



HAYES MEADOW PRIMARY SCHOOL

PE KNOWLEDGE AND SKILLS



Gymnastics			
Reception	Year 1	Year 2	
<ul style="list-style-type: none"> • Revise and refine the fundamental movement skills. Rolling, crawling, jumping, hopping and skipping. • Use a range of large and small apparatus indoors. • Use their core strength to achieve good posture. 	<ul style="list-style-type: none"> • Make their body curled, tense, stretched and relaxed. • Control body when travelling and balancing. • Copy sequences and repeat them. • Roll, curl, travel and balance in different ways. • Use under and over to move differently. 	<ul style="list-style-type: none"> • Plan and perform a sequence of movements. • Improve sequence based on feedback. • Think of more than one way to create a sequence which follows some 'rules'. • Start and finish using a gymnast position. • Safely attempt a variety of jumps with moderate control. 	
Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Adapt sequences to suit different types of apparatus and criteria. • Explain how strength and suppleness/ flexibility affect performance. • Work cooperatively with others to produce a routine. 	<ul style="list-style-type: none"> • Move in a controlled and challenging way. • Include a change of height and direction in a sequence. • Work with a partner to create, repeat and improve a sequence with at least three phases. 	<ul style="list-style-type: none"> • Make complex extended sequences. • Combine action, balance and shape. • Perform consistently to different audiences. • Offer constructive feedback to help others improve. 	<ul style="list-style-type: none"> • Combine own work with that of others. • Sequences to specific timings. • Adapt sequence and teach other key gymnastic movements.



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Dance			
Reception	Year 1	Year 2	
<ul style="list-style-type: none"> Develop the overall body strength, co-ordination, balance and agility in dance. Combine different movements with ease and fluency. Progress towards a more fluent style of moving with developing control and grace. 	<ul style="list-style-type: none"> Perform own dance moves. Copy or make up a short dance. Move safely in a space. Start and stop movement using music. 	<ul style="list-style-type: none"> Change rhythm, speed, level and direction in dance. Make a sequence by linking sections together. Use dance to show a mood or feeling. Perform in a small group to others. 	
Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Improvise freely and translate ideas from a stimulus into movement. Share and create phrases with a partner and small group. Remember and repeat dance perform phrases. 	<ul style="list-style-type: none"> Take the lead when working with a partner or group. Use dance to communicate an idea. Use a theme as a stimulus to create ideas. 	<ul style="list-style-type: none"> Compose own dances in a creative way. Perform dance to an accompaniment. Dance show clarity, fluency, accuracy and consistency. 	<ul style="list-style-type: none"> Develop sequences in a specific style. Choose own music and style.



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Basic Movement and Team Games		
Reception	Year 1	Year 2
<ul style="list-style-type: none">• Further develop and refine a range of ball skills.• Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.• Negotiate space and obstacles safely, with consideration for themselves and others.• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	<ul style="list-style-type: none">• Throw underarm towards a target.• Throw in different ways using different objects.• Coordinate their body with control.• Move around an area without collision and stop in a space.• Be able to change direction on command.• Jump and land with control.• Move in different directions copying various movements.	<ul style="list-style-type: none">• Use hitting, kicking, throwing and / or rolling in a game.• Decide the best space to be in during a game.• Use tactic in a game.• Follow rules.• Be able to catch from a low height and a close throw.• Throw towards a target with moderate accuracy.• Move in different ways, identify these and know how they look.• Agility – change direction at speed to avoid chasers.• Show fairness and respect to others.



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	Year 3	Year 4	Year 5	Year 6
Competitive games	<ul style="list-style-type: none"> Be aware of space and use it to support team-mates and to cause problems for the opposition. Know and use rules fairly. Apply basic rules. Begin to use suitable techniques. Learn from not writing. 	<ul style="list-style-type: none"> Throw and catch accurately. Hit a ball accurately with control. Vary tactics and adapt skills depending on what is happening in a game. Work as a team to reduce the opposition scoring points eg. Striking and fielding. 	<ul style="list-style-type: none"> Gain possession by working as a team and pass in different ways. Choose specific tactic for defending and attacking. Use a number of techniques to pass, dribble and shoot. Strike a ball, using a varied piece of equipment, into a space. 	<ul style="list-style-type: none"> Agree and explain rules to others. Work as a team and communicate a plan. Lead others in a game situation when the need arises. Show competency in a range of sports.
Athletics	<ul style="list-style-type: none"> Run at fast, medium and slow speeds; changing speed and direction. Take part in a relay, remembering when to run and what to do. Identify different ways to jump linked to athletics. 	<ul style="list-style-type: none"> Sprint over a short distance and show stamina when running over a long distance. Jump in different ways, taking off on one foot and 2 feet and landing with control. 	<ul style="list-style-type: none"> Breakdown the technique of different jumping events and develop each area to provide an overall improvement. Be able to measure with accuracy. Throw with increasing distance. 	<ul style="list-style-type: none"> Demonstrate stamina and increase strength. Identify the attributes required for various events and be able to improve in their chosen event. Measure and record results, link to personal best and aim to improve.
Outdoor adventure	<ul style="list-style-type: none"> Follow a map in a familiar context. Use clues to follow a route. Follow a route safely. Know the boundaries in place. 	<ul style="list-style-type: none"> Follow a map in a (more demanding) familiar context. Follow a route within a time limit. Mark on a map where they are. 	<ul style="list-style-type: none"> Follow a map into an unknown location. Use clues and a compass to navigate a route. Change route to overcome a problem. Use new information to change route. Explain to others how their map is providing help. 	<ul style="list-style-type: none"> Plan a route and a series of clues for someone else. Plan with others, taking account of safety and danger. Apply a strategy, work efficiently and effectively with the help of a map.



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	Year 3	Year 4	Year 5	Year 6
Evaluating	<ul style="list-style-type: none"> Compare and contrast gymnastic sequences. Recognise own improvement in invasion games. 	<ul style="list-style-type: none"> Provide support and advice to others in gymnastics and dance. Be prepared to listen to the ideas of others. Work as a team to develop others. 	<ul style="list-style-type: none"> Articulate to others something a partner has done well and also something that can be improved. Analyse – know why their own performance was better or not as good as their last. 	<ul style="list-style-type: none"> Know which sports they are good at and find out how to improve further. Modify and adapt games with their own ideas and teach this to others. Identify activities to help improve performance.
Swimming	<ul style="list-style-type: none"> Swim competently and confidently to 25 metres. Begin to use a range of strokes effectively such as front crawl, backstroke and breaststroke. Know and demonstrate how to stay safe in the water. 	<ul style="list-style-type: none"> Swim competently, confidently and proficiently to 25 metres. Use a range of strokes effectively such as front crawl, backstroke and breaststroke. Know and demonstrate the importance of staying safe in the water. 	<ul style="list-style-type: none"> Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively such as front crawl, backstroke and breaststroke. Begin to perform safe self-rescue in different water-based situations. 	
Understanding	<ul style="list-style-type: none"> Identify how their body has changed. 	<ul style="list-style-type: none"> Discuss the benefits of keeping active. 	<ul style="list-style-type: none"> Tell others how they look after themselves based around sport and physical activity. 	<ul style="list-style-type: none"> Understand the importance of being active. Talk about how to stay active in and out of school.