



## PE Progression Map

### Penguins EYFS

**By the end of EYFS, children should:**

**Declarative Knowledge:**

- show understanding of the need for safety when tackling new challenges and considers and manages some risks including when using equipment
- show some understanding towards the effects of activity on their body
- be aware of the boundaries set, and of behavioural expectations in the setting, and respond to simple instructions
- understand the concept of playing characters and taking on different roles and perform in character to the music
- respond to ideas showing understanding, asking appropriate questions of others
- be able to respond to simple instructions, showing a good understanding of safety when using tools and equipment
- show some understanding that good practices regarding exercise, eating, sleeping and hygiene can contribute to good health.

**Procedural Knowledge:**

- play in a group, extending and elaborating play ideas within the group
- show increasing control when throwing and catching a large ball.
- begin to accept the needs of others and can take turns and share, sometimes with the support of others.
- explore different movements – keeping good balance and coordination.
- show different emotions, impressions and expressions depending on the stimuli.
- listen to the music and move in time with it.
- work well with a partner, copying and mirroring movements
- run skilfully and negotiate spaces successfully, adjusting speed or direction to avoid obstacles
- move freely and with pleasure and confidence in a range of skilful ways
- travel with confidence and skill in a range of movements when using equipment
- move freely and with pleasure and confidence in a range of skilful ways
- show increasing control over an object, pushing, pasting, throwing, catching, or kicking it
- play fairly in a group

	<ul style="list-style-type: none"> <li>• show the ability to accept the needs of others and can take turns and share resources, sometimes with support from others</li> <li>• keep play going by responding to what others are saying or doing</li> </ul>
<p><b>Turtles Year 1</b></p>	<p><i>By the end of Year 1</i>, children should:</p> <p><b>Athletics</b></p> <p><b>Declarative Knowledge:</b></p> <ul style="list-style-type: none"> <li>• keep play going by responding to what others are saying or doing</li> <li>• begin to understand the difference between sprinting, and running over longer distances</li> <li>• show basic level of control, coordination and consistency when running</li> <li>• begin to evaluate own performance</li> </ul> <p><b>Procedural Knowledge:</b></p> <ul style="list-style-type: none"> <li>• begin to explore and practice a variety of athletic movements and apply athletic skills and techniques to a variety of activities</li> <li>• begin to experiment with different jumping techniques, showing control, coordination, and consistency throughout</li> <li>• begin to develop coordination and balance whilst exploring different running, jumping, and throwing techniques</li> <li>• begin to develop the overarm, underarm and pull throw technique, throwing accurately towards a target.</li> </ul> <p><b>Dance</b></p> <p><b>Declarative knowledge:</b></p> <ul style="list-style-type: none"> <li>• begin to understand that dance phrases are small sections of a dance that make a complete routine</li> <li>• begin to understand that dance can be used to express feelings</li> <li>• begin to watch and describe a performance accurately and recognise what is successful</li> </ul> <p><b>Procedural knowledge:</b></p> <ul style="list-style-type: none"> <li>• begin to respond imaginatively to a range of stimuli</li> <li>• begin to move confidently and safely in own and general space, using changes of speed, level, and direction</li> <li>• begin to perform movement phrases using a range of different body actions and body parts – with control and accuracy</li> <li>• begin to create linked movements, combining different ways of travelling, with beginnings, middles and ends.</li> <li>• begin to compose short dances that express and communicate mood, ideas, and feelings, varying simple compositional ideas.</li> <li>• begin to remember, and repeat short dance phrases</li> </ul>

## **Gymnastics**

### **Declarative knowledge:**

- know that fundamental movement skills, such as travelling, balancing, and moving smoothly from one position to another are important gymnastics basics.
- watch and describe a performance accurately.
- understand and describe changes to your heartrate when playing a game.

### **Procedural knowledge:**

- begin to perform basic gymnastic actions, including travelling, rolling, jumping, and staying still.
- begin to move safely using changes of speed, level, and direction.
- begin to combine different ways of travelling exploring a range of movements and shapes
- begin to create linked movement phrases with beginning, middle and end
- begin to perform movement phrases using a range of different body actions and body parts
- begin to form simple sequences of different actions, using the floor and a variety of apparatus

## **Orienteering**

### **Declarative knowledge:**

- understand what a compass is used for and be able to use the direction points.
- have knowledge of safety rules and procedures for taking part in orienteering events.
- begin to problem solve with others.

### **Procedural Knowledge:**

- begin to move in different directions and a variety of different ways.
- use a simple map to follow a route
- begin to understand the competitive side of orienteering, understanding the need to follow rules
- solve simple problems with a partner
- begin to participate in competition with others

## **Football**

### **Declarative knowledge**

- use skills in different ways when playing games.
- recognise space in games and use it to your advantage.
- recognise what is successful.
- use actions and ideas you have seen to improve your own skills.

**Procedural Knowledge:**

- explore different ways to use and move with a ball. Show control of a ball with basic actions.
- send/ pass a ball and successfully catch/stop a ball.
- move fluently, changing direction and speed – with and without a ball.
- develop fundamental movement skills, becoming increasingly confident and competent.
- perform a variety of skills keeping the ball under control.
- participate in team games – showing good awareness of others.

**Golf****Declarative Knowledge:**

- understand that control and accuracy is needed when aiming for a target.
- choose skills needed when competing in games.
- describe basic skills needed for golf games

**Procedural Knowledge:**

- explore different ways of moving, with and without a ball, developing movement and coordination.
- explore different ways of moving a golf ball, and/other size ball.
- push/ roll and putt a ball towards a target with control.
- perform basic skills needed for games with control and accuracy.
- develop technique when using the golf putter, becoming increasingly accurate.
- use skills learnt to participate and compete in rolling and putting games

**Handball****Declarative Knowledge:**

- have simple plans that you know you can make work, e.g. where to stand to make it difficult for an opponent.
- begin to understand some rules of the game.
- recognise what is successful and copy actions and ideas to improve your skills

**Procedural Knowledge:**

- move fluently, changing direction and speed easily and avoiding collisions.
- perform a range of actions with control of the ball, including throwing, catching, gathering, keeping possession, and throwing in different ways (fast, slow, high, low).
- shoot successfully at a goal or target.
- recognise space in games, using it to your advantage, and playing in a safe way.

- know how to defend between ball and target.

### **Netball**

#### **Declarative Knowledge:**

- react to situations to make it difficult for opponents – using simple tactics. E.g. Move to defend a goal.
- understand how to play in a safe way.
- copy actions and ideas and use the information to improve their skills.

#### **Procedural Knowledge:**

- explore different ways to use, move and send the ball.
- develop skills such as sending an object to a target, catching, and gathering, rolling and basic ball control.
- show good awareness of others when playing games.
- perform a range of actions with the ball keeping it under control.

### **Rounders**

#### **Declarative Knowledge:**

- understand and follow simple rules for games and compete in physical activities both against self and against others.
- apply skills and tactics in simple games, including recognizing space and using it to your advantage.
- begin to understand the importance of preparing safely for exercise – warming up.

#### **Procedural Knowledge:**

- develop fundamental movement skills, becoming increasingly confident and competent, moving fluently, changing direction and speed,
- throw/hit a ball in different ways e.g. high, low, fast, slow showing basic control.
- successfully receive (catch/stop) understanding the concept of moving to get in line with the ball to receive it.
- react to situations in ways that make it difficult for opponents, applying simple tactics like hitting the ball into space to help score more points.

### **Volleyball**

#### **Declarative Knowledge:**

- understand and follow the rules of the game, showing good awareness of others when playing games.
- develop simple tactics for attacking. gain an understanding that hitting the ball into space helps them score points.
- understand, follow, and apply skills and tactics in simple games.
- watch and describe a performance accurately. recognise what is successful. use actions and ideas they have seen to improve their own skills

	<p><b>Procedural Knowledge:</b></p> <ul style="list-style-type: none"> <li>• send a ball in different ways e.g. throwing, pushing, and rolling.</li> <li>• master basic throwing technique.</li> <li>• throw/hit a ball in different ways e.g. high, low, fast, slow.</li> <li>• perform a range of catching and gathering skills with control and understand the concept of moving to get in line with a ball to receive it.</li> <li>• show control of a ball with basic actions and explore different ways to use and move with a ball</li> </ul>
<p><b>Dolphins Year 2</b></p>	<p><i>By the end of Year 2</i>, children should:</p> <p><b>Athletics</b></p> <p><b>Declarative Knowledge:</b></p> <ul style="list-style-type: none"> <li>• develop the distance running technique, understanding the difference between sprinting, and running over longer distances.</li> <li>• show understanding and a basic level of control, coordination and consistency when running.</li> <li>• begin to evaluate and improve own performance.</li> </ul> <p><b>Procedural Knowledge:</b></p> <ul style="list-style-type: none"> <li>• explore and practice a variety of athletic movements and apply athletic skills and techniques to a variety of activities.</li> <li>• experiment with different jumping techniques, showing control, coordination, and consistency throughout.</li> <li>• develop coordination and balance whilst exploring different running, jumping, and throwing techniques.</li> <li>• develop the overarm, underarm and pull throw technique, throwing accurately towards a target.</li> </ul> <p><b>Dance</b></p> <p><b>Declarative Knowledge:</b></p> <ul style="list-style-type: none"> <li>• understand that dance phrases are small sections of a dance that make a complete routine.</li> <li>• begin to understand that dance can be used to express and communicate mood, ideas, and feelings, and characters.</li> <li>• watch and describe a performance accurately and recognise what is successful.</li> </ul> <p><b>Procedural Knowledge:</b></p> <ul style="list-style-type: none"> <li>• respond imaginatively to a range of stimuli.</li> <li>• move confidently and safely in your own and general space, using changes of speed, level, and direction.</li> <li>• perform movement phrases using a range of different body actions and body parts – with control and accuracy.</li> <li>• create linked movements, combining different ways of travelling, with beginnings, middles and ends.</li> <li>• compose short dances that express and communicate mood, ideas, and feelings, varying simple compositional ideas.</li> </ul>

- explore, remember, and repeat short dance phrases, showing greater control and spatial awareness.
- describe phrases and expressive qualities.

### **Gymnastics**

#### **Declarative Knowledge:**

- know that fundamental movement skills, such as travelling, balancing, and moving smoothly from one position to another are important gymnastics basics.
- watch and describe a performance accurately.
- understand and describe changes to your heartrate when playing a game.

#### **Procedural Knowledge:**

- perform basic gymnastic actions, including travelling, rolling, jumping, and staying still.
- become increasingly confident and competent, moving safely using changes of speed, level, and direction.
- combine different ways of travelling exploring a range of movements and shapes.
- create linked movement phrases with beginning, middle and ends.
- perform movement phrases using a range of different body actions and body parts.
- develop ABC's and fundamental movement skills, combining travelling, balancing and stiffness using both floor and apparatus; and moving smoothly from one position of stiffness to another.
- form simple sequences of different actions, using the floor and a variety of apparatus.

### **Orienteering**

#### **Declarative Knowledge:**

- understand what a compass is used for and be able to use the direction points.
- has knowledge of safety rules and procedures for taking part in orienteering events.
- begin to problem solve with others.

#### **Procedural Knowledge:**

- move in different directions and a variety of different ways.
- introduction to map reading. be able to use some basic features on a map to select and plan a route.
- begin to understand the competitive side of orienteering and take part in a picture orienteering event, following rules, and playing fairly.
- begin to plan how to solve problems and problem solve with others.
- participate in competition with others, completing a simple orienteering event

**Badminton****Declarative Knowledge:**

- understand what a rally is and how to continue one in pairs.
- use different skills and movements, including aiming into space to try win games
- describe how to hold and grip the racket on forehand shots.

**Procedural Knowledge:**

- move fluently, changing direction and speed.
- watch, track and catch a shuttle successfully, and throw a shuttle relating to an overhead clear.
- improve control of the shuttle, with and without the racket, developing different movements and skills to play varied types of shot, including an accurate forehand serve.
- can hit the shuttle, when in the air, varying height, speed, and direction into space and to a partner.

**Basketball****Declarative Knowledge:**

- react to situations to make it difficult for opponents – using simple tactics. e.g. move to defend a goal.
- understand how to play in a safe way.
- understand and describe changes to your heart rate when playing a game.

**Procedural Knowledge:**

- explore different ways to use, move and send the ball.
- develop skills such as sending an object to a target, catching, and gathering, rolling and basic ball control.
- show good awareness of others when playing games.
- perform a range of actions with the ball keeping it under control

**Cricket****Declarative Knowledge:**

- understand and follow simple rules for games and compete in physical activities both against self and against others.
- apply skills and tactics in simple games, including recognizing space and using it to your advantage.
- react to situations in ways that make it difficult for opponents, applying simple tactics like hitting the ball into space to help score more points

**Procedural Knowledge:**

- develop fundamental movement skills, becoming increasingly confident and competent, moving fluently, changing direction and speed,

- throw/hit a ball in different ways e.g. high, low, fast, slow showing basic control.
- successfully receive (catch/stop) a ball, understanding the concept of moving to get in line with the ball to receive it.
- show good awareness of others when playing games

### **Dodgeball**

#### **Declarative Knowledge:**

- develop decision making strategies and employ simple tactics in competitive games.
- describe what you have done, or seen others doing.
- begin to understand the importance of preparing safely for exercise – warming up.

#### **Procedural Knowledge:**

- develop catching and striking skills.
- move a ball in different ways.
- pass, send and roll a ball with some accuracy.
- develop ball handling skills.
- develop fundamental movement skills

### **Hockey**

#### **Declarative Knowledge:**

- understand and follow the rules of the game.
- recognise what is successful

#### **Procedural Knowledge:**

- pass/send a ball and catch/stop a ball with control and increasing accuracy and consistency.
- develop fundamental movement skills, becoming increasingly confident and competent, moving fluently, changing direction and speed – with and without a ball.
- explore different ways to use and move with a ball. perform a range of skills with control of the ball.
- use skills in different ways when playing games.
- choose and use simple tactics to suit different situations in small sided games. react to situations in ways that make it difficult for opponents

### **Tag rugby**

#### **Declarative Knowledge:**

- use simple tactics in game situations, such as deciding when to pass and when to run.
- understand who the attackers and who the defenders are.

	<ul style="list-style-type: none"> <li>• develop understanding of tag rugby and participate in small games.</li> </ul> <p><b>Procedural Knowledge:</b></p> <ul style="list-style-type: none"> <li>• develop control and accuracy when throwing and catching a rugby ball.</li> <li>• improve movement skills whilst moving with the ball in two hands, progressing to beating a defender.</li> <li>• learn how to tag and begin tagging players in game situations.</li> <li>• begin to understand and develop correct technique of passing the ball.</li> <li>• develop understanding of tag rugby and participate in small games.</li> <li>• show good awareness of others when playing games.</li> </ul> <p><b>Tennis</b></p> <p><b>Declarative Knowledge:</b></p> <ul style="list-style-type: none"> <li>• choose and use skills and simple tactics to suit different situations.</li> <li>• understand and follow the rules of the game.</li> <li>• watch and describe a performance accurately.</li> <li>• use actions and ideas you have seen to improve your own skills</li> </ul> <p><b>Procedural Knowledge:</b></p> <ul style="list-style-type: none"> <li>• engage in cooperative and competitive physical activities (both against self and against others).</li> <li>• explore different ways to use and move with the ball – showing control with simple actions and basic control when striking a ball. (then add a tennis racket.)</li> <li>• perform a range actions including catching/ gathering skills and sending/passing with control and throw/ hit a ball in different ways e.g. high, low, fast, slow.</li> <li>• understand the concept of moving to get in line with a ball to receive it.</li> <li>• move fluently, changing direction and speed – showing good awareness of others.</li> <li>• use correct skills and basic tactics in games</li> </ul>
<p><b>Seahorses Year 3/4</b></p>	<p><b>By the end of Year 4</b>, children should:</p> <p><b>Athletics</b></p> <p><b>Declarative Knowledge:</b></p> <ul style="list-style-type: none"> <li>• choose the appropriate running speed to meet the demand of the task.</li> <li>• understand the pace judgement when running over an increased distance, choosing the appropriate speed to meet the demand of the task.</li> </ul>

**Procedural Knowledge:**

- apply and develop a broad range of athletic skills in different ways.
- show control, coordination and consistency when running, throwing, and jumping.
- combine basic jump actions

**Badminton****Declarative Knowledge:**

- understand the different types of rallies, participating in both.
- understand skills needed to win games.

**Procedural Knowledge:**

- continue to improve control of the shuttle, with and without the racket, developing different movements and skills to play varied types of shot including a forehand and a lift.
- can hit the shuttle, when in the air, varying height, speed, and direction into space to beat an opponent.
- use different skills to try and win games.
- work together to keep a rally going, returning the shuttle to a partner.
- with increasing accuracy, perform a forehand and backhand serve, hitting the shuttle with confidence and control.
- can move around the court with purpose, demonstrating a fast-paced chasse movement in isolation and in games.
- show a good stance and structure when throwing and hitting the shuttle

**Basketball****Declarative Knowledge:**

- explain simple tactics in game situations.

**Procedural Knowledge:**

- move the ball keeping it under control whilst changing direction.
- pass, shoot and receive a ball with increasing accuracy, control, and success. pass in different ways e.g. high, low, fast, slow.
- find and use space in game situations and work well as part of a team.
- apply basic attacking and defending principles use a range of tactics to keep possession of the ball.
- take up spaces/positions that make it difficult for opponents.

**Cricket****Declarative Knowledge:**

- chose both fielding and striking skills which make it difficult for your opponent.

- explain the tactics you have used in games

**Procedural Knowledge:**

- apply and develop a broader range of skills, whilst ensuring basic skills are performed with control and accuracy.
- throw a ball increasing distances, catch a ball with increasing consistency and hit a ball with correct technique and increasing control.
- intercept and stop the ball consistently.
- work well as part of a team, employing simple tactics, particularly when fielding to make it harder for the batter.
- communicate, collaborate, and compete with others, following the rules of the game.
- chose both fielding and striking skills which make it difficult for your opponent. explain the tactics you have used in games.
- show control, coordination and consistency when throwing and catching a ball

**Dance**

**Declarative Knowledge:**

- describe phrases and expressive qualities.

**Procedural Knowledge:**

- respond imaginatively to a range of stimuli.
- move confidently and safely in your own and general space, using changes of speed, level, and direction.
- perform movement phrases using a range of different body actions and body parts – with control and accuracy.
- create linked movements, combining different ways of travelling, with beginnings, middles and ends.
- compose short dances that express and communicate mood, ideas, and feelings, varying simple compositional ideas.

**Dodgeball**

**Declarative Knowledge:**

- understand how finding space can help in game situations.
- use a range of tactics to try win games.

**Procedural Knowledge:**

- improve consistency when catching a variety of different shots.
- show control when moving at speed.
- move the ball in different ways – with increasing control and accuracy – whilst moving.
- practise and improve the underarm throw and side shot throw.
- get into good positions to both receive and throw the ball.

- develop the skills needed for games including ball handling, striking, dodging, and catching

### **Football**

#### **Declarative Knowledge:**

- apply basic principles for attacking and defending – finding space (attacking), challenge a player in possession (defending.)
- employ and explain simple tactics in game situations

#### **Procedural Knowledge:**

- move the ball keeping it under control whilst changing direction.
- pass/send a ball with increasing accuracy and at different speeds. shoot/ score with some success
- challenge a player in possession of the ball.
- receive a ball under control

### **Golf**

#### **Declarative Knowledge:**

- understand the importance of accuracy when chipping

#### **Procedural Knowledge:**

- explore the skills required to play golf successfully.
- develop and apply the chipping technique to competitive games.
- develop, explore, and demonstrate the ability to 'putt' accurately and effectively.
- demonstrate good teamwork skills

### **Gymnastics**

#### **Declarative Knowledge:**

- describe how your body feels when exercising.
- recognise and explain a good performance

#### **Procedural Knowledge:**

- perform a range of actions, agilities and skills with consistency, fluency, and clarity of movement.
- experiment with a wide range of actions, varying and combining spatial patterns, speed, tension, and continuity when working with a partner and in a group.
- create gymnastic sequences that meet a theme or set of conditions, showing a clear, beginning, middle and end.
- create, perform, and repeat a combination of actions that include changes of dynamic e.g. changes of level, speed and direction, and clarity of shape.

- develop flexibility, strength, control, technique, and balance.
- find different ways of using a shape, balance, or travel, and link them to make actions and sequences of movement

### **Handball**

#### **Declarative Knowledge:**

- keep and follow the rules of the game.
- choose and adapt techniques and tactics to keep possession of the ball and give you a chance to shoot or score

#### **Procedural Knowledge:**

- get into good positions to pass and receive the ball. pass the ball using different techniques.
- develop set moves that can be used in attacking play.
- showing growing control and consistency during games.
- keep the ball under control, passing and receiving with increasing accuracy.
- choose space/ positions where you can receive a pass or to support a teammate

### **Hockey**

#### **Declarative Knowledge:**

- apply basic principles for attacking and defending – finding space (attacking), challenge a player in possession (defending).
- explain simple tactics in game situations.

#### **Procedural Knowledge:**

- move the ball keeping it under control whilst changing direction.
- perform basic skills needed for the games with control and accuracy.
- pass, shoot and receive a ball with increasing accuracy, control, and success.
- develop control and technique

### **Netball**

#### **Declarative Knowledge:**

- use a range of tactics, including finding and using space, to keep possession of the ball, to shoot/score, and to make it difficult for opponents.
- select passes that keep possession

#### **Procedural Knowledge:**

- move to support teammates, getting into good positions to pass, receive, and shoot the ball.
- pass the ball using different techniques.

- shoot and score with increasing accuracy.
- develop the understanding of the importance of speed when playing invasion games.
- pass and receive the ball with control.

### **Orienteering**

#### **Declarative Knowledge:**

- recognise that activities need thinking through and planning.
- have knowledge of safety rules and procedures for taking part in orienteering event

#### **Procedural Knowledge:**

- recognise where you are on a map.
- demonstrate all the physical skills needed for orienteering: agility, balance, and co-ordination.
- move confidently in different ways, developing agility, balance, and co-ordination.
- participate in competitive orienteering events, following instructions of the game
- develop a basic understanding of map reading/making and apply these skills and techniques in games

### **Rounders**

#### **Declarative Knowledge:**

- chose both fielding and striking skills which make it difficult for your opponent. explain the tactics you have used in games

#### **Procedural Knowledge:**

- apply and develop a broader range of skills, whilst ensuring basic skills are performed with control and accuracy.
- throw a ball increasing distances, catch a ball with increasing consistency and hit a ball with correct technique and increasing control.
- intercept and stop the ball consistently.
- work well as part of a team, employing simple tactics, particularly when fielding to make it harder for the batter.
- communicate, collaborate, and compete with others, following the rules of the game.
- show control, coordination and consistency when throwing and catching a ball

### **Tag rugby**

#### **Declarative Knowledge:**

- to begin to understand and follow the rules of tag rugby.
- improve decision making skills and choose the right skills that meet the needs of the situation

#### **Procedural Knowledge:**

- move in different directions learning to move away from your opponent and keep control of the ball when running.
- learn how to pass in rugby, catching successfully and improving skills whilst on the move.
- move forward to attack as part of a team – running in a line.
- to work as part of a team when defending, keeping in a line, and spreading out
- develop attacking and defending skills within tag rugby, successfully scoring tries, tagging opponents, and passing the ball backwards to a teammate.

### **Tennis**

#### **Declarative Knowledge**

- apply basic principles for attacking including finding and using space in game situations

#### **Procedural Knowledge:**

- perform basic skills needed for the games with control and accuracy, including hitting a ball towards a target, throwing, and stopping the ball.
- perform a basic forehand action with control and accuracy.
- throw/send/ hit a ball into space, at different speeds and heights to make it difficult for your opponent.
- begin to apply basic movements in a range of activities and in combination.
- keep a rally going using a range of shots.
- compete with others – keeping and following the rules of the game

### **Volleyball**

#### **Declarative Knowledge:**

- employ simple tactics in game situations and explain why they have used the tactics.
- apply basic principles suitable for attacking and defending.

#### **Procedural Knowledge:**

- choose and perform the basic skills needed for the games with control and accuracy.
- throw/send the ball using a variety of techniques.
- send a ball into space at different speeds and heights to make it difficult for the opponent.
- take up space / positions that make it difficult for the opponents. intercept and stop the ball consistently.
- adopt a good 'ready position' to move and catch a ball

**Sharks  
Year 5/6**

*By the end of Year 6, children should:*

**Athletics**

**Declarative Knowledge:**

- choose the appropriate speed to run at for the distance to be covered.
- create short warm up routines that follow basic principle e.g. raise body temperature, mobilise joints and muscles.
- understand how physical activity can contribute to a healthy lifestyle and the importance of being physically fit.
- explain how their body reacts and feels when taking part in different activities and undertaking different roles and understanding how this effects the muscles.
- understand appropriate pace judgement for the running distance to be covered.
- understand the appropriate throwing and jumping technique to achieve maximum distance and height.
- share and discuss athletic techniques with others.
- compare their performance with previous ones and demonstrate improvement to achieve their personal best.
- be able to describe the importance of being physically fit and explain how their body reacts and feels when taking part in different activities and undertaking different roles.

**Procedural Knowledge:**

- run, jump, catch, and throw in isolation and combination. combine and perform skills with control.
- communicate, collaborate, and compete with others. working effectively as part of a team.
- demonstrate a range of throwing actions e.g. push, pull, sling, using different equipment.
- select and apply skills that meet the needs of the situation, combining and performing each skill with control at speed.
- work effectively as part of a team.
- successfully run, jump, and throw in isolation and in combination – applying appropriate techniques to achieve personal bests.

**Badminton**

**Declarative Knowledge:**

- understand tactics in badminton, such as aiming into space to beat an opponent. use these tactics to try win games.

- describe good technique of the forehand, backhand, and overhead clear.

**Procedural Knowledge:**

- able to hit a shuttle with good stance and grip on both forehand and backhand side, varying shot selection; height, speed and depth.
- improve consistency of shots, directing them to help win competitions and/or notice longer rallies
- to participate in rallies with and without a racket.
- demonstrate skills learnt during the unit when competing against others, including serving, returning a serve, and shot accuracy when moving at a quick pace.
- use different racket skills and tactics learnt to try win games.
- experiment with the racket using different skills. play shots at different heights, direction, and speed, and improve hitting the shuttle whilst moving.
- be continuous within a rally and regularly play consistent shots.
- use tactical serves to deceive opponent.
- demonstrate fast paced movements, including the chasse step and lunge whilst increasing shuttle accuracy.
- move fluently changing direction and speed.

**Cricket**

**Declarative Knowledge:**

- choose skills and tactics to meet the needs of the situation. (i.e. to outwit opponents when fielding).
- watch and evaluate the success of games and good performance.
- understand how physical activity can contribute to a healthy lifestyle and explain how your body reacts and feels when taking part in physical activity.
- create short warm up routines that follow basic principles e.g. raising body temperature, mobilise joints and muscles.
- learn how to evaluate and recognise your own success and areas for improvement.
- develop an understanding of how to improve in different physical activities and sports.

**Procedural Knowledge:**

- develop control and technique whilst performing skills at speed and showing good awareness of others in game situations.
- hit the ball with purpose, varying speed height and direction, as well as thinking of tactics needed to score more runs.
- work as part of a team, adapting games and activities making sure everyone has a role to play.
- perform skills, including retrieve, intercept and stop a ball, with accuracy, confidence, and control.

- bowl using an overarm technique, beginning to vary speed and length of delivery.
- use skills and tactics to outwit opponents when fielding, bowling, and batting.
- use team work when defending to cover areas and make it hard for the batter to score runs.

### **Dance**

#### **Declarative Knowledge:**

- identify which aspects were performed consistently, accurately, fluently, and clearly and be able to provide feedback.
- work effectively as part of a team.
- explain how their bodies reacts and feels when taking part in different activities and undertaking different roles.
- share ideas in small groups, working together to create a routine incorporating different elements.
- use imagination to develop dances to music and develop expressive qualities.

#### **Procedural Knowledge:**

- continue to develop a broader range of skills and movement patterns, exploring and practicing movement ideas inspired by a stimulus.
- use basic compositional principles when creating dances – combining movements fluently and effectively.
- perform a range of movements accurately with a sense of rhythm.
- create and structure dance motifs, phrases, and sections of dances, developing expressive qualities.
- move in a way that reflects the music.
- perform dances in both canon and unison, with clarity and confidence.
- explore and practice movement ideas inspired by a stimulus.
- explore, improvise, and combine movement ideas fluently and effectively.
- perform movements to an audience with rhythm and confidence.

### **Dodgeball**

#### **Declarative Knowledge:**

- understand the importance of quick reactions in dodgeball.
- develop an understanding of how to improve when playing games.
- understand how the muscles work.
- explain how physical activity can help contribute to a healthy lifestyle.
- evaluate a performance, providing constructive feedback.

#### **Procedural Knowledge:**

- participate in games fairly, following the rules. show good teamwork.

- apply appropriate skills and tactics in game situations.
- move quickly (dodge) with good control. improve control when moving at speed.
- increase accuracy and consistency of throws, including a side shot throw, towards a moving target.
- successfully catch a ball at different heights.
- demonstrate a variety of different throwing techniques with good accuracy, pace, and consistency.
- take part in competitive games, playing fairly and working cooperatively as part of a team.
- use different ways to dodge the ball (jump, gallop, jockey.)
- use appropriate tactics in games and discuss and apply strategies needed to win.

### **Football**

#### **Declarative Knowledge:**

- learn how to evaluate and recognise success.
- understand how physical activity can contribute to a healthy lifestyle.
- choose different formations to suit the needs of the game.
- understand the positions in a team and the roles they play; and choose different formations to suit the needs of the game.
- identify and evaluate parts of your game where you're performing well, and parts that can be improved.
- recognise exercise and activities that help strength, speed and stamina.

#### **Procedural Knowledge:**

- apply basic principles for defending - defend by marking, covering, and tracking opponents as appropriate.
- use different skills to keep possession of a ball as part of a team.
- develop control whilst performing skills at speed. change speed and direction to get away from a defender.
- adapt games and activities making sure everyone has a role to play.
- participate in competitive games, modified where appropriate.
- perform skills (e.g. passing) with accuracy, confidence and control whilst developing technique.
- keep possession of the ball when faced with opponents.
- apply basic principle for attacking – use a variety of tactics to keep possession of the ball

### **Golf**

#### **Declarative Knowledge:**

- understand the technique to be able to chip at different heights.
- become familiar with golf phrases and the concept of golf.

- compare and evaluate other performances.

**Procedural Knowledge:**

- apply both the putting and chipping techniques to competitive games.
- show control and control to make accurate shots.
- begin to develop the driving technique.
- increase accuracy and distance when practicing the driving technique and participate in driving games.
- develop an accurate putting technique, chipping for height technique, and driving for distance technique.
- determine how much speed and power is required when working to a target.
- compete with other in modified golf games.

**Gymnastics**

**Declarative Knowledge:**

- develop their own gymnastic sequences by understanding, choosing, and applying a range of compositional principles.
- identify which aspects of a performance were performed consistently, accurately, fluently, and clearly; being able to provide constructive feedback.
- work effectively as part of a team, recognising success, and give constructive feedback.
- create short warm up routines that follow basic principles.

**Procedural Knowledge:**

- perform movements accurately with a sense of rhythm.
- make up longer sequences and perform them with fluency and clarity of movement, choosing skills that meet the needs of the situation.
- develop flexibility, strength, control, technique, and balance.
- explore, improvise, and combine movement ideas fluently and effectively.
- use skills in different ways, performing confidently, with clarity and a sense of rhythm.
- combine and perform gymnastic actions, shapes, and balances more fluently and effectively.
- use combinations of dynamics using the space effectively.
- develop your own gymnastic sequences by understanding, choosing, and applying a range of compositional principles; varying direction, level, and pathways to improve the look of a sequence.

**Handball**

**Declarative Knowledge:**

- find ways to get the ball towards your opponent's goal, knowing when to pass, when to dribble or travel

- with the ball.
- watch and evaluate the success of a game, whilst recognising parts of a performance that could be improved and identifying practices that will help.
- suggest ideas for warming up and explain your choices.
- explain how your body reacts and feels when you play different games and understand how the muscles work – work by getting shorter, relax by getting longer.
- understand there are different ways to defend. understand there are different ways to attack as a team.
- know how handball helps your fitness and health.
- give feedback to individual, team and your own performance, describing the best points, suggesting how to improve, and commenting on techniques and tactics.
- know what makes a good warm down e.g. it calms the body, prevents stiffness, settles the mind.

**Procedural Knowledge:**

- perform skills, such as passing and shooting with accuracy, control, and confidence.
- change speed and direction to get away from a defender.
- use a variety of tactics, like use of space and positions to keep the ball.
- develop control whilst performing skills at speed.
- combine and perform skills with control, adapting them to meet the needs of the situation.
- choose and apply a range of tactics and strategies when both attacking and defending.

**Hockey**

**Declarative Knowledge:**

- choose different formations to suit the needs of the game.
- learn how to evaluate and recognise success.
- understand the importance of being physically fit.
- identify and evaluate parts of your own game and others, providing feedback.
- understand how physical activity can contribute to a healthy lifestyle.
- understand how muscles work.
- adapt games and activities making sure everyone has a role to play.
- create short warm up routines that follow basic principles e.g. raises body temperature, mobilise joints muscles.

**Procedural Knowledge:**

- participate in competitive games, modified where appropriate. work effectively as part of a team.

- perform skills (e.g. passing) with accuracy, confidence and control whilst developing technique.
- apply basic principle for attacking – choosing when to pass or dribble to keep possession of a ball.
- keep possession of the ball when faced with opponents.
- apply basic principles for defending - defend by marking, covering and tracking opponents as appropriate.
- develop control whilst performing skills at speed.
- apply the attacking and defending principles in game situations.
- use different skills to keep possession of a ball as part of a team. change speed and direction to get away from a defender.
- choose different formations to suit the needs of the game and choose skills that meet the need of the situation.

### **Orienteering**

#### **Declarative Knowledge:**

- understand relevant techniques to navigate to and from control points.
- understand elements and scaling confidently.
- identify what they have done well and adapt plans for future challenges.
- plan strategies to complete tasks.
- choose sensible skills and approaches for the challenge.

#### **Procedural Knowledge:**

- to orientate themselves and map correctly keeping track of their position with increasing accuracy.
- work within a team trusting and valuing each other.
- develop communication skills and use these skills to achieve success.
- make a map with symbols and legend and begin to understand scale.
- compete in orienteering events, problem solving with team members.
- build confidence during team activities.
- takes part in orienteering events, such as picture orienteering and control orienteering, with success.
- use a map to confidently orientate yourself around - use previous knowledge to navigate and design a route to the controls.
- develop map reading and map building skills.
- develop physical fitness and be able to describe its importance in orienteering.

## **Netball**

### **Declarative Knowledge:**

- know the difference between attacking and defending skills.
- know how to mark and defend your goal.
- begin to understand how muscles work and explain how the body reacts to physical activity.
- identify strengths and weaknesses of your own and other performances and explain your reasoning.
- create short warm up routines that follow the basic principles e.g. raising body temperature, mobilise joints and muscles.
- recognise and evaluate performances providing constructive feedback. understand how to improve in different physical activities and sport.

### **Procedural Knowledge:**

- use a variety of skills to keep the ball, thinking about moving towards goal, different positions and the use of space.
- increase accuracy and confidence of passing and shooting skills.
- apply basic principles for attacking and defending, choosing different formations to suit the need of the game.
- work effectively as a team.
- use a variety of tactics to keep possession of the ball, applying the principles of attacking.
- use the defending principles in game situations, including marking, tracking, and covering, to gain possession.
- use different skills to keep possession of the ball. develop control whilst performing skills at speed.
- show good awareness of others in game situations and work effectively as a team, adapting games if needed so everyone has a role to play.

## **Tennis**

### **Declarative Knowledge:**

- identify spaces and understand the tactic of hitting into gaps.
- watch and evaluate the success of games, being able to explain why a performance is good, and explain what part of a performance could be improved and why.
- explain how your body reacts and feels when taking part in different activities and undertaking different roles.
- evaluate your own success and areas of improvement, as well as others.
- create short warm up routines that follow basic principles e.g. raise body temperature, mobilise joints and muscles.

**Procedural Knowledge:**

- use good footwork that allows the ball to be hit with good technique.
- play shots on the forehand and backhand side of your body. direct the ball towards the opponent's court or target area.
- hit the ball with purpose, varying speed, height, and direction. direct the ball towards the opponent's court or target area.
- perform skills such as forehand and backhand shots with control and confidence.
- apply the principles of attacking.
- participate in competitive games, modified where appropriate.
- adopt a good ready position and show good position on court.

**Tag rugby****Declarative Knowledge:**

- begin to understand the importance of lines in tag rugby – both for attack and defence.
- use simple tactics in games to achieve success as a team.
- understand the defensive duties in tag rugby and the process of tagging.
- to understand the rules of the game and participate in full games.
- understand the importance of keeping in a line in both attacking and defending plays.

**Procedural Knowledge:**

- increase accuracy and control when passing and catching whilst moving at speed.
- participate in competitive games, following the rules and playing fair.
- continue to improve different ways to pass – fast, slow, high, low.
- incorporate the rules of the game into small sided games like passing backwards.
- to pass and catch the ball whilst running at different speeds. keep control of the ball when running and passing, ensuring passing is accurate.
- carefully consider the best way to score a try and win the game, remembering to find and use space when running.
- successfully remove tags in accordance with the rules

**Volleyball****Declarative Knowledge:**

- create short warm up routines that follow basic principle e.g. raise body temperature,
- mobilise joints and muscles.

- understand how the muscles work e.g. work by getting shorter, relax by getting longer.
- develop an understanding of how to improve in different physical activities and sports.
- recognise part of a performance that could be improved and explain how.
- learn how to evaluate and recognise their own success.
- recognise part of a performance that could be improved and explain how. learn how to evaluate and recognise their own success.
- understand the importance of being physically fit and how physical activity can contribute to a healthy lifestyle.

**Procedural Knowledge:**

- adopt a good ready position on court and show good awareness of others in game situations.
- direct the ball towards the opponent's court or target area.
- apply basic principles suitable for attacking and defending. identify spaces and understand the tactic of hitting into gaps.
- participate in competitive games, modified, and adapted where appropriate.
- apply basic principles suitable for defending. show good position on court.
- use good footwork that allows the ball to be hit with good technique