



Physical Education (PE) – Key Skills and Knowledge

	Year 3	Year 4	Year 5	Year 6
Outdoor and Adventurous Activities OAA	<ul style="list-style-type: none"> Understand what a legend/key is and its importance. Understand that the directions North, South, East and West do not change, regardless of which way a person is facing. Using the whole school orienteering map, orientate and set the map, maintaining this to travel to and from control points from a set point. Use a basic diagram/map to navigate to different points in reality. Gain strategies to check accuracy e.g. speaking aloud, counting aloud, revisiting, clarifying with a partner etc. Recognise and discuss the dangers of OAA tasks and how to keep themselves and others safe. 	<ul style="list-style-type: none"> Transfer information on a diagram into reality, using unfamiliar symbols, following a set order. Use a compass to identify which way is North regardless of which way a person is facing to assist in travelling in all 8 compass point directions. Follow and give verbal and written commands to move in the 8 compass points. Use a basic diagram/map to follow a specific route with up to 4 different points, avoiding obstacles. Understand and carry out the physical skills required for orienteering: agility, balance and coordination while holding or looking at a map. 	<ul style="list-style-type: none"> Using more complex diagrams/maps, orientate and set the map, maintaining this whilst travelling a route involving more than 4 points. Make tactical decisions to travel the orienteering course in the quickest and most efficient manner, ensuring the rules are followed. Using the whole school orienteering map, orientate and set the map using a compass, aligning it with their position on the map and the North line. Using basic diagrams/maps, draw their own routes for others to follow. Listen to other children and communicate with other children to complete a task. 	<ul style="list-style-type: none"> Make tactical decisions to travel the orienteering course to meet a different purpose such as 'developing stamina' or 'developing clear and concise communication.' Work individually, in pairs and in larger teams to review and evaluate performance, on the go, and adapt quickly to improve including changing roles. Use the whole orienteering map, orientate and set the map using known features, to travel to and from control points chosen independently by the pupil. Take part in competitive orienteering-style challenges. Explain the benefits of OAA and orienteering-style activities.
Gymnastics	<ul style="list-style-type: none"> Demonstrate different ways of travelling along various pathways and in different directions Demonstrate stretched and curled balances on different body parts showing an understanding of high, medium and low positions Identify and perform matching shapes with a partner, one behind the other, side by side or passing over a partner Compose a short sequence with a partner demonstrating an understanding of levels, directions and speeds, matching and mirroring and be able to identify what adaptations were required to enhance the overall performance Follow instructions to set up small and large gymnastics apparatus 	<ul style="list-style-type: none"> Identify and use a range of travelling, jumping and turning movements on different levels and show ways of balancing on different body parts (1, 2, 3- and 4-point balances) Jump and land in a controlled way when completing ¼ and ½ turn Demonstrate various sliding, rolling and turning movements, which lead smoothly into balanced positions With a partner, link together a series of movements and balances which demonstrate changes of direction, speed and levels Set up small and large gymnastics apparatus whilst considering the safety of others 	<ul style="list-style-type: none"> Explore travelling incorporating leaps and jumps Show counter balances/ counter tension in twos or threes and know that variations can be developed through changing body shape or being on different levels Compose an individual sequence comprising of travel, jumps, turns a balance and then teach it to a partner and perform it together exploring matching and mirroring Understand and use the terms synchronisation and canon when working with a partner Understand and use the possible variations in level, speed and direction when working with a partner Work as part of a group to develop a group sequence involving apparatus and benches 	<ul style="list-style-type: none"> Perform a range of straightforward part-weight partner balances safely and effectively Identify and show a variety of jumps and demonstrate a variety of clear body shapes in the air Understand how to take off and land safely in different directions and join together three different jumps or a jump and a roll showing variation in a pathway Compose a sequence showing different actions and moves, levels, speeds and fluency between movements Work as part of a group to develop a group sequence transferring all these skills to apparatus with control, precision and fluency
Dance	<ul style="list-style-type: none"> Perform the basic dance actions (travelling, jumping, turning and gesture) whilst developing control and coordination Respond to a range of stimuli and understand that the ideas initiated by the stimulus can be translated into movement Understand how dance communicates moods, ideas and feelings Develop movement phrases by considering pathways and using space well Develop movement phrases with a partner or a small group to explore over/under, push/pull and meet/part 	<ul style="list-style-type: none"> Perform the basic dance actions (travelling, jumping, turning and gesture) with greater control, fluency and coordination Discuss ideas initiated by stimuli and suggest appropriate movements for exploration and begin to improvise Recognise the timings of the sounds in a piece of music Develop movement phrases with a partner or a small group to explore action/reaction, question/answer Begin to understand a range of compositional devices (unison, canon, repetition and variation) 	<ul style="list-style-type: none"> Perform the basic dance actions with developed control, fluency, coordination and accuracy Know how to develop motifs (simple movement patterns) in relation to space and dynamics Respond to a range of stimuli and demonstrate initial movement responses Develop ideas with partners/ groups showing how the formation of the dance can change in relation to the group size Develop a performance with expression showing an understanding of space and dynamics to display a mood or feeling 	<ul style="list-style-type: none"> Perform the basic dance actions in different combinations to increase the complexity of the dance Know how to develop motifs in relation to space, dynamics, relationships and rhythm whilst using a range of compositional devices Maintain the tempo and rhythm of particular patterns Demonstrate an awareness of the value of other dancers and how they link together with a dance Perform more complex dances individually, in small groups or as part of a whole class, communicating ideas and feelings



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Athletics	<ul style="list-style-type: none"> Demonstrate walking/jogging/running in various directions and speeds in a controlled manner Begin to focus on trail leg and lead leg actions when running over hurdles To develop techniques to throw for increased distance Understand and demonstrate safe landings and the basic principles of jumping Develop an effective take-off for the standing long jump 	<ul style="list-style-type: none"> Show techniques used in a sprinting race, including accelerating and decelerating rapidly Discover a suitable rhythm when running over obstacles Identify and show how changes in throwing actions can be affected by varying the level, direction and distance Describe which three basic jumps are used in athletics Develop an effective flight phase for the standing long jump 	<ul style="list-style-type: none"> Demonstrate some ability to judge pace and be able to plan a run Accelerate from a variety of starting positions and select a preferred position Model the correct throwing stance and the transference of weight from back foot to front foot Recognise that to jump long, height is required Show that good jumps need to have head up, torso erect, an even rhythm and flat-footed landings 	<ul style="list-style-type: none"> Run over hurdles with developing fluency, focusing on the lead leg technique and a consistent stride pattern Confidently and independently select the most appropriate pace for different distances and different parts of the run Demonstrate the sequence of events in a throw (legs first, arms last, low to high) Identify which athletics throwing events use push, pull or heave techniques and know how the different equipment suits different styles Understand that a long stride will help increase distance or height
Invasion games	<ul style="list-style-type: none"> Begin to change direction and speed with control and coordination Develop accuracy when passing and receiving a range of balls in different ways Begin to demonstrate control when dribbling, passing and receiving a ball Begin to pass and receive on the move and develop signalling for the ball and show progression down a court/pitch Begin to play with confidence in various small-sided game formations 	<ul style="list-style-type: none"> Develop movement with equipment using a range of techniques showing developing control and fluency Can use and name a range of techniques to pass and travel with the ball Develop their understanding of how to dodge, mark, signal for the ball and intercept Play within the rules Begin to recognise aspects of performances that can be improved 	<ul style="list-style-type: none"> Understand the footwork rules for specific sports Develop travelling with equipment whilst combining skills Understand and demonstrate how a team can retain possession and find ways of progressing towards an opponent's goal/net Carry, bounce and dribble the ball in a controlled manner whilst moving Work as a team in various small-sided games and begin to transfer common principles of play across different games 	<ul style="list-style-type: none"> Apply appropriate footwork skills and rules with control and accuracy to games activities Move at different speeds and in different directions and transfer this into a game scenario Move with equipment using the correct technique across a variety of games Understand and demonstrate a range of controlled passing, receiving, striking, dribbling and shooting skills and adapt them to meet the needs of the game Play in a range of small-sided games and make effective choices about when, how and where to pass
Net and Wall games	<ul style="list-style-type: none"> Strike a ball with reasonable control and accuracy at a target or over a net Select and use appropriate basic shots in different situations Play confidently and competitively in small-sided games Begin to know and use the rules and keep games going without dispute 	<ul style="list-style-type: none"> Use a bat to strike a ball with a degree of accuracy and control Throw or strike a ball over a range of high, low and ground-level barriers to begin to show variations in level, speed and directions Begin to develop to aim a ball over a barrier to land in spaces on the other side Develop an understanding of planning and combining skills to play net games with a partner Begin to develop an understanding to play games by aiming into spaces to score 	<ul style="list-style-type: none"> Begin to play shots on both sides of the body and from overhead with reasonable control Understand how to position their bodies to receive a ball coming from different heights and angles Recognise where there are spaces on an opponent's court and try to hit into them Recognise which things they need to practice more Understand and apply net/wall principles to a variety of small-sided games 	<ul style="list-style-type: none"> Play a variety of shots with intent when striking a ball Direct a ball into an opponent's court at different speeds, heights, and angles and explain why they are doing it Evaluate the effectiveness of a shot and suggest ways of improving Work cooperatively as a team in pairs or small-sided groups to create rules and play them Play a range of small-sided net/wall games
Striking and Fielding	<ul style="list-style-type: none"> Begin to strike a ball with confidence and control and direct it into a simple target area Receive the ball from one direction and throw or strike it in another direction Begin to use good striking and fielding techniques Begin to combine skills to play effectively in small-sided striking and fielding games Begin to understand and demonstrate the different roles within a team 	<ul style="list-style-type: none"> Know and use different ways of sending into and fielding from different directions Throw accurately and develop the skills to be a reliable bowler or feeder of the ball Strike a ball along the ground or through the air in different directions with increased control Begin to understand how to direct or place a ball to score 	<ul style="list-style-type: none"> Use a variety of bats with increasing confidence Strike and throw the ball with reasonable accuracy and consistency Bowl underarm so the ball arrives appropriately for the batter to hit Understand when and how to move when fielding a ball Play confidently in a range of small-sided games 	<ul style="list-style-type: none"> Know, understand and show correct striking stance to direct the ball away from fielders Bowl in competitive situations and understand strategies that can be used Know when to run after hitting a ball Play confidently and effectively in a range of small-sided games



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Swimming			<ul style="list-style-type: none"> Swims competently, confidently and proficiently over a distance of at least 25 metres Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke. Performs safe self-rescue in different water-based situations. 	
Health and Fitness	<ul style="list-style-type: none"> Can talk about how their bodies change during exercise Can identify their heart beating faster during exercise Can use the equipment safely and correctly Can identify if a piece of equipment is used for the upper or lower body 	<ul style="list-style-type: none"> Can identify where their pulse is located in the body Can identify some main muscle groups when warming up and cooling down Can use the equipment safely and correctly Can identify the focus of a piece of equipment e.g. bike is working your legs 	<ul style="list-style-type: none"> Can understand why it is important to warm up and cool down, leading part of this Can begin to correct peers' techniques on the equipment Can use the equipment safely and correctly Can identify the focus of a piece of equipment knowing some main muscle groups being worked 	<ul style="list-style-type: none"> Understands what makes a good warm-up and can share ideas and routines with others Know how to check the area is safe to use before using Can use the equipment at a variety of speeds and understands how this can change the difficulty of the activity Can name main muscle groups when using some equipment Can use the equipment safely and can adapt others' techniques when using the equipment
Cognitive Domain (Head)	<ul style="list-style-type: none"> Recognise and describe the effects of exercise on the body Select and apply a range of skills with good control and consistency Can make you their own rules and versions of activities Explain what they are doing well and have started to identify areas for improvement Watch, describe and evaluate the effectiveness of a performance 	<ul style="list-style-type: none"> Demonstrate knowledge and understanding of the reasons for warming up and cooling down Demonstrate the difference between roles in team games Explain the rules of different games and activities Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements using some technical vocabulary Explain how to work safely in a lesson and can give examples 	<ul style="list-style-type: none"> Describe and explain the changes in the body when exercising Use combinations of skills confidently in sport-specific contexts Perform a range of skills fluently and accurately in practice situations Explain why they have used particular skills or techniques, and the effect they have had on a performance Explain how to use and interpret rules fairly 	<ul style="list-style-type: none"> Lead warm-ups and cool-downs safely and effectively Effectively transfer skills and movements across a range of activities and sports Comment on a performance and that of their peers Advise and help others in their techniques and skills in activities Understand a wide range of rules and have begun to officiate small-sided games
Affective Domain (Heart)	<ul style="list-style-type: none"> Show and understand the concept of sportsmanship Work both individually and within a team Give reasons why PE is good for their health 	<ul style="list-style-type: none"> Cooperate with others, giving helpful feedback to ensure they improve Describe both short and long-term effects of exercise on their body Explain how they know that their fitness levels are improving 	<ul style="list-style-type: none"> Recognise their strengths and weaknesses and can set appropriate targets Celebrate success appropriately Know and understand the importance of leading a healthy active lifestyle 	<ul style="list-style-type: none"> Show sportsmanship across all activities and understand the feelings associated with winning and losing Effectively lead a group involving others and motivating those around them to perform better Know and understand the benefits of a balanced lifestyle
Tactical Awareness	<ul style="list-style-type: none"> Beginning to understand how attacking is their team trying to score Beginning to understand how defending is stopping another team from scoring 	<ul style="list-style-type: none"> Developing an understanding of how basic attacking and defending tactics contribute to the outcome of a game 	<ul style="list-style-type: none"> Can apply a variety of learnt attacking and defending tactics to a variety of games and sports Beginning to understand that a team's tactics can change within a game 	<ul style="list-style-type: none"> Understands that all sports use attacking and defending tactics Can create their own tactics within a game to change the outcome