Accrington Benjamin Hargreaves Church of England Primary School



Our vision is the centre of everything we do. It underpins our teaching and learning, interactions, and environment.

Document Title

PE Curriculum Progression

2026-2027

Vertical Strands

1) Games

2) Gymnastics

3) Dance

4) Athletics

5) Outdoor Adventurous Activity (OAA)

6) Swimming

	Unit Title	Fundamentals	Ball skills	Sending and Receiving	Target Games	Net and Wall games	Athletics
Cl.2	**Substantive Knowledge**	• Running: know that bending my knees helps me to stop in a balanced position. • Know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster. • Balancing: understand that squeezing my muscles helps me to balance. • Jumping: know that swinging my arms forwards	• Sending: know that stepping with opposite foot to throwing arm will help me to balance. • Catching: know to use wide fingers and pull the ball in to my chest to help to securely catch. • Tracking: know that it is easier to move towards a ball to track it than chase it. • Dribbling: know to keep my head up when dribbling to see	• Sending & receiving: know to control the ball before sending it. • Dribbling: know that keeping my head up will help me to know where defenders are. • Space: know that moving into space away from defenders helps me to pass and receive a ball. • Attacking: know that when my team is in possession of the ball, I am an	• Throwing: know that stepping with opposite foot to throwing arm will help you to balance. • Striking: know to finish with my object/hand pointing at my target. • Tactics: understand and apply simple tactics. • Rules: know how to score points and follow simple rules.	• Hitting: know to watch the ball as it comes towards me to help me to prepare to hit it. • Feeding: know to place enough power on a ball to let it bounce once but not too much so that my partner can't return it. • Rallying: know that sending the ball towards my partner will help me to keep a rally going. • Footwork: know that using a ready position	• Running: know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster. • Jumping: know that swinging my arms forwards will help me to jump further. • Throwing: know that I can throw in a straight line by pointing my throwing hand at my target as I let go of the object. • Rules: know how to follow simple

		will help me to jump further. • Hopping: know that if I look straight ahead it will stop me falling over when I land. • Skipping: know that I should swing opposite arm to leg to help me balance when skipping without a rope.	space/opponents .	attacker and we can score. • Defending: know that when my team is not in possession I am a defender and we need to try to get the ball. • Know that standing between the ball and the attacker will help me to stop them from getting the ball. • Tactics: understand and apply simple tactics for attack and defence. • Rules: know how to score points and follow simple rules.		helps me to react quickly and return/catch a ball. • Tactics: understand that applying simple tactics makes it difficult for my opponent. • Rules: know how to score points and follow simple rules.	rules when working with others.
	Procedural Knowledge	• Running: demonstrate balance when changing direction. • Clearly show different speeds when running. • Balancing: demonstrate balance when performing movements. • Jumping: demonstrate jumping for distance, height	• Sending: roll, throw and kick a ball to hit a target. • Catching: develop catching a range of objects with two hands. • Catch with and without a bounce. • Tracking: consistently track and collect a ball being sent directly. • Dribbling: explore dribbling with hands and feet with	• Sending & receiving: developing s&r with increased control. • Dribbling: explore dribbling with hands and feet with increasing control on the move. • Space: explore moving into space away from others.	• Throwing overarm: develop co-ordination and technique when throwing overarm towards a target. • Throwing underarm: develop co-ordination and technique when throwing underarm towards a target.	• Hitting: develop hitting a dropped ball over a net. • Feeding: accurately underarm throw over a net to a partner. • Rallying: explore underarm rallying with a partner catching after one bounce. • Footwork: consistently use the ready	• Running: develop the sprinting action. • Jumping: develop jumping, hopping and skipping actions. • Explore safely jumping for distance and height. • Throwing: develop overarm throwing for distance.

		and in different directions. • Hopping: demonstrate hopping for distance, height and in different directions. • Skipping: explore single and double bounce when jumping in a rope.	increasing control on the move.	• Attacking: developing moving into space away from defenders. • Defending: explore staying close to other players to try and stop them getting the ball.	• Striking: develop striking a ball with equipment with some consistency.	position to move towards a ball.	
	LOs	• To explore how the body moves at different speeds. • To develop changing direction and dodging. • To develop balance, stability and landing safely. • To explore and develop jumping, hopping and skipping actions. • To develop co-ordination and combine jumps. • To develop combination jumping and skipping in an individual rope.	• To develop rolling to hit a target. • To develop stopping a rolling ball. • To develop dribbling a ball with your feet. • To develop kicking a ball. • To develop throwing and catching. • To develop dribbling with your hands.	• To roll a ball towards a target. • To track and receive a rolling ball. • To send and receive a ball with your feet. • To develop catching skills. • To develop throwing and catching skills. • To send and receive a ball using a racket.	• To consider how much power to apply when aiming at a target. • To understand how to score using overarm and underarm throwing. • To develop striking to a target. • To develop hitting a moving target. • To select and apply the appropriate skill to the target game. • To show an improvement in my personal best.	• To use the ready position to defend space. • To develop returning a ball with hands. • To play against a partner. • To develop racket skills and return a ball. • To develop returning a ball using a racket. • To play against an opponent using a racket.	• To run fast and develop sprinting. • To develop jumping further. • To develop jumping higher. • To develop throwing for distance. • To develop throwing for accuracy. • To select and apply knowledge and technique in an athletics carousel.
	Knowledge Organiser	Knowledge Organiser	Knowledge Organiser	Knowledge Organiser	Knowledge Organiser	Knowledge Organiser	Knowledge Organiser

	Unit Title	Dance	Invasion Games	Gymnastics	Fitness	Striking and Fielding games	Team Building
	Substantive Knowledge	• Actions: know that sequencing actions in a particular order will help me to tell the story of my dance. • Dynamics: understand that I can change the way I perform actions to show an idea. • Space: know that I can use different directions, pathways and levels in my dance. • Relationships: know that using counts of 8 will help me to stay in time with my partner and the music. • Performance: know that using facial expressions helps to show the mood of my dance. • Strategy: know that if I practice my dance, my performance will improve.	• Sending & receiving: know to control the ball before sending it. • Dribbling: know that keeping my head up will help me to know where defenders are. • Space: know that moving into space away from defenders helps me to pass and receive a ball. • Attacking: know that when my team is in possession of the ball, I am an attacker and we can score. • Defending: know that when my team is not in possession I am a defender and we need to try to get the ball. • Know that standing between the ball and the attacker will help me to stop them from getting the ball. • Tactics: understand and apply simple tactics for attack and defence. • Rules: know how to score points and follow simple rules.	• Shapes: know that some shapes link well together. • Balances: understand that squeezing my muscles helps me to balance. • Rolls: understand that there are different teaching points for different rolls. • Jumps: understand that looking forward will help me to land with control. • Strategy: know that if I use shapes that link well together, it will help my sequence to flow.	• Agility: know using small quick steps helps me to change direction. • Balance: understand that I can squeeze my muscles to help me to balance. • Co-ordination: understand that some skills require me to move body parts at different times such as skipping. • Speed: know that I take shorter steps to jog and bigger steps to run. • Strength: know that strength helps us with everyday tasks such as carrying our school bag. • Stamina: know that I need to run slower if running for a long period of time.	• Striking: understand the role of a batter. Know that striking quickly will increase the power. • Fielding: understand that there are different roles within a fielding team. • Know to move towards the ball to collect it to limit a batter's points. • Throwing: know that stepping with opposite foot to throwing arm will help me to balance. • Catching: know to use wide fingers and pull the ball in to my chest to help me to securely catch. • Tactics: understand and apply simple tactics for attack (batting) and defence (fielding). • Rules: know how to score	• Problem solving: know that listening to each other's ideas might give us an idea we hadn't thought of. • Navigational skills: understand that the map tells us what to do. • Communication: know to use encouraging words when speaking to a partner or group to help them to trust me. • Reflection: verbalise when I am successful and areas that I could improve. • Rules: know how to follow and apply simple rules.

						points and follow simple rules.	
	Procedural Knowledge	• Actions: accurately remember, repeat and link actions to express an idea. • Dynamics: develop an understanding of dynamics. • Space: develop the use of pathways and travelling actions to include levels. • Relationships: explore working with a partner using unison, matching and mirroring. • Performance: develop the use of facial expressions in my performance.	• Sending & receiving: developing s&r with increased control. • Dribbling: explore dribbling with hands and feet with increasing control on the move. • Space: explore moving into space away from others. • Attacking: developing moving into space away from defenders. • Defending: explore staying close to other players to try and stop them getting the ball.	• Shapes: explore using shapes in different gymnastic balances. • Balances: remember, repeat and link combinations of gymnastic balances. • Rolls: explore barrel, straight and forward roll and put into sequence work. • Jumps: explore shape jumps and take off combinations.	• Agility: demonstrate improved technique when changing direction on the move. • Balance: demonstrate increased balance whilst travelling along and over equipment. • Co-ordination: perform actions with increased control when co-ordinating my body with and without equipment. • Speed: demonstrate running at different speeds. • Strength: demonstrate increased control in body weight exercises. • Stamina: show an ability to work for longer periods of time.	• Striking: develop striking a ball with their hand and equipment with some consistency. • Fielding: develop tracking a ball and decision making with the ball. • Throwing: develop co-ordination and technique when throwing over and underarm. • Catching: catch with two hands with some co-ordination and technique.	• Problem solving: begin to plan and apply strategies to overcome a challenge. • Navigational skills: follow and create a simple diagram/map. • Communication: work co-operatively with a partner and a small group.
	LOs	• To remember, repeat and link actions to tell a dance story.	• To understand possession and support a teammate. • To understand scoring as an	• To perform gymnastic shapes and link them together.	• To learn how to run for a long time. • To develop jumping in a long	• To move fast and track and collect a ball. • To develop underarm	• To follow instructions and work with others. • To co-operate and

		• To explore how different movements can show ideas and feelings. • se counts of 8 to help stay in time with the music. • To copy, remember and repeat actions to show different characters. • To explore pathways and levels. • To remember and rehearse the circus dance, showing expression and character.	attacking skill and explore ways to do it. • To understand that stopping goals is a defending skill and explore ways to do this. • To explore how to gain possession. • To understand marking an opponent as a defending skill. • To apply simple tactics for attacking and defending.	• To perform shapes with control and link them together. • To use shapes to create balances. • To use shapes to create balances. • To link travelling actions and balances using apparatus. • To develop travelling actions and balances using apparatus.	rope using timing. • To develop co-ordination in individual skipping. • To develop stamina and change of direction. • To explore exercises to develop strength. • To develop agility, balance and co-ordination.	throwing and catching to field a ball. • To develop overarm throwing to limit a batter's score. • To develop hitting for distance to score more points. • To be able to get a batter out. • To understand the rules of the game and use these to play fairly.	communicate in a small group to solve challenges. • To create a plan with a group to solve the challenges. • To communicate effectively and develop trust. • To use teamwork skills to work as a group to solve problems. • To work with a group to copy and create a basic map.
	Knowledge Organiser	Knowledge Organiser	Knowledge Organiser	Knowledge Organiser	Knowledge Organiser	Knowledge Organiser	Knowledge Organiser
Cl.3	**Unit Title**	**Fundamentals**	**Dance**	**Handball**	**Hockey**	**Swimming**	**Swimming**
	Substantive Knowledge	• Running: understand that leaning slightly forwards helps to increase speed. • Leaning my body in the opposite direction to travel helps to slow down. • Understand how agility helps us with everyday tasks.	• Actions: understand that sharing ideas with others enables my group to work collaboratively and try ideas before deciding on the best actions for our dance. • Dynamics: understand that all actions can be performed differently to help to show effect.	• Sending & receiving: know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately. • Dribbling: know that dribbling is an attacking skill which helps us to move towards a goal or away from defenders.	• Sending & receiving: know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately. • Dribbling: know that dribbling is an attacking skill which helps us to move towards a goal or away from defenders.	• Strokes: know that lifting my hips will help me to stay afloat whilst swimming. • Breathing: know that turning my head to the side to breathe will allow me to swim with good technique. • Water safety: know that	• Strokes: know that lifting my hips will help me to stay afloat whilst swimming. • Breathing: know that turning my head to the side to breathe will allow me to swim with good technique. • Water safety: know that treading water enables me to

		• Balancing: understand how balance helps us with everyday tasks. • Jumping and hopping: know that if I jump and land quickly, it will help me to jump further. • Skipping: understand that I should turn the rope from my wrists with wide hands to create a gap to step through.	• Space: understand that I can use space to help my dance to flow. • Relationships: understand that 'formation' means the same in dance as in other activities such as football, rugby and gymnastics. • Performance: understand that I can use timing techniques such as canon and unison to create effect. • Strategy: know that if I show sensitivity to the music, my performance will look more complete.	• Space: know that by spreading out as a team, we move the defenders away from each other. • Attacking and defending: know my role as an attacker and defender. • Tactics: know that using simple tactics will help my team to achieve an outcome e.g. we will each mark a player to help us to gain possession. • Rules: know the rules of the game and begin to apply them.	• Space: know that by spreading out as a team, we move the defenders away from each other. • Attacking and defending: know my role as an attacker and defender. • Tactics: know that using simple tactics will help my team to achieve an outcome e.g. we will each mark a player to help us to gain possession. • Rules: know the rules of the game and begin to apply them.	treading water enables me to keep upright and in the same space. • Rules: know that the water should be clear of swimmers before entering.	keep upright and in the same space. • Rules: know that the water should be clear of swimmers before entering.
	Procedural Knowledge	• Running: change direction. Show an increase and decrease in speed. • Balancing: demonstrate balance when performing other fundamental skills. • Jumping and hopping: link jumping and hopping actions.	• Actions: create actions in response to a stimulus individually and in groups. • Dynamics: use dynamics effectively to express an idea. • Space: use direction to transition between formations. • Relationships: develop an understanding of formations.	• Sending & receiving: explore s&r abiding by the rules of the game. • Dribbling: explore dribbling the ball abiding by the rules of the game under some pressure. • Space: develop using space as a team.	• Sending & receiving: explore s&r abiding by the rules of the game. • Dribbling: explore dribbling the ball abiding by the rules of the game under some pressure. • Space: develop using space as a team.	• Strokes: explore technique for specific strokes to include head above water breaststroke, backstroke and front crawl. • Breathing: begin to explore front crawl breathing technique. • Water safety: explore techniques for personal	• Strokes: explore technique for specific strokes to include head above water breaststroke, backstroke and front crawl. • Breathing: begin to explore front crawl breathing technique. • Water safety: explore techniques for personal survival

		• Skipping: jump and turn a skipping rope.	• Performance: perform short, self-choreographed phrases showing an awareness of timing.	• Attacking: develop movement skills to lose a defender. • Explore shooting actions in a range of invasion games. • Defending: develop tracking opponents to limit their scoring opportunities.	• Attacking: develop movement skills to lose a defender. • Explore shooting actions in a range of invasion games. • Defending: develop tracking opponents to limit their scoring opportunities.	survival to include survival strokes such as sculling and treading water.	to include survival strokes such as sculling and treading water.
	LOs	• To develop balance and apply it to other fundamental movement skills. • To understand how the body moves differently at different speeds. • To develop technique when changing speed. • To develop agility using a change of speed and direction. • To develop technique and control when jumping, hopping and landing. • To apply fundamental skills to a variety of games.	• To create actions in response to a stimulus and move in unison with a partner. • To create actions to move in contact with a partner or interact with a partner. • To select and link appropriate actions and dynamics to show our dance idea. • o remember, repeat and create actions to represent an idea. • To share ideas of actions and dynamics to create a dance that shows a location. • To use choreographing ideas to develop our dance.	• To understand the role of an attacker when in possession. • To develop movement skills to lose a defender. • To develop decision making in attack. • To understand the role of a defender. • To apply tactics to small sided games. • To apply skills, rules and tactics to play games.	• To send and receive with some control. • To move safely and with control when in possession. • To develop decision making in attack. • To understand the role of a defender. • To apply tactics to small sided games. • To apply rules, skills and tactics to play in a tournament.	• To develop an understanding of buoyancy and balance in the water. • To develop independent movement and submersion. • To develop gliding and crawl legs. • To develop front crawl breathing. • To develop gliding and backstroke. • To develop rotation, sculling and treading water.	• To develop surface dives, submersion and handstands. • To develop head above water breaststroke technique. • To develop head above water breaststroke technique. • To develop basic skills in water safety and floating. • To learn techniques for personal survival. • To develop water safety skills and an understanding of personal survival.

	Knowledge Organiser	Knowledge Organiser	Knowledge Organiser	Knowledge Organiser	Knowledge Organiser	Knowledge Organiser	Knowledge Organiser
	Unit Title	**Netball**	**Ball skills**	**Gymnastics**	**Cricket**	**Tennis**	**Athletics**
	Substantive Knowledge	• Sending & receiving: know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately. • Dribbling: know that dribbling is an attacking skill which helps us to move towards a goal or away from defenders. • Space: know that by spreading out as a team, we move the defenders away from each other. • Attacking and defending: know my role as an attacker and defender. • Tactics: know that using simple tactics will help my team to achieve an outcome e.g. we will each mark a player to	• Sending: know that pointing my hand/foot to my target on release will help me to send a ball accurately. • Catching: know to move my feet to the ball. • Tracking: know that using a ready position will help me to react to the ball. • Dribbling: know that dribbling is an attacking skill used in games which helps us to move towards a goal or away from defenders.	• Shapes: understand how to use body tension to make my shapes look better. • Balances: understand that I can make my balances look interesting by using different levels. • Rolls: understand the safety considerations when performing more difficult rolls. • Jumps: understand that I can change the take off and shape of my jumps to make them look interesting. • Strategy: know that if I use different levels it will help to make my sequence look interesting.	• Striking: know that striking to space away from fielders will help me to score. • Fielding: know to look at where a batter is before deciding what to do. Know to communicate with teammates before throwing them a ball. • Throwing: understand that being balanced before throwing will help to improve the accuracy of the throw. • Catching: know to move my feet to the ball. • Tactics: know that using simple tactics will help my team to achieve an outcome e.g. we will spread out to deny space. • Rules: know the rules of the	• Shots: know that pointing the racket face/my hand where I want the ball to go and turning my body will help me to hit accurately. • Rallying: know that hitting towards my partner will help them to return the ball easier and keep the rally going. • Footwork: know that moving to the middle of my court will enable me to cover the most space. • Tactics: know that using simple tactics will help to achieve an outcome e.g. if we spread out, we can cover more space. • Rules: know the rules of the game and begin to apply them.	• Running: understand that leaning slightly forwards helps to increase speed. Leaning my body in the opposite direction to travel helps to slow down. • Jumping: know that if I jump and land quickly it will help me to jump further. • Throwing: understand that the speed of the movement helps to create power. • Rules: know the rules of the event and begin to apply them.

		help us to gain possession. • Rules: know the rules of the game and begin to apply them.			game and begin to apply them.		
	Procedural Knowledge	• Sending & receiving: explore s&r abiding by the rules of the game. • Dribbling: explore dribbling the ball abiding by the rules of the game under some pressure. • Space: develop using space as a team. • Attacking: develop movement skills to lose a defender. Explore shooting actions in a range of invasion games. • Defending: develop tracking opponents to limit their scoring opportunities.	• Sending: send a ball with accuracy and increasing consistency to a target. • Catching: catch a range of objects with increasing consistency. • Tracking: track a ball not sent directly. • Dribbling: dribble a ball with hands and feet with control.	• Shapes: explore matching and contrasting shapes. • Balances: explore point and patch balances and transition smoothly into and out of them. • Rolls: develop the straight, barrel, and forward roll. • Jumps: develop stepping into shape jumps with control.	• Striking: begin to strike a bowled ball after a bounce with different equipment. • Fielding: explore bowling to a target and fielding skills to include a two-handed pick up. • Throwing: use overarm and underarm throwing in game situations. • Catching: catch with some consistency in game situations.	• Shots: explore returning a ball using shots such as the forehand and backhand. • Rallying: explore rallying using a forehand. • Footwork: consistently use and return to the ready position in between shots.	• Running: develop the sprinting technique and apply it to relay events. • Jumping: develop technique when jumping for distance in a range of approaches and take off positions. • Throwing: explore the technique for a pull throw.
	LOs	• To understand the role of an attacker when in possession. • To develop movement skills	• To develop dribbling skills with hands and feet. • To develop tracking and catching skills.	• To create interesting point and patch balances. • To develop point and patch	• To learn how to score in a striking and fielding game.	• To develop racket and ball control. • To explore rallying using a forehand.	• To develop the sprinting technique and improve on your personal best.

		to lose a defender. • To understand that scoring goals is an attacking skill and learn how to do this. • To understand the role of defender. • To explore ways to gain possession. • To apply skills and knowledge to play games using netball rules.	• To develop tracking and throwing skills. • To develop tracking and kicking skills. • To track a ball that is not sent directly to me. • To apply sending and receiving skills in games.	balances on apparatus. • To develop stepping into shape jumps with control. • To develop stepping into shape jumps using apparatus. • To develop the straight, barrel, and forward roll. • To include rolls in sequence work using apparatus.	• To develop batting to score points. • To develop fielding skills to limit the batter's score. • To understand the role of a bowler. • To develop my understanding of tactics and begin to use them. • To apply skills and knowledge to play games using cricket rules.	• To explore returning the ball using a forehand. • To explore returning the ball using a backhand. • To learn how to score and use simple rules. • To work co-operatively with others to begin to manage a game.	• To develop changeover technique in relay events. • To develop jumping technique in a range of approaches and take off positions. • To develop throwing for distance and accuracy. • To develop throwing for distance in a pull throw. • To develop officiating and performing skills.
	Knowledge Organiser	Knowledge Organiser	Knowledge Organiser	Knowledge Organiser	Knowledge Organiser	Knowledge Organiser	Knowledge Organiser
Cl.4	**Unit Title**	**Netball**	**Dance**	**Swimming**	**Swimming**	**Cricket**	**Athletics**
	Substantive Knowledge	• Sending & receiving: know that not having a defender between myself and a ball carrier enables me to s&r with better control. • Dribbling: know that dribbling in different	• Actions: understand that different dance styles utilise selected actions to develop sequences in a specific style. • Dynamics: understand that different dance styles utilise selected dynamics to express mood. • Space: understand that space relates	• Strokes: understand that pulling harder through the water will enable me to travel the distance in fewer strokes and travel faster. • Breathing: know that breathing every three strokes helps to	• Strokes: understand that pulling harder through the water will enable me to travel the distance in fewer strokes and travel faster. • Breathing: know that breathing every three strokes helps to balance my stroke and	• Striking: understand that stance is important to allow me to be balanced as I hit. • Fielding: know that backing up a fielder as a ball is being thrown will help to increase the chances of fielding successfully.	• Running: understand that taking big consistent strides will help to create a rhythm that allows me to run faster. • Understand that keeping a steady breath will help me when running longer distances.

		directions will help to lose a defender. • Space: know that by moving to space even if not receiving the ball will create space for a teammate. • Tactics: understand the need for tactics and identify when to use them in different situations. • Rules: understand and apply rules in a variety of invasion games whilst playing and officiating.	to where my body moves both on the floor and in the air. • Relationships: understand that different dance styles utilise selected relationships to express mood. • Performance: understand what makes a performance effective and know how to apply these principles to my • own and others' work. • Strategy: know that if I use dance principles it will help me to express an atmosphere or mood.	balance my stroke and • allows me to practise breathing on both sides. • Water safety: know that a group of people can huddle together to conserve body • heat, support each other and provide a larger target for rescuers. • Rules: understand rules in and around water.	• allows me to practise breathing on both sides. • Water safety: know that a group of people can huddle together to conserve body • heat, support each other and provide a larger target for rescuers. • Rules: understand rules in and around water.	• Throwing: understand where to throw the ball in relation to where a batter is. • Catching: understand when to use a close catch technique or deep catch technique. • Tactics: understand the need for tactics and identify when to use them in different situations. • Rules: understand and apply rules in a variety of striking and fielding games whilst playing and officiating.	• Jumping: know that if I drive my knees high and fast I can build power and therefore distance in my jumps. • Throwing: know how to transfer my weight in different throws to increase the distance. • Rules: understand and apply rules in a variety of events using official equipment.
	Procedural Knowledge	• Sending & receiving: develop control when s&r under pressure. • Dribbling: dribble with some control under pressure. • Space: explore moving to create space for themselves and	• Actions: choreograph dances by using, adapting and developing actions and steps from different dance styles. • Dynamics: confidently use dynamics to express different dance styles. • Space: confidently use direction and	• Strokes: demonstrate increased technique in a range of stokes, swimming over a distance of 25m. • Breathing: explore underwater breaststroke breathing technique over a distance of 25m.	• Strokes: demonstrate increased technique in a range of stokes, swimming over a distance of 25m. • Breathing: explore underwater breaststroke breathing technique over a distance of 25m.	• Striking: explore defensive and driving hitting techniques and directional batting. • Fielding: develop over and underarm bowling technique. Develop long and short	• Running: apply fluency and co-ordination when running for speed in relay changeovers. • Effectively apply speeds appropriate for the event. • Jumping: explore technique and rhythm in the triple jump.

		others in their team. • Attacking: use a variety of techniques to lose an opponent e.g. change of direction or speed. • Defending: develop tracking and marking with increased success. Explore intercepting a ball using one and two hands.	patterning to express different dance styles. • Relationships: confidently use formations, canon and unison to express a dance idea. • Performance: perform dances expressively, using a range of performance skills, showing accuracy and fluency.	• Water safety: explore safety techniques to include the H.E.L.P and huddle positions.	• Water safety: explore safety techniques to include the H.E.L.P and huddle positions.	• barrier and two handed pick up. • Throwing: demonstrate good technique when using a variety of throws under pressure. • Catching: explore catching skills (close/deep and wicket keeping) and apply these with some consistency in game situations.	• Throwing: Develop technique and power in javelin and shot put.
	LOs	• To explore attacking skills in different situations. • To develop movement skills to lose a defender in different situations. • To communicate with my team, move into space and take the ball towards goal. • To defend an opponent and know when to try and intercept. • To develop attacking skills to score under pressure.	• To create a dance using a random structure and perform the actions showing quality and control. • To understand how changing dynamics changes the appearance of the performance. • To understand and use relationships and space to change how a performance looks. • To copy and repeat movements in the style of rock 'n' roll. • To work with a partner to copy and repeat actions in time with the music.	• To develop gliding, front crawl and backstroke.To develop rotation, sculling and treading water. • To develop the front crawl stroke and breathing technique. • To develop the technique for backstroke arms and legs. • To develop breaststroke technique. • To develop breaststroke technique.	• To develop breaststroke and breathing technique. • To develop basic skills of water safety and floating. • To develop the dolphin kick. • To learn techniques for personal survival. • To develop water safety skills and an understanding of personal survival. • To identify fastest strokes	• To develop throwing and catching skills and apply them relevantly to the situation. • To develop bowling accuracy and perform the skill within the rules of the game. • To develop batting skills, identify when I am successful and what I need to do to improve. • To develop fielding techniques and begin to use	• To understand pace and apply different speeds over varying distances. • To develop fluency and co-ordination when running for speed. • To develop technique in relay changeovers. • To build momentum and power in the triple jump. • To develop throwing with force for longer distances.

		• To use and apply skills, principles and tactics to a game situation.	• To work collaboratively with a group to choreograph a dance in the style of Rock 'n' Roll.		and personal bests.	these under some pressure. • To understand the need for tactics and identify when to use them. • To apply skills and knowledge to compete in a tournament, using tactics identified throughout the unit.	• To develop throwing with greater control and technique.
	Knowledge Organiser	Knowledge Organiser	Knowledge Organiser	Knowledge Organiser	Knowledge Organiser	Knowledge Organiser	Knowledge Organiser
	Unit Title	**Fundamentals**	**Ball skills**	**Handball**	**Gymnastics**	**Hockey**	**Tennis**
	Substantive Knowledge	• Running: understand that to change direction, I push off my outside foot and turn my hips. • Balancing: understand that balance is a skill used in many different activities and everyday life. • Jumping and hopping: understand that there are different techniques for	• Sending: know that controlling a ball before sending it will allow me to send it accurately. • Catching: understand when to use different types of catching. • Tracking: know that tracking a ball will help me to collect/stop/receive it quickly and successfully. • Dribbling: know that dribbling in different directions will help me to lose a defender in game situations.	• Sending & receiving: know that not having a defender between myself and a ball carrier enables me to s&rwith better control. • Dribbling: know that dribbling in different directions will help to lose a defender. • Space: know that by moving to space even if not receiving	• Shapes: understand that shapes underpin all other skills. • Inverted movements: understand that sometimes I need to move slowly to gain control and other times I need to move quickly to build momentum. • Balances: understand how to use contrasting balances to make my	• Sending & receiving: know that not having a defender between myself and a ball carrier enables me to s&r with better control. • Dribbling: know that dribbling in different directions will help to lose a defender. • Space: know that by moving to space even	• Shots: know which skill to choose for the situation e.g. a volley if the ball is close to the net. • Serving: know that serving is how to start a game or rally and use the rules applied to the activity for serving. • Rallying: know that playing the appropriate shot will help to keep the rally going. Know that control is

		different situations. • Skipping: understand that people will have varying levels of skipping ability and that I can get better with practice.		the ball will create space for a teammate. • Tactics: understand the need for tactics and identify when to use them in different situations. • Rules: understand and apply rules in a variety of invasion games whilst playing and officiating.	sequences look interesting. • Rolls: understand that I need to work within my own capabilities and this may be different to others. • Jumps: understand that I can use jumps to link actions and changing the shape of these will make my sequence look interesting. • Strategy: know that if I use different pathways, it will help to make my sequence look interesting.	if not receiving the ball will create space for a teammate. • Tactics: understand the need for tactics and identify when to use them in different situations. • Rules: understand and apply rules in a variety of invasion games whilst playing and officiating.	More important than power to keep a rally going. • Footwork: know that using small, quick steps will allow me to adjust my stance to play a shot. • Tactics: understand the need for tactics and identify when to use them in different situations. • Rules: understand and apply rules in a variety of net and wall games whilst playing and officiating.
	Procedural Knowledge	• Running: demonstrate improved body posture and balance when changing direction. • Accelerate and decelerate appropriately for the situation.	• Sending: demonstrate clear technique when sending a ball under pressure. • Catching: demonstrate good technique under pressure. • Tracking: demonstrate a range of techniques	• Sending & receiving: develop control when s&r under pressure. • Dribbling: dribble with some control under pressure. • Space: explore moving to create space for	• Shapes: perform shapes consistently and fluently linked with other gymnastic actions. • Inverted movements: develop bridge and shoulder stand, explore	• Sending & receiving: develop control when s&r under pressure. • Dribbling: dribble with some control under pressure. • Space: explore moving to create space for	• Shots: develop the range of shots used in a variety of games. • Serving: develop the range of serving techniques appropriate to the game. • Rallying: use a variety of shots

		• Balancing: consistently demonstrate good balance when performing other fundamental skills. • Jumping and hopping: demonstrate good technique and co-ordination when linking jumps. • Skipping: show a range of skills when skipping in a rope.	when tracking and collecting a ball. • Dribbling: dribble with some control under pressure.	themselves and others in their team. • Attacking: use a variety of techniques to lose an opponent e.g. change of direction or speed. • Defending: develop tracking and marking with increased success. Explore intercepting a ball using one and two hands.	progressions of a cartwheel. • Balances: explore symmetrical and asymmetrical balances. • Rolls: develop control in the straight, barrel, forward, straddle and backward roll. • Jumps: select a range of jumps to include in sequence work.	themselves and others in their team. • Attacking: use a variety of techniques to lose an opponent e.g. change of direction or speed. • Defending: develop tracking and marking with increased success. Explore intercepting a ball • using one and two hands.	to keep a continuous rally. • Footwork: demonstrate effective footwork patterns to move around the court.
	LOs	• To develop balancing and understand the importance of this skill. • To develop technique when running at different speeds. • To develop agility using a change of speed and direction. • To develop technique and control when jumping, hopping and landing.	• To develop tracking and collecting skills. • To develop confidence and accuracy when tracking a ball. • To develop dribbling skills with hands and feet. • To develop catching skills using one and two hands. • To explore and develop a variety of throwing techniques. • To use tracking and sending skills with feet.	• To send and receive under pressure. • To select skills to move towards goal, away from defenders and create space. • To combine attacking skills to create shooting opportunities. • To use defensive skills to gain possession. • To defend as a team, deny space and gain possession.	• To perform symmetrical and asymmetrical balances. • To perform interesting symmetrical and asymmetrical balances using apparatus. • To develop the straight, forward, straddle and backward roll. • To develop the straight, forward, straddle and backwards roll into a sequence. • To explore different	• To use attacking skills to beat a defender. • To apply attacking skills under pressure. • To communicate with my team, move into space and take the ball towards goal. • To learn defensive techniques to gain possession. • To use defending tactics to gain possession. • To apply rules, skills and	• To return the ball using a forehand groundstroke under pressure. • To return the ball using a backhand groundstroke under pressure. • To use a variety of shots to keep a continuous rally going. • To develop the underarm serve and understand the rules of serving. • To develop the volley and

		• To develop skipping with a rope. • To apply fundamental skills to a variety of challenges.		• To apply rules, tactics, skills and principles to play in a tournament.	travelling actions using both canon and synchronisation. • To explore different methods of travelling, linking actions in both canon and synchronisation. • To perform progressions of inverted movements.	principles to play in a tournament.	understand when to use it. • To apply rules, skills and principles to play against an opponent.
	Knowledge Organiser	Knowledge Organiser	Knowledge Organiser	Knowledge Organiser	Knowledge Organiser	Knowledge Organiser	Knowledge Organiser
Cl.5	**Unit Title**	**Swimming**	**Swimming**	**Badminton**	**Gymnastics**	**Cricket**	**Athletics**
	Substantive Knowledge	• Strokes: understand that making my body streamlined helps me to glide through the water. • Breathing: understand that the more I practice my breathing in the water, the more my heart and lungs can work effectively and aid my muscles with the ability to utilise oxygen when swimming. • Water safety: know which survival	• Strokes: understand that making my body streamlined helps me to glide through the water. • Breathing: understand that the more I practice my breathing in the water, the more my heart and lungs can work effectively and aid my muscles with the ability to utilise oxygen when swimming. • Water safety: know which survival technique to use for the situation. • Rules: understand that different	• Shots: understand the appropriate skill for the situation under pressure e.g. choosing to play the ball short over the net, if I have just moved my opponent to the back of the court. • Serving: begin to apply tactics when serving e.g. aiming to serve short on the first point and then long on the • second point.	• Shapes: know which shapes to use for each skill. • Inverted movements: understand that spreading my weight across a base of support will help me to balance. • Balances: know where and when to apply force to maintain control and balance. • Rolls: understand that I can use momentum to help me to roll and where that	• Striking: understand that the momentum and power for striking comes from legs as well as arms. • Fielding: know which fielding action to apply for the situation. • Throwing and catching: consistently make good decisions on who to throw to and when to throw in order to • get batters out. Know that accuracy, speed and consistency	• Running: understand that I need to prepare my body for running and know the muscle groups I will need to use. • Jumping: understand that a run up builds speed and power and enables me to jump further. • Throwing: understand that I need to prepare my body for throwing and know the muscle groups I will need to use.

		technique to use for the situation. • Rules: understand that different environments have different rules to keep us safe around water.	environments have different rules to keep us safe around water.	• Rallying: understand how to play different shots depending on if a rally is co-operative or competitive. • Footwork: know that using the appropriate footwork will help me to react to a ball quickly and give me time to prepare to play a shot. • Tactics: understand when to apply some tactics for attacking and/or defending. • Rules: understand, apply and use rules consistently in a variety of net and wall games whilst playing and officiating.	momentum comes from. • Jumps: understand that taking off from two feet will give me more height and therefore more time in the air. • Strategy: know that if I use changes in formation it will help to make my sequence look interesting.	of throwing and catching will help to limit a batter's score. • Tactics: understand and apply some tactics in the game as a batter, bowler and fielder. • Rules: understand, apply and use rules consistently in a variety of striking and fielding games whilst playing and officiating.	• Rules: understand and apply rules in events that pose an increased risk.
	Procedural Knowledge	• Strokes: identify my personal best in a range of strokes. Successfully select and apply my fastest stroke over a distance of 25m.	• Strokes: identify my personal best in a range of strokes. Successfully select and apply my fastest stroke over a distance of 25m. • Breathing: demonstrate a	• Shots: demonstrate increased success and technique in a variety of shots. • Serving: serve accurately and consistently.	• Shapes: combine and perform gymnastic shapes more fluently and effectively. • Inverted movements:	• Striking: strike a bowled ball with increasing accuracy and consistency. • Fielding: use a wider range of fielding skills with increasing	• Running: demonstrate a clear understanding of pace and use it to develop their own and others sprinting technique.

		• Breathing: demonstrate a smooth and consistent breathing technique in a range of strokes over a distance of 25m. • Water safety: perform a variety of survival techniques.	smooth and consistent breathing technique in a range of strokes over a distance of 25m. • Water safety: perform a variety of survival techniques.	• Rallying: successfully apply a variety of shots to keep a continuous rally. • Footwork: demonstrate a variety of footwork patterns relevant to the game I am playing.	develop control in progressions of a handstand, cartwheel, bridge and shoulder stand. • Balances: explore counter balance and counter tension. • Rolls: develop fluency and consistency in the straddle, forward and backward roll. • Jumps: combine and perform a range of gymnastic jumps more fluently and effectively.	control under pressure. • Throwing: consistently demonstrate good technique in throwing skills under pressure. • Catching: consistently demonstrate good technique in catching skills under pressure.	• Jumping: develop power, control and technique in the triple jump. • Throwing: develop power, control and technique when throwing discus and shot put.
	LOs	• To develop gliding, front crawl and backstroke. • To develop rotation, sculling and treading water. • To develop the front crawl stroke and breathing technique. • To develop the technique for backstroke arms and legs. • To develop breaststroke technique.	• To develop breaststroke and breathing technique. • To develop basic skills of water safety and floating. • To develop the dolphin kick. • To learn techniques for personal survival. • To develop water safety skills and an understanding of personal survival. • To identify fastest strokes and personal bests.	• To return the shuttlecock using an underarm clear. • To return the shuttlecock using an overhead clear. • To use a variety of shots to keep a continuous rally going. • To develop the serve and understand the rules of serving. • To employ tactics to play against an	• To perform symmetrical and asymmetrical balances. • To perform interesting symmetrical and asymmetrical balances using apparatus. • To develop the straight, forward, straddle and backward roll. • To develop the straight, forward, straddle and backwards roll into a sequence.	• To develop throwing and catching under pressure and apply these to a striking and fielding game. • To develop bowling under pressure whilst abiding by the rules of the game. • To strike a bowled ball with increasing consistency. • To develop fielding techniques and	• To develop my own and others sprinting technique. • To identify a suitable pace for the event. • To develop power, control and technique for the triple jump. • To develop power, control and technique when throwing for distance. • To develop throwing with force and

		• To develop breaststroke technique.		opponent and with a partner. • To apply rules, skills and principles to play against an opponent.	• To explore different travelling actions using both canon and synchronisation. • To explore different methods of travelling, linking actions in both canon and synchronisation. • To perform progressions of inverted movements.	select the appropriate action for the situation. • To understand and apply tactics in a game. • To apply skills and knowledge to compete in a tournament.	accuracy for longer distances. • To work collaboratively in a team to develop the officiating skills of measuring, timing and recording.
	Knowledge Organiser	Knowledge Organiser	Knowledge Organiser	Knowledge Organiser	Knowledge Organiser	Knowledge Organiser	Knowledge Organiser
	Unit Title	**Netball**	**Dance**	**Handball**	**OAA**	**Hockey**	**Tennis**
	Substantive Knowledge	• Sending & receiving: understand and make quick decisions about when, how and who to pass to. • Dribbling: choose the appropriate skill for the situation under pressure e.g. a V dribble in basketball to keep the ball away from a defender. • Space: understand that transitioning	• Actions: understand that actions can be improved with consideration to extension, shape and recognition of intent. • Dynamics: understand that selecting a variety of dynamics in my performance can help to take the audience • on a journey through my dance idea. • Space and relationships: know that combining space and	• Sending & receiving: understand and make quick decisions about when, how and who to pass to. • Dribbling: choose the appropriate skill for the situation under pressure e.g. a V dribble in basketball to keep the ball away from a defender. • Space: understand that transitioning	• Problem solving: understand that being able to solve problems is an important life skill. • Navigational skills: understand why having good navigational skills are important. • Communication: know that good communication skills are key to solving problems and working effectively as	• Sending & receiving: understand and make quick decisions about when, how and who to pass to. • Dribbling: choose the appropriate skill for the situation under pressure e.g. a V dribble in basketball to keep the ball away from a defender. • Space: understand that transitioning	• Shots: understand the appropriate skill for the situation under pressure e.g. choosing to play the ball short over the net, if I have just moved my opponent to the back of the court. • Serving: begin to apply tactics when serving e.g. aiming to serve short on the first point

		quickly between attack and defence will help my team to maintain or gain possession. • Tactics: know how to create and apply a tactic for a specific situation or outcome. • Rules: understand, apply and use rules consistently in a variety of invasion games whilst playing and officiating.	relationships with a prop can help me to express my dance idea. • Performance: understand how a leader can ensure our dance group performs together. • Strategy: know that if I keep in character throughout, it will help me to express an atmosphere or mood that can be interpreted by the audience.	quickly between attack and defence will help my team to maintain or gain possession. • Tactics: know how to create and apply a tactic for a specific situation or outcome. • Rules: understand, apply and use rules consistently in a variety of invasion games whilst playing and officiating.	a team. • Reflection: with increasing accuracy, reflect on when and how I am successful at solving challenges and alter my methods in order to improve. • Rules: understand the rules and think creatively to solve the challenge whilst abiding by the rules.	quickly between attack and defence will help my team to maintain or gain possession. • Tactics: know how to create and apply a tactic for a specific situation or outcome. • Rules: understand, apply and use rules consistently in a variety of invasion games whilst playing and officiating.	and then long on the second point. • Rallying: understand how to play different shots depending on if a rally is co-operative or competitive. • Footwork: know that using the appropriate footwork will help me to react to a ball quickly and give me time to prepare to play a shot. • Tactics: understand when to apply some tactics for attacking and/or defending. • Rules: understand, apply and use rules consistently in a variety of net and wall games whilst playing and officiating.
	Procedural Knowledge	• Sending & receiving: s&r consistently using a range of techniques with increasing control	• Actions: show controlled movements which express emotion and feeling. • Dynamics: explore, improvise and	• Sending & receiving: s&r consistently using a range of techniques with increasing control	• Problem solving: pool ideas within a group, selecting and applying the best method to solve a problem.	• Sending & receiving: s&r consistently using a range of techniques with increasing control	• Shots: demonstrate increased success and technique in a variety of shots.

		under pressure. • Dribbling: dribble consistently using a range of techniques with increasing control under pressure. • Space: move to the correct space when transitioning from attack to defence or defence to attack and create and use space for self and others. • Attacking: confidently change direction to lose an opponent • Defending: use a variety of defending skills (tracking, interception) in game situations.	combine dynamics to express ideas fluently and effectively on my own, with a partner or in a small group. • Space and relationships: use a variety of compositional principles when creating my own dances. • Performance: demonstrate a clear understanding of timing in relation to the music and other dancers throughout my performance.	under pressure. • Dribbling: dribble consistently using a range of techniques with increasing control under pressure. • Space: move to the correct space when transitioning from attack to defence or defence to attack and create and use space for self and others. • Attacking: confidently change direction to lose an opponent • Defending: use a variety of defending skills (tracking, interception) in game situations.	• Navigational skills: orientate a map efficiently to navigate around a course with multiple points. • Communication: inclusively communicate with others, share job roles and lead when necessary.	under pressure. • Dribbling: dribble consistently using a range of techniques with increasing control under pressure. • Space: move to the correct space when transitioning from attack to defence or defence to attack and create and use space for self and others. • Attacking: confidently change direction to lose an opponent • Defending: use a variety of defending skills (tracking, interception) in game situations.	• Serving: serve accurately and consistently. • Rallying: successfully apply a variety of shots to keep a continuous rally. • Footwork: demonstrate a variety of footwork patterns relevant to the game I am playing.
	LOs	• To develop attacking skills to maintain possession. • To use a variety of attacking skills to lose a defender. • To move into and create	• To copy and repeat a dance phrase showing confidence in movements. • To work with others to explore and develop the dance idea. • To use changes in dynamics in	• To use attacking skills to maintain possession under pressure. • To select the appropriate skill to create space, move towards goal and away from defenders.	• To build communication and trust whilst showing an awareness of safety. • To collaborate as a team to solve problems. • To develop tactical planning	• To develop attacking skills to beat a defender. • To apply attacking skills with control under pressure. • To select the appropriate skill, choosing when	• To develop placement of the ball using a forehand. • To develop placement using a backhand. • To develop the volley and understand when to use it.

		space to support a teammate. • To use defending skills to gain possession. • To develop accuracy when scoring under pressure. • To use and apply skills, principles and tactics to a game situation.	response to the stimulus. • To demonstrate a sense of rhythm and energy when performing bhangra style motifs. • To perform a bhangra dance, showing an awareness of timing, formations and direction. • To select, order, structure and perform movements in a bhangra style, showing various group formations.	• To select and apply the appropriate skill to score goals. • To use defending skills to prevent an opponent from scoring. • To use the appropriate defensive technique for the situation. • To apply rules, skills and principles to play in a tournament.	and problem solving. • To work as a team and use critical thinking to determine the best approach. • To develop navigational skills and map reading. • To use a key to identify objects and locations.	to pass and when to dribble. • To move into and create space to support a teammate. • To use the appropriate defensive technique for the situation. • To apply rules, skills and principles to play in a tournament. •	• To employ tactics when playing with a partner. • To develop accuracy and consistency using the underarm serve. • To apply rules, skills and principles to play against an opponent. •
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