

## THS Knowledge, Skills and Understanding Curriculum for PE

	Autumn		Spring		Summer	
<b>Year R GMS</b>	<p>Be able to revise and refine the fundamental movement skills they have already acquired: - walking - running - crawling – climbing</p> <p>Be able to improve core muscle strength using scooter boards, climbing frame, wooden blocks, big chalk board.</p> <p>Be able to use their core muscle strength to achieve a good posture when sitting on the floor</p>	<p>Be able to revise and refine the fundamental movement skills they have already acquired: walking - running - <b>skipping</b> - crawling - <b>jumping</b> - <b>hopping</b> – climbing</p> <p>Be able to progress towards a more fluent style of moving, with developing control and grace.</p> <p>Be able to build shoulder strength by drawing under the table</p> <p>Be able to further develop the skills they need to manage the</p>	<p>Be able to revise and refine the fundamental movement skills they have already acquired: - <b>rolling</b>, crawling (gymnastics focus in indoor PE)</p> <p>Be able to develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including <b>dance</b> and <b>gymnastics</b></p> <p>Be able to use their core muscle strength</p>	<p>Be able to combine different movements with ease and fluency.</p> <p>Be able to develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including <b>dance</b> and gymnastics</p> <p>Be able to develop overall body-strength, balance, co-ordination and agility.</p>	<p>Be able to confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Begin to develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p>	<p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>

		school day successfully: - lining up and queuing - mealtimes	to achieve a good posture when sitting at a table			
	<b>ELGs</b> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</li> </ul>					
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
EYFS 2020 Development matters statements from Reception Physical development	<u>Locomotion and moving safely (Playground Games)</u>  Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing  Progress towards a more fluent style of moving, with developing control and grace.  To learn PE rules and routines	<u>Ball skills – Kicking a football</u>  Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport.  Combine different movements with ease and fluency  Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.	<u>Catching and receiving Hoops and skipping</u>  Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.  Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	<u>Circuits</u>  Combine different movements with ease and fluency  Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.	<u>Athletics Striking Bats and small balls</u>  Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.  Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	<u>Sports Day Preparation</u>  Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of ‘screen time’ - having a good sleep routine - being a safe pedestrian  Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.  Develop confidence, competence, precision and accuracy when

		Develop overall body-strength, balance, co-ordination and agility.				engaging in activities that involve a ball.
KS1 NC	<p><b>Key stage 1 National Curriculum PE subject content</b></p> <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> <ul style="list-style-type: none"> <li>Pupils should be taught to: 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</li> <li>participate in team games, developing simple tactics for attacking and defending</li> <li>perform dances using simple movement patterns.</li> </ul> <p>Swimming and water safety All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> <li>swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>perform safe self-rescue in different water-based situations.</li> </ul>					
Year 1	<p><u><b>Our World / People of the Past</b></u></p> <p><u>Games – multi sports approach</u> Receives a ball with basic control.</p> <p>Beginning to develop hand eye coordination Begins to perform a range of throws (over and underarm). Observe and describe what they have done and say why it was good To say why a warm up is important Work as a team and understand rules</p> <p>Games of the past and games around the world.</p>	<p><u><b>The Magic Toymaker / All Dressed Up</b></u></p> <p><u>Games – multi sports approach</u></p> <p>Shows some control with striking, kicking and throwing a given item. Link previous knowledge/skills in different ways in different games They can describe and comment on the importance of space within an appropriate situation To say why a cool down is important.</p> <p>SMSC – social values of working with a partner. Following rules</p>	<p><u><b>Super Humans / Flowers and Insects</b></u></p> <p><u>Athletics</u> Can run at different speeds Can jump from a standing position Performs a variety of throws with basic control Suggest ways to improve their own performance in running, jumping and throwing To start using correct names for different muscles</p> <p>To look at record breakers and Super human efforts in Sport.</p>			

<p><b>Year 2</b></p>	<p><u><b>The Circus is Coming to Town / Brainwave</b></u></p> <p><u>Throwing and catching games. Hand eye coordination.</u></p> <p>Mutli-sport approach (an into to tennis, football, rugby, skipping, hockey, cricket) to hitting, catching, throwing, aiming and co-ordination.</p> <p>Confident to send the ball to others in a range of ways</p> <p>Can direct a ball with a degree of accuracy</p> <p>Using a racket and ball with some support/guidance</p> <p>Starting to talk about spatial awareness</p> <p>Understand the importance of rules in games</p> <p>Understand that exercise has benefits to the brain and concentration levels.</p> <p><u>Intro to hockey (On Brewery site Autumn 2<sup>nd</sup> half)</u></p> <p><u>Inventing individual games (Y2 Unit 1 Val Sabin) Throwing and catching (On Brewery site Autumn 2<sup>nd</sup> half)</u></p> <p>Throw, catch and bounce indifferent ways when standing still or on the move.</p> <p>Beginning to apply and combine a variety of skills (to a game situation).</p> <p>Develop simple tactics and use them appropriately in a game situation</p> <p>Can direct a ball with a degree of accuracy</p> <p>Beginning to develop an understanding of attacking and defending</p>	<p><u><b>Buildings / We Are What We Eat</b></u></p> <p><u>Intro to rugby (On Brewery site)</u></p> <p><u>Making up games with a partner (Y2 Unit 2 Val Sabin) Aiming, hitting and Kicking</u></p> <p>Beginning to apply and combine a variety of skills (to a game situation).</p> <p>Develop simple tactics and use them appropriately in a game situation</p> <p>Can direct a ball with a degree of accuracy</p> <p>Beginning to develop an understanding of attacking and defending</p> <p>Starting to talk about spatial awareness</p> <p>Understand the importance of rules in games</p> <p>Beginning to develop their own game with rules</p> <p>Talk about differences between their own and others work</p> <p>Develop simple tactics and use them appropriately in a game situation</p> <p>Are able to discuss how their body feels during an activity, and how food effects energy levels.</p>	<p><u><b>The Earth – Our Home / Hooray Let’s Go on Holiday</b></u></p> <p><u>Intro to Cricket and Rounders</u></p> <p><u>Striking and fielding games</u></p> <p><u>Athletics - Sports Day Preparation</u></p> <p>5 basic jumps: two feet to two feet, two feet to one foot, one foot to two feet, one foot to opposite, one foot to same</p> <p>Can change speed and direction whilst running.</p> <p>Show the difference between running at speed and jogging and know when each speed is appropriate</p> <p>Performs a variety of throws with control and coordination</p> <p>Can discuss within a group the different styles of running, throwing and jumping</p> <p>Can use equipment safety and give reasons why</p> <p>To discuss national games and differences and similarities in games across the world</p>
----------------------	--	--	---

	<p>Starting to talk about spatial awareness Understand the importance of rules in games Talk about differences between their own and others work</p> <p><u>Swimming</u> Swim between 10 and 25m unaided in shallow water, using their arms and legs to propel themselves Using one basic method to swim the distance, making sure that they breathe Improve stroke style and breathing technique.</p> <p>Explore and experiment with moving in and around water confidently and competently</p> <p>Can explain how better technique helps them to move faster in the water.</p> <p>Recognise how their swimming affects their breathing</p> <p>Know how to keep themselves warmer in water and how to breathe when they are swimming</p>		
	<p><b><u>KS2 PE National Curriculum</u></b> 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.</p> <ul style="list-style-type: none"> <li>• Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination</li> <li>• 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</li> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>• perform dances using a range of movement patterns</li> </ul>		

	<ul style="list-style-type: none"> <li>• take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> <p>Swimming and water safety All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>• use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>• perform safe self-rescue in different water-based situations.</li> </ul>		
Year 3	<p><u>Chocolate</u> Muti-sports approach (hockey, football, tennis, rugby and making games in pairs)</p> <p><u>Football/Tennis/Rugby</u> <u>Invasion skills</u> <u>Hitting, kicking and working as a team</u> <u>Inventing games and capture the flag (Y3 Unit 2 Val Sabin)</u> Creative games making</p> <p>Develop the correct handling of a racket</p> <p>Develop hitting skills To be able to hit a ball from one person to another using forehand.</p> <p>To be able to hit a ball from one person to other using backhand Evaluate their own work and how to develop further Starting to use the correct vocabulary. Backhand, forehand</p> <p><u>Football</u></p>	<p><u>Explorers and Adventurers</u> <u>Host Country: Brazil</u></p> <p><u>Ball skills –passing and receiving</u> <u>(Year 3 Unit 1 Val Sabin)</u></p> <p>Develop handling and throwing of a ball</p> <p>Beginning to communicate with others during game situations. How to compete with others in a controlled manner Beginning to select resources independently to carry out different skills Uses skills with coordination and control</p> <p>Works well in a group to develop a game</p> <p><u>Swimming</u> Jump into the pool and submerge briefly Sink, push away from wall and glide underwater for a short distance Submerge fully to pick up an object from the bottom</p>	<p><u>Temples, Tombs and Treasures</u> <u>Host Country: Egypt</u></p> <p><u>Cricket and Rounders</u> <u>Striking and fielding game</u> <u>Athletics – preparation for Sports Day</u></p> <p>Consolidate and improve the quality, range and consistency of techniques they use for particular activities Show the difference between a jog and a sprint Develop their ability to choose and use simple tactics and strategies in different situations</p> <ul style="list-style-type: none"> <li>• Run continuously for about one minute and, when required, show the difference between running at speed and jogging</li> <li>• Throw a tennis ball with increasing accuracy and coordination into targets set at different distance</li> <li>• Use different techniques, speeds and effort to meet challenges set for running, jumping and throwing</li> <li>• To begin to perform a two footed long jump</li> <li>• To begin to perform hop, skip and jump</li> </ul>

	<p>Improve individual passing and control of the ball when receiving.          Use the pass as a means of finding space for your team to keep the ball          Improve individual skill on the ball when moving to space with it under control          Use of turning to find space or to escape from an opponent          Understand the defenders main roll and positioning          Understand the importance of marking and positioning.          Improve timing of tackles and their use in winning the ball.</p> <p><u>Ball skills –passing and receiving</u>  <u>(Year 3 Unit 1 Val Sabin)</u></p> <p>Develop handling and throwing of a ball</p> <p>Beginning to communicate with others during game situations.          How to compete with others in a controlled manner          Beginning to select resources independently to carry out different skills          Uses skills with coordination and control</p> <p>Works well in a group to develop a game</p>	<p>Have a reasonable knowledge of the water safety code          To improve the control and co-ordinations of their bodies as they kick their legs to propel themselves in a straight line.          To work on front crawl breathing sequence          To work on improving the body position, arms, legs and breathing in front crawl, breast stroke and back stroke.</p>	<p>Explain what is successful and what they have to do to perform better</p> <p>Describe what happens to their heart, breathing and temperature during different types of athletic activities.</p> <p>To understand the basic principles of warming up.</p> <p>To understand why exercise is good for fitness, health and wellbeing</p>
Year 4	<p><u>Fashion</u></p> <p><u>Rugby /football</u></p>	<p><u>Active Planet</u>  <u>Host Country: Hawaii - USA</u></p>	<p><u>Saving the World</u>  <u>Host Country: Borneo</u></p>

	<p><u>Invasion and Target (ball handling)</u> To be able to hold and kick the ball correctly and to get better at handling the ball through ball skills.</p> <p><u>Rugby</u> Complete accurate lateral (sideways) passes to a partner</p> <p>Develop techniques for tagging an opponent Hold a rugby ball with some confidence using a wide grip hold To be able to receive the ball from a partner To be able to pass the ball to a partner using a sideward pass Use a 1 handed touch tackle on waist of opponent To be able to comment on own ability within the sessions and how to improve Know the importance of a warm-up and cool down</p>	<p><u>Games</u></p> <p>To use running, jumping, throwing and catching in isolation and in combination</p> <p>Play competitive games, and apply basic principles suitable for attacking and defending</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><u>Cricket</u> <u>Striking and fielding games</u> <u>Athletics – preparation for Sports Day</u></p> <p>Consolidate and improve the quality, range and consistency of techniques they use for particular activities</p> <ul style="list-style-type: none"> <li>• Run consistently and smoothly at different speeds</li> <li>• Demonstrate different combinations of jumps, showing control, coordination and consistency</li> <li>• Throw a range of implements into a target area with accuracy</li> </ul> <p>Understand the difference between a sprint race and long distance Sprint 80m at correct pace Throw a given item with height, distance and accuracy Describe and evaluate the effectiveness of performance, and recognise aspects of performance that need improving Describe the short-term effects of exercise on the body.</p> <p>Describe how the body reacts to different types of activity Carry out stretching and warm-up activities safely</p> <p><u>Swimming</u> Perform a sequence of changing shapes whilst floating on the surface</p>
--	--	--	---



			<p>Swim approx. 10m using a range of different strokes (back, breast, front crawl)</p> <p>To perfect the breast stroke, back stroke and front crawl.</p> <p>To consolidate and improve the quality of their swimming skills.</p> <p>To consider what makes a good swimming stroke.</p>
Year 5	<p><u>Mission to Mars</u></p> <p><u>Rugby /football</u></p> <p><u>Invasion and Target (ball handling)</u></p> <p>Tag Rugby</p> <p>Consolidate the passing of the ball.</p> <p>Consolidate spatial awareness as part of a team</p> <p>Successfully pass to a team player using a lateral pass</p> <p>Identify and use tactics to help the team keep the ball and advance it</p> <p>Mark opponents and help each other in defence</p> <p>Use a variety of simple tactics for attacking well, keeping possession of the ball as a team and getting into - positions to 'score' a try</p>	<p><u>The Great, The Bold, The Brave</u></p> <p><u>Host Country: Greece</u></p> <p><u>Gymnastics</u></p> <p><u>Balances and floor equipment</u></p> <p>Create longer and more complex sequences and adapt performances</p> <p>Develop symmetry individually, as a pair and in a small group</p> <p>Take the lead in a group when preparing a sequence</p> <p>Select a component for improvement. For example—timing or flow</p> <p>Perform more complex actions, shapes and balances with consistency</p> <p>Remember and repeat longer sequences with more difficult actions</p> <p>Take responsibility in own warm up including remembering and repeating a variety of stretches</p> <p>Compare performances and judge strengths and areas for improvement</p> <p>Use information given by others to improve performance</p> <p>They explain why regular, safe exercise is good for fitness and health</p>	<p><u>Earth as an Island</u></p> <p><u>Host Country: Madagascar</u></p> <p><u>Cricket</u></p> <p><u>Striking and fielding games</u></p> <p><u>Athletics – preparation for Sports Day</u></p> <p>Consolidate and improve the quality, range and consistency of techniques they use for particular activities</p> <ul style="list-style-type: none"> <li>• Run consistently and smoothly at different speeds and over a longer distance</li> <li>• Demonstrate different combinations of jumps, showing control, coordination, power and consistency</li> <li>• Throw with greater accuracy, control and efficiency of movement using pulling and pushing action</li> </ul> <p>Identify the main strengths of a performance of self and others</p> <p>Identify parts of the performance that need to be improved</p> <p>Set realistic targets for self, of times to achieve over a short and longer distance</p> <p>Explain how warming up affects performance.</p> <p>Explain why athletics can help stamina and strength</p>

	<p>Pick out parts of performance that could be improved, and suggested ideas and practices to make the team better</p> <p>Know and carry out warm up activities that use exercises useful for invasion games</p>	<p><u>Swimming</u>  Perform a surface dive  Swim over 10m using a range of strokes accurately  Perform a range of jumps into deep water and tread water when resurfacing  To recognise what needs improving.  To work on body position and speed in the water.  To be confident to jump in and use the appropriate stroke and skills for the task and the challenge.  To improve style and breathing technique in 3 strokes.</p>	<p>Perform a range of warm-up exercises specific to running for short and longer distances</p>
Year 6	<p><u>Time Tunnel</u>  <u>Gymnastics</u>  <u>Body management and partnerwork</u></p> <p>Create a sequence of up to 5 elements</p> <ul style="list-style-type: none"> <li>combination of asymmetrical and symmetrical shapes and balances</li> </ul> <p>Evaluate others performs against the 5 elements giving advice on improving.  Say why certain muscle can be injured during gymnastics  Create a longer more complex sequence of up to 10 elements</p> <ul style="list-style-type: none"> <li>symmetrical rolling and jumping actions</li> <li>changes of direction and level and show mirroring;</li> <li>matching shapes and balance</li> </ul>	<p><u>The Holiday Show/ Out of Africa</u>  <u>No IPC content</u>  <u>Host Country: Benin</u></p> <p><u>Games football/rugby</u>  Vary skills, actions and ideas and link these in ways that suit the game  Show confidence in using ball skills in various ways and can link these together effectively.</p> <ul style="list-style-type: none"> <li>Dribbling</li> <li>Kicking</li> </ul> <p>Keep possession of balls during games situation.  Takes part in competitive games with a strong understanding of tactics  Apply knowledge of skills for attacking and defending</p>	<p><u>Climate Control</u>  <u>No IPC content</u>  <u>Host Country: Haiti</u></p> <p><u>Cricket</u>  <u>Striking and fielding games</u>  Develop holding and handling of a Cricket bat  Throw and catch under pressure.  Talk about good techniques in a competitive situation.  Has a clear understanding of how the body and muscles work during all physical activities and can compare the impact each sport has on them.  Develop understanding of the two games  Use fielding skills to stop the ball effectively  Learn batting control  Learn the role of backstop/wicket keeper</p>

	<ul style="list-style-type: none"> <li>• combination of counter balance(pushing against)/counter tension (pulling away from)</li> <li>• twisting and turning</li> <li>• travelling on hands and feet</li> <li>• jumping and rolling</li> </ul> <p><u>Swimming</u> Exit the water without using steps Swim 25m using any stroke Perform a range of movements in deep water demonstrating confidence and competence. Perform different skills and movements in the water. Discuss water safety and how to stay safe. Work on improving strokes and introduce butterfly leg kick and arms More able swimmers will work on racing dives for the swimming gala.</p>	<p>Can create own game using skill and knowledge Modifies competitive games. Compares and comments on skills to support creation of new game Identify appropriate exercises and activities for warming up and cooling down and how the game makes the body work</p>	<p>Play in a tournament and work as team, using tactics in order to beat another team</p> <p><u>Athletics – preparation for Sports Day</u></p> <p>Know the quality, range and consistency of techniques they used for particular activities</p> <ul style="list-style-type: none"> <li>• Run consistently and smoothly at different speeds and over a longer distance</li> <li>• Demonstrate different combinations of jumps, showing control, coordination, power and consistency</li> <li>• Throw with greater accuracy, control and efficiency of movement using pulling and pushing action</li> </ul> <p>Compete with others and keep track of personal best performances, setting challenging targets for improvement</p>
--	--	---	--