The document below has been designed to show how we will cover the relevant PE knowledge and skills across our school. We follow the skills outlined within the PE Hub scheme of work although the context in which these are taught is left to the discretion of teachers, where possible trying to match the content of their unit to their year group's termly topic

Year Group						
1	Gymnastics To explore movement actions with control and link them together with flow. To explore gymnastic actions and shapes. To explore travelling on benches. To explore movement actions with control, and to link them together with flow. To choose and use simple compositional ideas by creating and performing sequences. To repeat and link combinations of gymnastic actions. To link combinations of movements and shapes with control	Dance To change direction during travelling moves. To link travelling moves that change direction and level. To explore basic body patterns and movements to music. To use a variety of moves that change speed and direction. To link together dance moves with gestures and changing direction in time to music. To practise taking off from different positions. To complete an obstacle course with control and agility.	Send and Return To master basic sending and receiving techniques. • To develop balance, agility and co-ordination. • To master basic sending and receiving techniques • To use ball skills in game-based activities. • To apply these skills to beat opposing teams.	Run, jump and throw To master basic sending and receiving skills. To develop balance, agility and co-ordination. To use varying speeds when running. To explore footwork patterns. To explore arm mobility. To explore different methods of throwing.	Attack, defend, shoot To aim a variety of balls and equipment accurately. To time running to stop or intercept the path of a ball. To travel in different ways, showing clear transitions between movements. To travel in different directions (side to side, up and down) with control and fluency.	Hit, catch and run To learn skills for striking and fielding games. To practise basic striking, sending and receiving. To use throwing and catching skills in a game. To practise accuracy of throwing and consistent catching. To strike with a racket or bat. To play a game fairly and in a sporting manner. To use fielding skills to play a game. To practise short distance running.
2	Gymnastics To remember and repeat simple gymnastic actions with control. To balance on isolated parts of the body using the floor and hold balance. To develop a range of gymnastic moves, particularly balancing. To link together a number of gymnastic actions into a sequence. To explore ways of travelling around on large apparatus. To choose and use a variety of gymnastic actions to make a sequence.	Dance • To explore different levels and speeds of movement. • To compose and perform simple dance phrases. • To show contrasts in simple dances with good body shape and position. • To develop a range of dance movements and improve timing. • To work to music, creating movements that show rhythm and control.	Send and return To master basic sending and receiving as well as developing balance agility and coordination. To make use of coordination, accuracy and weight transfer. Pass and receive a ball in different ways with control and increased accuracy.	Run, jump and throw To run with agility and confidence. To learn the best jumping techniques for distance. To throw different objects in a variety of ways. To hurdle an obstacle and maintain effective running style. To run for distance. To complete an obstacle course with control and agility.	Attack, defend & shoot To use hand-eye coordination to control a ball. To catch a variety of objects. To vary types of throw. To kick and move with a ball. To develop catching and dribbling skills. To use ball skills in a competitive game.	Hit, catch and run To learn skills for playing striking and fielding games. To position the body to strike a ball. To develop catching skills. To throw a ball for distance. To practise throwing skills in a circuit. To play a game fairly and in a sporting manner. To use fielding skills to play a game.

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• To perform and evaluate own and others' sequences. dancing style and apply the key components of dance. • To perform dance using a range of movement patterns. • To perform and evaluate own and others' work. understand their importance when playing a game. To play in a competitive situation, and to demonstrate sporting behaviour travel further, float and submerge. To develop balance, link activities and travel further on whole stroke. To play in a mini competition To utilise all the skills learned in this unit in a competitive situation. To utilise all the skills learned in this unit in a competitive situation.		To perform movements in	To create partnered	moving and a stationary ball.	support aids.	ways to move the ball	patterns.
key components of dance. • To perform dance using a range of movement patterns. • To perform and evaluate own and others' work. Average of movement patterns Diaying a game. To play in a competitive situation, and to demonstrate sporting behaviour		canon and in unison.	dances that reflect the	 To develop fielding skills and 		towards an opponent's	To understand which technique
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range of movement patterns. • To perform and evaluate own and others' work. and to demonstrate sporting behaviour and to demonstrate sporting behaviour activities and travel further on whole stroke. • To show breath control. • Introduction to deeper		and others' sequences.	key components of dance.	playing a game.	submerge.	attack and defence.	for distance.
patterns. • To perform and evaluate own and others' work. behaviour on whole stroke. To show breath control. on whole stroke. Introduction to deeper			To perform dance using a	To play in a competitive situation,	To develop balance, link	To play in a mini	
 To perform and evaluate own and others' work. To show breath control. Introduction to deeper 			range of movement	and to demonstrate sporting	activities and travel further	competition	To utilise all the skills learned in
own and others' work. • Introduction to deeper			· ·	behaviour	on whole stroke.		•
Introduction to deeper					To show breath control.		situation.
			own and others' work.		Introduction to deeper		
water and treading water.					water and treading water.		

5	<u>Gymnastics</u>	<u>Dance</u>	Striking and fielding (Rounders		Swimming	Invasion (Hockey)	<u>Athletics</u>
	To identify and practise body	 To identify and practise 	 To develop and investigate 	•	To develop basic		
	shapes and balances.	the patterns and actions	different ways of throwing, and		pool safety skills	 To keep possession of a 	To use correct technique to run
	 To identify and practise 	of the chosen dance style.	to know when each is		and confidence in	ball.	at speed.
	symmetrical and asymmetrical	To demonstrate an	appropriate.		water.	 To use ABC (agility, 	 To develop the ability to run
	body shapes.	awareness of the music's	 To use ABC (agility, balance, co- 	•	To develop travel	balance, co-ordination)	for distance.
	To use and refine the	rhythm and phrasing	ordination) to field a ball well. To		in vertical or	techniques to keep	To throw with accuracy and
	following skills: flexibility,	when improvising.	use ABC (agility, balance, co-		horizontal position	control of a ball in a	power.
	strength, balance, power and	 To create and perform 	ordination) to move into good		and introduce	competitive situation.	 To identify and apply
	mental focus.	an individual dance that	positions for catching and apply		floats. To develop	 To use accurate passing 	techniques of relay running.
	To develop skills for	reflects the chosen dance	it in a game situation.		push and glides,	and dribbling in a game.	To explore different footwork
	movement, including rolling,	style.	 To use hand-eye co-ordination 		any kick action on	 To identify and apply 	patterns.
	bridging and dynamic	 To create partnered 	to strike a moving and a		front and back	ways to move the ball	To understand which
	movement.	dances that reflect the	stationary ball.		with or without	towards an opponent's	technique is most effective
	To use counterbalances and	chosen dancing style and	 To develop fielding skills and 		support aids.	goal.	when jumping for distance.
	incorporate them into a	apply the key components	understand their importance	•	To develop entry	To learn concepts of	 Learn how to use skills to
	sequence of movements.	of dance.	when playing a game. To play in a		and exit, travel	attack and defence.	improve the distance of a pull
	To perform movements in	To create group dances	competitive situation, and to		further, float and	To play in a	throw.
	canon and in unison.	that reflect the dance	demonstrate sporting behaviour.		submerge.	competition.	To demonstrate good
	To perform and evaluate own	style.	To throw and catch under	•	To develop		techniques in a competitive
	and others' sequences.	To perform a dance	pressure.		balance, link		situation.
		using a range of	To use fielding skills to stop the		activities and		
		movement patterns.	ball effectively.		travel further on		
		To perform and	To learn batting control.		whole stroke.		
		evaluate own and others'	To learn the role of backstop.	•	To show breath		
		work.	To play in a tournament and		control.		
			work as team, using tactics in		Introduction to		
			order to beat another team.		deeper water and		
			To play in a mini-tournament		treading water.		
			and work as a team, using tactics				
			in order to beat another team.				

6	Gymnastics	Dance	Tennis	Invasion (Netball)	Athletics	
0	To identify and practise	<u>bance</u>	<u>1011115</u>	•To demonstrate basic	•To investigate running	
	gymnastic shapes and balances.	To identify and practise	To demonstrate and use the	passing and receiving skills	styles and changes of	
	To identify and practise	the patterns and actions	correct grip of the racket and	using a netball.	speed.	
	symmetrical and asymmetrical	in a street dance style.	understand how to get into the	•To develop an	To practise throwing	
	body shapes.	To demonstrate an	ready position.	understanding and	with power and accuracy.	
	To construct sequences using	awareness of the music's	• To use good hand/eye co-	knowledge of the basic	•To throw safely and with	
	balancing and linking	rhythm and phrasing	ordination to be able to contact	footwork rule of netball.	understanding.	
	movements	when improvising.	the ball with the face of the	•To use good hand/eye co-	•To demonstrate good	
	To use counterbalances and	To create a dance that	racket.	ordination to pass and	running technique in a	
	incorporate them into a	represents a street dance	Understand how to serve the	receive a ball successfully.	competitive situation.	
	sequence of movements.	style.	ball in order to start the game.	 To develop skills in the 	To explore different	
	To perform movements in	 To create a dance as a 	Recognise the difference	range of passes –chest pass,	footwork patterns.	
	canon and in unison.	group, using any street	between the low serve and the	overhead pass, bounce pass	To understand which	
	To perform and evaluate own	dance moves. • To create	high serve.	and to understand which	technique is most	
	and others' sequences	a dance as a group, using	 To understand that the drop 	pass to use depending on the	effective when jumping	
		any street dance moves. •	shot is an attacking shot, and	distance the ball needs to	for distance.	
		To perform and analyse	why.	travel.	 To utilise all the skills 	
		own and others'	 To know where the drop 	 To understand the 	learned in this unit in a	
		performance.	should be aimed for, for it to be	importance of 'getting free'	competitive situation.	
			most productive, and why.	in order to receive a pass.		
			To understand how to use	•To understand how to make		
			different shots to outwit an	space by moving away and		
			opponent in a game.	coming back and by dodging.		
			 To develop knowledge, 	•To be able to demonstrate a		
			understanding and principles	range of defending skills and		
			within a doubles game, including	understand how to mark an		
			tactics and strategies used.	opponent.		
				•To understand how to		
				intercept a pass.		
				•To learn how to shoot.		
				•To understand the different		
				positions in a netball team		
				(five-a-side). •To recognise		
				which positions are attacking		
				and which are defending.		