skills whilst on the move. • Develop physical characteristics needed for the game, e.g. speed, fitness, agility. 		<ul style="list-style-type: none"> • Move forward to attack as part of a team – running in a line. • To work as part of a team when defending, keeping in a line, and spreading out. • Develop physical characteristics needed for the game, e.g. speed, fitness, agility. 	
Intended Vocabulary	<p>Marking Tactics Accuracy Experiment Possession Support Tackle Defence Opposition Patience Power Referee</p>	<p>Front Support Back Support Creativity Evaluate Improve Pose Observe Fluency Flow Flight</p>	<p>Ready position Tag Stance Speed Attack / defend Agility Mark Dodge</p>	<p>Wickets Wicket Keeper Positions Outfield Skill Crease Technique Awareness Forward Defence Tactics Fast Bowl</p>
Aims	<p>The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • 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. 			
Statutory Requirements (NC)	<p>Key stage 2 Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best. 			

<p>Intended Declarative Knowledge</p>	<p>Children can:</p> <ul style="list-style-type: none"> • Explain how your body reacts and feels when taking part in different activities and undertaking different roles. • Explain why a performance is good. • Understand how physical activity can contribute to a healthy lifestyle. • Learn how to evaluate and recognise success. • Choose different formations to suit the needs of the game. • Find ways to get the ball towards your opponent’s goal, knowing when to pass, when to dribble or travel with the ball. • Watch and evaluate the success of a game, whilst recognising parts of a performance that could be improved and identifying practices that will help. • Suggest ideas for warming up and explain your choices. • Understand how the muscles work – work by getting shorter, relax by getting longer. • Understand the importance of being physically fit. • Know the difference between attacking and defending skills. • Know how to mark and defend your goal. • Identify strengths and weaknesses of your own and other performances and explain your reasoning. 	<p>Children can:</p> <ul style="list-style-type: none"> • Explain and perform the steps to a quality of a Safety roll. • Understand the meaning of travelling with purpose, control and finesse. • Recognise parts of a performance that could be improved and explain why. • Develop their own gymnastic sequences by understanding, choosing and applying a range of compositional principles. 	<p>Children can :</p> <p>Explain how your body reacts and feels when taking part in different activities and undertaking different roles.</p> <ul style="list-style-type: none"> • Explain why a performance is good. • Understand how physical activity can contribute to a healthy lifestyle. • Learn how to evaluate and recognise success. • Choose different formations to suit the needs of the game. • Watch and evaluate the success of a game, whilst recognising parts of a performance that could be improved and identifying practices that will help. • Suggest ideas for warming up and explain your choices. • Understand how the muscles work – work by getting shorter, relax by getting longer. • Understand the importance of being physically fit. • Know the difference between attacking and defending skills. • Know how to mark and defend your goal. • Identify strengths and weaknesses of your own and other performances and explain your reasoning. • Begin to understand the importance of lines in tag rugby – both for attack and defence. • Understand the defensive duties and the process of tagging. 	<p>Children can :</p> <p>Watch and evaluate the success of games and good performance.</p> <ul style="list-style-type: none"> • Understand how physical activity can contribute to a healthy lifestyle and explain how your body reacts and feels when taking part in physical activity. • Create short warm up routines that follow basic principles e.g. raising body temperature, mobilise joints and muscles. • Choose skills and tactics to meet the needs of the situation. (i.e. to outwit opponents when fielding). • Explain why a performance is good.
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<p>Intended Procedural Knowledge</p>	<p>Children can:</p> <ul style="list-style-type: none"> • Perform skills (e.g. passing) with accuracy, confidence and control, and increasing speed. • Work effectively as part of a team and keep possession of the ball when faced with opponents. • Apply basic principle for attacking – Using skills to keep possession of the ball. • Begin to apply defending principles in games; Communicating well as a team to regain possession of the ball. • Apply basic principles for defending - Defend by marking, covering, and tracking opponents as appropriate. • Participate in competitive games, modified where appropriate. • Develop technique of important skills – such as passing. • Keep possession of the ball when faced with opponents. • Apply basic principle for attacking – Use a variety of tactics to keep possession of the ball. • Change speed and direction to get away from a defender. • Use a variety of tactics, like use of space and positions to keep the ball. • Use simple tactics in games to achieve success as a team. • Apply basic principle for attacking – choosing when to 	<p>Children can:</p> <ul style="list-style-type: none"> • Perform more complex balances, including balances that require supporting own body weight. • Further develop ways of travelling into and out of a roll. • Link a range of movements with fluency and finesse. • Perform more complex jumps and jump combinations. • Combine and perform gymnastic actions, shapes and balances more fluently and effectively. • Explore a range of apparatus and incorporate some into a routine. • Perform in front of an audience confidently. • Further develop and apply basic compositional ideas to the sequences they create, on and off apparatus. • Combine rolls with travel to create longer movement sequences. • Explore movements and creativity, finding different ways to use shape and symmetry. • Explore, learn and develop more complex counter and weight on partner balances. • Perform balances with good control and quality, showing good strength and balance. • Create skipping sequences with a partner, sharing ideas and 	<p>Children can :</p> <ul style="list-style-type: none"> • Perform skills (e.g. passing) with accuracy, confidence and control, and increasing speed. • Work effectively as part of a team and keep possession of the ball when faced with opponents. • Apply basic principle for attacking – Using skills to keep possession of the ball. • Begin to apply defending principles in games; Communicating well as a team to regain possession of the ball. • Apply basic principles for defending - Defend by marking, covering, and tracking opponents as appropriate. • Participate in competitive games, modified where appropriate. • Develop technique of important skills – such as passing. • Keep possession of the ball when faced with opponents. • Apply basic principle for attacking – Use a variety of tactics to keep possession of the ball. • Change speed and direction to get away from a defender. • Use a variety of tactics, like use of space and positions to keep the ball. • Use simple tactics in games to achieve success as a team. • Use a variety of skills to keep the ball, thinking about moving towards goal, different positions and the use of space. 	<p>Children can :</p> <ul style="list-style-type: none"> • Show good awareness of others in game situations. • Adapt games and activities making sure everyone has a role to play. • Develop control and technique whilst performing skills at speed. • Hit the ball with purpose, varying speed height and direction, as well as thinking of tactics needed to score more runs. • Work as part of a team, communicating well with others. • Begin to bowl at different speeds.
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	<p>pass or dribble to keep possession of a ball.</p> <ul style="list-style-type: none"> • Use a variety of skills to keep the ball, thinking about moving towards goal, different positions and the use of space. • Increase accuracy and confidence of passing and shooting skills. • Increase accuracy and control when passing and catching whilst moving at speed. • Participate in competitive games, following the rules and playing fair. • Continue to improve different ways to pass – fast, slow, high, low. 	<p>working well together</p>	<ul style="list-style-type: none"> • Increase accuracy and confidence of passing and shooting skills. • Increase accuracy and control when passing and catching whilst moving at speed. • Participate in competitive games, following the rules and playing fair. • Continue to improve different ways to pass – fast, slow, high, low. 	
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St. John The Evagelist RCP School
Year 6 PE Progression (Intent)

	AUTUMN 1	AUTUMN 2 / SPRING 1	SPRING 2	SUMMER
Topic	Football	Gym	Rugby	Cricket
Prior Declarative Knowledge	<p>Children can:</p> <ul style="list-style-type: none">• Explain how your body reacts and feels when taking part in different activities and undertaking different roles.• Explain why a performance is good.• Understand how physical activity can contribute to a healthy lifestyle.• Learn how to evaluate and recognise success.• Choose different formations to suit the needs of the game.• Find ways to get the ball towards your opponent's goal, knowing when to pass, when to dribble or travel with the ball.• Watch and evaluate the success of a game, whilst recognising parts of a performance that could be improved and identifying practices that will help.• Suggest ideas for warming up and explain your choices.• Understand how the muscles work – work by getting shorter, relax by getting longer.• Understand the importance of being physically fit.• Know the difference between attacking and defending skills.• Know how to mark and defend your goal.	<p>Children can:</p> <ul style="list-style-type: none">• Explain and perform the steps to a quality of a Safety roll.• Understand the meaning of travelling with purpose, control and finesse.• Recognise parts of a performance that could be improved and explain why.• Develop their own gymnastic sequences by understanding, choosing and applying a range of compositional principles.	<p>Children can :</p> <p>Explain how your body reacts and feels when taking part in different activities and undertaking different roles.</p> <ul style="list-style-type: none">• Explain why a performance is good.• Understand how physical activity can contribute to a healthy lifestyle.• Learn how to evaluate and recognise success.• Choose different formations to suit the needs of the game.• Watch and evaluate the success of a game, whilst recognising parts of a performance that could be improved and identifying practices that will help.• Suggest ideas for warming up and explain your choices.• Understand how the muscles work – work by getting shorter, relax by getting longer.• Understand the importance of being physically fit.• Know the difference between attacking and defending skills.• Know how to mark and defend your goal.• Identify strengths and weaknesses of your own and other performances and explain your reasoning.	<p>Children can :</p> <p>Watch and evaluate the success of games and good performance.</p> <ul style="list-style-type: none">• Understand how physical activity can contribute to a healthy lifestyle and explain how your body reacts and feels when taking part in physical activity.• Create short warm up routines that follow basic principles e.g. raising body temperature, mobilise joints and muscles.• Choose skills and tactics to meet the needs of the situation. (i.e. to outwit opponents when fielding).• Explain why a performance is good.

	<ul style="list-style-type: none"> • Identify strengths and weaknesses of your own and other performances and explain your reasoning. 		<ul style="list-style-type: none"> • Begin to understand the importance of lines in tag rugby – both for attack and defence. • Understand the defensive duties and the process of tagging. 	
Prior Procedural Knowledge	Children can: <ul style="list-style-type: none"> • Perform skills (e.g. passing) with accuracy, confidence and control, and increasing speed. • Work effectively as part of a team and keep possession of the ball when faced with opponents. • Apply basic principle for attacking – Using skills to keep possession of the ball. • Begin to apply defending principles in games; Communicating well as a team to regain possession of the ball. • Apply basic principles for defending - Defend by marking, covering, and tracking opponents as appropriate. • Participate in competitive games, modified where appropriate. • Develop technique of important skills – such as passing. • Keep possession of the ball when faced with opponents. • Apply basic principle for attacking – Use a variety of tactics to keep possession of the ball. • Change speed and direction to get away from a defender. • Use a variety of tactics, like use of space and positions to keep 	Children can: <ul style="list-style-type: none"> • Perform more complex balances, including balances that require supporting own body weight. • Further develop ways of travelling into and out of a roll. • Link a range of movements with fluency and finesse. • Perform more complex jumps and jump combinations. • Combine and perform gymnastic actions, shapes and balances more fluently and effectively. • Explore a range of apparatus and incorporate some into a routine. • Perform in front of an audience confidently. • Further develop and apply basic compositional ideas to the sequences they create, on and off apparatus. • Combine rolls with travel to create longer movement sequences. • Explore movements and creativity, finding different ways to use shape and symmetry. • Explore, learn and develop more complex counter and weight on partner balances. 	Children can : <ul style="list-style-type: none"> • Perform skills (e.g. passing) with accuracy, confidence and control, and increasing speed. • Work effectively as part of a team and keep possession of the ball when faced with opponents. • Apply basic principle for attacking – Using skills to keep possession of the ball. • Begin to apply defending principles in games; Communicating well as a team to regain possession of the ball. • Apply basic principles for defending - Defend by marking, covering, and tracking opponents as appropriate. • Participate in competitive games, modified where appropriate. • Develop technique of important skills – such as passing. • Keep possession of the ball when faced with opponents. • Apply basic principle for attacking – Use a variety of tactics to keep possession of the ball. • Change speed and direction to get away from a defender. • Use a variety of tactics, like use of space and positions to keep the ball. • Use simple tactics in games to achieve success as a team. 	Children can : <ul style="list-style-type: none"> • Show good awareness of others in game situations. • Adapt games and activities making sure everyone has a role to play. • Develop control and technique whilst performing skills at speed. • Hit the ball with purpose, varying speed height and direction, as well as thinking of tactics needed to score more runs. • Work as part of a team, communicating well with others. • Begin to bowl at different speeds.

	<p>the ball.</p> <ul style="list-style-type: none"> • Use simple tactics in games to achieve success as a team. • Apply basic principle for attacking – choosing when to pass or dribble to keep possession of a ball. • Use a variety of skills to keep the ball, thinking about moving towards goal, different positions and the use of space. • Increase accuracy and confidence of passing and shooting skills. • Increase accuracy and control when passing and catching whilst moving at speed. • Participate in competitive games, following the rules and playing fair. • Continue to improve different ways to pass – fast, slow, high, low. 	<ul style="list-style-type: none"> • Perform balances with good control and quality, showing good strength and balance. • Create skipping sequences with a partner, sharing ideas and working well together 	<ul style="list-style-type: none"> • Use a variety of skills to keep the ball, thinking about moving towards goal, different positions and the use of space. • Increase accuracy and confidence of passing and shooting skills. • Increase accuracy and control when passing and catching whilst moving at speed. • Participate in competitive games, following the rules and playing fair. • Continue to improve different ways to pass – fast, slow, high, low. 	
Intended Vocabulary	<p>Marking Tactics Apply Consider Evaluate Midfield Possession Opposition Patience Support Closing down Cover</p>	<p>Asymmetrical Body control Creativity Evaluate Improve Symmetrical Observe Fluency Flow Flight</p>	<p>Communicate Effective Accuracy Mark/track Attack Defend Tactics Dummy</p>	<p>Wicket Keeper Crease Outfield Fast bowl Technique Quality Run up Tournament Awareness Bowling Tactics Straight drive Block Bowled out</p>
Aims	The national curriculum for physical education aims to ensure that all pupils:			

	<ul style="list-style-type: none"> • 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. 			
Statutory Requirements (NC)	<p>Key stage 2 Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best. 			
Intended Declarative Knowledge	Children can: <ul style="list-style-type: none"> • Create short warm up routines that follow the basic principles e.g. raising body temperature, mobilise joints and muscles. • Learn how to evaluate your own success, as well as recognise part of a performance that could be improved and why. • Understand how to improve in different physical activities and sport. • Understand there are different ways to defend. • Understand there are different ways to attack as a team. • Know how invasion sports helps your fitness and health. 	Children can: <ul style="list-style-type: none"> • Describe the key technique points of a variety of different gymnastics rolls. • Evaluate performance, recognising what is successful and what could be improved. • Provide constructive feedback about a performance. • Have discussions to help others improve their performance. 	Children can : <ul style="list-style-type: none"> • Create short warm up routines that follow the basic principles e.g. raising body temperature, mobilise joints and muscles. • Learn how to evaluate your own success, as well as recognise part of a performance that could be improved and why. • Understand how to improve in different physical activities and sport. • Understand there are different ways to defend. • Understand there are different ways to attack as a team. • Know how invasion sports helps your fitness and health. • Give feedback to individual, teams and your own performance, describing the best points, suggesting 	Children can : <ul style="list-style-type: none"> • Learn how to evaluate and recognise your own success and areas for improvement. • Develop an understanding of how to improve in different physical activities and sports. • Create short warm up routines that follow basic principles e.g. raise body temperature, mobilise joints and muscles.

	<ul style="list-style-type: none"> • Give feedback to individual, teams and your own performance, describing the best points, suggesting how to improve, and commenting on techniques and tactics. • Know what makes a good warm down (it calms the body, prevents stiffness, settles the mind.) • Identify and evaluate parts of your own game and others, providing feedback. • Understand how physical activity can contribute to a healthy lifestyle. • Understand how muscles work. • Adapt games and activities making sure everyone has a role to play. • Create short warm up routines that follow the basic principles e.g. raising body temperature, mobilise joints and muscles. • Understand how to improve in different physical activities and sport. • To understand the rules of the game and participate in full games. 		<p>how to improve, and commenting on techniques and tactics.</p> <ul style="list-style-type: none"> • Know what makes a good warm down (it calms the body, prevents stiffness, settles the mind.) • Identify and evaluate parts of your own game and others, providing feedback. • Understand how physical activity can contribute to a healthy lifestyle. • Understand how muscles work. • Adapt games and activities making sure everyone has a role to play. • Create short warm up routines that follow the basic principles e.g. raising body temperature, mobilise joints and muscles. • Understand how to improve in different physical activities and sport. • To understand the rules of the game and participate in full games. • Understand the importance of keeping in a line in both attacking and defending plays. 	
Intended Procedural Knowledge	Children can: <ul style="list-style-type: none"> • Apply basic principles for attacking and defending, 	Children can: <ul style="list-style-type: none"> • Explore, improvise and combine movement ideas fluently and 	Children can : <ul style="list-style-type: none"> • Apply basic principles for attacking and defending, choosing 	Children can :

	<p>choosing different formations to suit the need of the game.</p> <ul style="list-style-type: none"> • Develop control whilst performing skills at speed. • Show good awareness of others in game situations and work effectively as a team, adapting games if needed so everyone has a role to play. • Use the defending principles in game situations, including marking, tracking and covering, to gain possession. • Combine and perform skills with control, adapting them to meet the needs of the situation. • Choose and apply a range of tactics and strategies when both attacking and defending. • Use different skills to keep possession of a ball as part of a team. • Change speed and direction to get away from a defender. • Choose different formations to suit the needs of the game and choose skills that meet the need of the situation. • Work effectively as a team. • Use a variety of tactics to keep possession of the ball, applying the principles of attacking. • Use the defending principles in game situations, including marking, tracking, and covering, to gain possession. • Incorporate the rules of the game into small sided games. 	<p>effectively.</p> <ul style="list-style-type: none"> • Link skills to make actions and longer sequences of movement. • Create large group balances up to 8 people. • Develop communication and teamwork skills, such as sharing own ideas and valuing others' ideas. • Develop jumping as a progressive activity. • Begin to understand what vaulting is in gymnastics. • Work in a group to build sequences using apparatus. • Perform in front of an audience showing confidence, rhythm and fluency of movement. • Complete challenges, with quality and fluency, which incorporate a variety of travelling activities. • Use combinations of dynamics using the space effectively e.g., different pathways. • Develop and progress a variety of rolling techniques showing good body tension and control. • Perform key gymnastic skills with a partner, being able to change dynamics and movement concepts. • Perform a variety of jumps with strength, control and finesse. • Perform combinations of actions and movements that show clear differences between levels, speeds and 	<p>different formations to suit the need of the game.</p> <ul style="list-style-type: none"> • Develop control whilst performing skills at speed. • Show good awareness of others in game situations and work effectively as a team, adapting games if needed so everyone has a role to play. • Use the defending principles in game situations, including marking, tracking and covering, to gain possession. • Combine and perform skills with control, adapting them to meet the needs of the situation. • Choose and apply a range of tactics and strategies when both attacking and defending. • Use different skills to keep possession of a ball as part of a team. • Change speed and direction to get away from a defender. • Choose different formations to suit the needs of the game and choose skills that meet the need of the situation. • Work effectively as a team. • Use a variety of tactics to keep possession of the ball, applying the principles of attacking. • Use the defending principles in game situations, including marking, tracking, and covering, to gain possession. 	<ul style="list-style-type: none"> • Perform skills, including retrieve, intercept and stop a ball, with accuracy, confidence, and control. • Bowl using an overarm technique, beginning to vary speed and length of delivery. • Use skills and tactics to outwit opponents when fielding, bowling, and batting. • Work as part of a team that covers the areas to make it hard for the batter to score runs. • Use tactics that involve bowlers and fielders working together. • Perform skills with accuracy, confidence, and control. • Participate in competitive games, modified where appropriate. • Retrieve, intercept, and stop a ball when fielding.
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	<ul style="list-style-type: none">• To pass and catch the ball whilst running at different speeds.• Keep control of the ball when running and passing, ensuring passing is accurate.• Carefully consider the best way to score and win the game, remembering to find and use space when running	<p>direction.</p> <ul style="list-style-type: none">• Develop movement concepts through partner sequences and routines.	<ul style="list-style-type: none">• Incorporate the rules of the game into small sided games such as passing backwards.• To pass and catch the ball whilst running at different speeds.• Keep control of the ball when running and passing, ensuring passing is accurate.• Carefully consider the best way to score and win the game, remembering to find and use space when running.• Successfully remove tags in accordance with the rules.	
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