



Physical Education Long Term Plan

At Reynolds Academy, we use the milestones created by Chris Quigley Education to support our wider curriculum.

Overview	Autumn term	Spring term	Summer term
Milestone 1	<p align="center"><b>Target and Tag Games</b>            FMK – Locomotion – Running            FMK – Object Control – Rolling a Ball</p> <p align="center"><b>Invasion Games</b>            FMK – Locomotion: Dodging            FMK – Object Control: Kicking            FMK – Object Control: Bouncing a Ball</p> <p align="center"><b>Dance</b>            FMK - Stability</p>	<p align="center"><b>Net and Wall Games</b>            FMK – Object Control: Underarm            Throwing            FMK – Object Control: Striking a ball</p> <p align="center"><b>Gymnastics</b>            FMK - Stability</p>	<p align="center"><b>Striking and Fielding Games</b>            FMK – Object Control: Overarm            Throwing            FMK – Object Control: Catching            FMK – Object Control: Striking a ball</p>
Milestone 2	<p align="center"><b>Target and Tag Games</b>            FMK – Locomotion – Running            FMK – Object Control – Rolling a Ball</p> <p align="center"><b>Invasion Games</b>            FMK – Locomotion: Dodging            FMK – Object Control: Kicking            FMK – Object Control: Bouncing a Ball</p> <p align="center"><b>Dance</b>            FMK - Stability</p>	<p align="center"><b>Net and Wall Games</b>            FMK – Object Control: Underarm            Throwing            FMK – Object Control: Striking a ball</p> <p align="center"><b>Gymnastics</b>            FMK - Stability</p> <p align="center"><b>Outdoor and Adventurous Games</b></p> <p align="center"><b>Swimming</b></p>	<p align="center"><b>Striking and Fielding Games</b>            FMK – Object Control: Overarm            Throwing            FMK – Object Control: Catching            FMK – Object Control: Striking a ball</p> <p align="center"><b>Athletics</b>            FMK – Jumping for height and distance</p>

Milestone 3	<p><b>Target and Tag Games</b> FMK – Locomotion – Running FMK – Object Control – Rolling a Ball</p> <p><b>Invasion Games</b> FMK – Locomotion: Dodging FMK – Object Control: Kicking FMK – Object Control: Bouncing a Ball</p> <p><b>Dance</b> FMK - Stability</p>	<p><b>Net and Wall Games</b> FMK – Object Control: Underarm Throwing FMK – Object Control: Striking a ball</p> <p><b>Gymnastics</b> FMK - Stability</p> <p><b>Outdoor and Adventurous Games</b></p>	<p><b>Striking and Fielding Games</b> FMK – Object Control: Overarm Throwing FMK – Object Control: Catching FMK – Object Control: Striking a ball</p> <p><b>Athletics</b> FMK – Jumping for height and distance</p>
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FMK – Fundamental Movement Knowledge which is revisited in all year groups so that movement becomes automatic.

Key Skills	Autumn term	Spring term	Summer term
Milestone 1	<p><b><u>Movement knowledge for games:</u></b></p> <ul style="list-style-type: none"> <li>• Perform locomotion skills (running, jumping, hopping, skipping, etc) using a mature pattern.</li> <li>• Throw underarm in a mature pattern.</li> <li>• Develop an overarm throw.</li> <li>• Catch a large ball without cradling or trapping it against the body.</li> <li>• Dribble a ball with hands or feet, while moving slowly in their own space.</li> <li>• Kick a stationary ball from a short run-up.</li> <li>• Strike a ball off a tee with a bat.</li> <li>• Send an object towards a target.</li> <li>• Chase and retrieve a moving ball.</li> <li>• Jump and land safely.</li> <li>• Change direction.</li> <li>• Use the ready position.</li> </ul>	<p><b><u>Movement knowledge for games:</u></b></p> <ul style="list-style-type: none"> <li>• Perform locomotion skills (running, jumping, hopping, skipping, etc) using a mature pattern.</li> <li>• Throw underarm in a mature pattern.</li> <li>• Develop an overarm throw.</li> <li>• Catch a large ball without cradling or trapping it against the body.</li> <li>• Dribble a ball with hands or feet, while moving slowly in their own space.</li> <li>• Kick a stationary ball from a short run-up.</li> <li>• Strike a ball off a tee with a bat.</li> <li>• Send an object towards a target.</li> <li>• Chase and retrieve a moving ball.</li> <li>• Jump and land safely.</li> <li>• Change direction.</li> <li>• Use the ready position.</li> </ul>	<p><b><u>Movement knowledge for games:</u></b></p> <ul style="list-style-type: none"> <li>• Perform locomotion skills (running, jumping, hopping, skipping, etc) using a mature pattern.</li> <li>• Throw underarm in a mature pattern.</li> <li>• Develop an overarm throw.</li> <li>• Catch a large ball without cradling or trapping it against the body.</li> <li>• Dribble a ball with hands or feet, while moving slowly in their own space.</li> <li>• Kick a stationary ball from a short run-up.</li> <li>• Strike a ball off a tee with a bat.</li> <li>• Send an object towards a target.</li> <li>• Chase and retrieve a moving ball.</li> <li>• Jump and land safely.</li> <li>• Change direction.</li> <li>• Use the ready position.</li> </ul>

**Tactics and strategy knowledge for games:**

- Make simple decisions, e.g. which target to aim for.
- Use the terms 'opponent' and 'teammate'.
- Vary fundamental movement skills by using the movement adaptations of how, where and with whom or what, e.g. how much force to use when aiming at a target.
- Decide when and where to pass.
- Keep possession by passing and receiving a ball.
- Recognise space on a court or pitch.
- Use a base position.
- Decide which base to pass to depending on position of the opponent.

**Movement knowledge for dance:**

- Perform a range of actions with control and coordination.
- Respond with different ways of moving to a variety of stimuli, e.g. music, song or book.
- Link actions to perform short dances.
- Demonstrate stillness in a range of shapes.
- Explore actions that express ideas for a dance.
- Use a prop such as a scarf to experiment with moving.

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**Movement knowledge for gymnastics:**

- Copy and remember actions.
- Travel in a variety of ways (walking, running, hopping).
- Balance on a variety of large and small body parts (back, tummy, hands, feet).
- Perform a variety of rolls to include egg roll, log roll, rock to stand and forward roll.
- Link movements together in a short sequence using floor and apparatus.
- Remember, repeat and be able to refine movements in a sequence.
- Climb safely on equipment.
- Jump in a variety of ways (straight, jump, tuck and star jump) and land with increasing control and balance.

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**Movement knowledge for swimming:**

- Enter and exit a pool safely using a jump.
- Move around a pool, walking, hopping etc.
- Touch the bottom of the pool with different body parts.
- Push and glide from the slide holding a float with face in the water, showing an understanding of streamlining.
- Float in different shapes.
- Begin to use correct front and back crawl techniques, with or without buoyancy aids.

**Tactics and strategy knowledge for swimming:**

	<ul style="list-style-type: none"> <li>• Apply movement adaptations to their movement techniques, e.g. an unhappy walk.</li> <li>• Express emotions through facial expressions, gestures and posture.</li> <li>• Describe their choices of movement.</li> <li>• Choose which actions to change with the movement adaptations of space, dynamics and relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• Take some weight on hands, e.g. in a bunny hop.</li> <li>• Set up apparatus safely.</li> <li>• Vault on to a bench.</li> </ul> <p><b><u>Tactics and strategy knowledge for gymnastics:</u></b></p> <ul style="list-style-type: none"> <li>• Vary fundamental movement skills by using the movement adaptations of how, where and with whom or what to add interest to a sequence, e.g. perform a tucked roll at a low level and a star jump at a high level.</li> <li>• Make decisions on which actions are best performed on apparatus.</li> <li>• Make decisions on the choice of actions to be performed ensuring smooth links.</li> </ul>	<ul style="list-style-type: none"> <li>• Change body shape to increase speed through the water.</li> <li>• Choose the most appropriate way of entering and exiting the pool.</li> </ul>
Personal and social knowledge	<ul style="list-style-type: none"> <li>• Recognise that their behaviour can affect other people and take responsibility for this.</li> <li>• Recognise that people's bodies and feelings can be hurt.</li> <li>• Recognise what is fair and unfair, kind and unkind, right and wrong.</li> <li>• Follow directions in group settings, following rules and taking turns.</li> <li>• Accept feedback from the teacher.</li> <li>• Use equipment and space appropriately.</li> <li>• Share equipment and space with others.</li> <li>• Follow class protocols with minimal reminders.</li> <li>• Listen to others and play cooperatively.</li> <li>• Identify and respect the differences and similarities between people.</li> <li>• Recognise when people are being unkind to them or others, how to respond, who to tell and what to say.</li> </ul>		
Leadership knowledge	<ul style="list-style-type: none"> <li>• Remember to bring their kit.</li> <li>• Make appropriate equipment choices.</li> <li>• Listen to others.</li> <li>• Try hard.</li> <li>• Follow the teacher's instructions.</li> <li>• Look after and use equipment properly.</li> <li>• Help a partner improve.</li> </ul>		

<p>Healthy Lifestyle knowledge</p>	<ul style="list-style-type: none"> <li>• Be able to talk about the benefits of being active.</li> <li>• Engage actively in PE lessons.</li> <li>• Recognise that changes occur in their body when they move fast; their heart beats faster, they breathe faster and they feel slightly warmer.</li> <li>• Recognise the importance of a warm up.</li> <li>• Differentiate between healthy and unhealthy foods.</li> <li>• Recognise that physical activity is important for good health.</li> <li>• Understand that some physical activities are challenging and difficult.</li> <li>• Describe physical activities that they enjoy.</li> <li>• Describe the enjoyment of playing with friends.</li> <li>• Describe positive feelings that result from participating in physical activities.</li> <li>• Recognise that working hard to achieve something can make them feel happy.</li> <li>• Describe how physical activity makes them feel good.</li> </ul>		
<p>Milestone 2</p>	<p><b><u>Movement knowledge for games:</u></b></p> <ul style="list-style-type: none"> <li>• Use a variety of locomotor skills in combination with object-control skills, e.g. jogging while dribbling a ball.</li> <li>• Be able to transition fluently from one type of locomotion skill to another.</li> <li>• Throw underarm to a partner or towards a target accurately.</li> <li>• Throw overarm for distance with increasing accuracy.</li> <li>• Catch a small ball thrown from a partner.</li> <li>• Catch a large ball thrown from a partner, while on the move.</li> <li>• Dribble a ball with hands or feet, while changing speed and direction.</li> <li>• Send and receive a ball to and from a partner in a variety of ways, kicking, throwing, striking with a variety of implements (including long-handled implements, e.g. hockey sticks) while stationary initially.</li> <li>• Use a balanced stance to send or receive a ball.</li> </ul>	<p><b><u>Movement knowledge for games:</u></b></p> <ul style="list-style-type: none"> <li>• Use a variety of locomotor skills in combination with object-control skills, e.g. jogging while dribbling a ball.</li> <li>• Be able to transition fluently from one type of locomotion skill to another.</li> <li>• Throw underarm to a partner or towards a target accurately.</li> <li>• Throw overarm for distance with increasing accuracy.</li> <li>• Catch a small ball thrown from a partner.</li> <li>• Catch a large ball thrown from a partner, while on the move.</li> <li>• Dribble a ball with hands or feet, while changing speed and direction.</li> <li>• Send and receive a ball to and from a partner in a variety of ways, kicking, throwing, striking with a variety of implements (including long-handled implements, e.g. hockey sticks) while stationary initially.</li> </ul>	<p><b><u>Movement knowledge for games:</u></b></p> <ul style="list-style-type: none"> <li>• Use a variety of locomotor skills in combination with object-control skills, e.g. jogging while dribbling a ball.</li> <li>• Be able to transition fluently from one type of locomotion skill to another.</li> <li>• Throw underarm to a partner or towards a target accurately.</li> <li>• Throw overarm for distance with increasing accuracy.</li> <li>• Catch a small ball thrown from a partner.</li> <li>• Catch a large ball thrown from a partner, while on the move.</li> <li>• Dribble a ball with hands or feet, while changing speed and direction.</li> <li>• Send and receive a ball to and from a partner in a variety of ways, kicking, throwing, striking with a variety of implements (including long-handled implements, e.g. hockey sticks) while stationary initially.</li> <li>• Use a balanced stance to send or receive a ball.</li> </ul>

	<ul style="list-style-type: none"> <li>• Be able to change direction quickly.</li> </ul> <p><b><u>Tactics and strategy knowledge for games:</u></b></p> <ul style="list-style-type: none"> <li>• Recognise how to use space to make it easy for a teammate, e.g. passing towards them, or difficult for an opponent, e.g. passing away from them.</li> <li>• Evade an opponent.</li> <li>• Make more complex decisions, e.g. which pass to use when under pressure, which teammate to pass to.</li> <li>• Maintain possession by supporting the ball carrier.</li> <li>• See pitch and court spaces, long and short.</li> <li>• Cover the court as a team.</li> <li>• Determine when to run or stop at a base.</li> </ul> <p><b><u>Movement knowledge for dance:</u></b></p> <ul style="list-style-type: none"> <li>• Choreograph a sequence of between four and six movements, which can be recalled and repeated.</li> <li>• Use real-life situations or stimuli, e.g. a poem or a picture, as a basis to create imaginative movements.</li> <li>• Participate in a group dance and talk about individual and group contributions.</li> <li>• Identify and describe shapes and pathways within a dance.</li> <li>• Identify and describe dance styles from different eras.</li> <li>• View and describe dances from other cultures and know where they come from.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a balanced stance to send or receive a ball.</li> <li>• Be able to change direction quickly.</li> </ul> <p><b><u>Tactics and strategy knowledge for games:</u></b></p> <ul style="list-style-type: none"> <li>• Recognise how to use space to make it easy for a teammate, e.g. passing towards them, or difficult for an opponent, e.g. passing away from them.</li> <li>• Evade an opponent.</li> <li>• Make more complex decisions, e.g. which pass to use when under pressure, which teammate to pass to.</li> <li>• Maintain possession by supporting the ball carrier.</li> <li>• See pitch and court spaces, long and short.</li> <li>• Cover the court as a team.</li> <li>• Determine when to run or stop at a base.</li> </ul> <p><b><u>Movement knowledge for gymnastics:</u></b></p> <ul style="list-style-type: none"> <li>• Travel in a variety of ways (skipping, galloping).</li> <li>• Balance on a variety of large and small body parts (front, back and side support, shoulder stand).</li> <li>• Move in clear, fluent and expressive manner.</li> <li>• Work alongside, away from and towards a partner.</li> <li>• Perform a variety of rolls (teddy bear roll backward roll to straddle and forward roll, dish and arch rolls).</li> <li>• Take weight on hands (progressions towards a cartwheel).</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to change direction quickly.</li> </ul> <p><b><u>Tactics and strategy knowledge for games:</u></b></p> <ul style="list-style-type: none"> <li>• Recognise how to use space to make it easy for a teammate, e.g. passing towards them, or difficult for an opponent, e.g. passing away from them.</li> <li>• Evade an opponent.</li> <li>• Make more complex decisions, e.g. which pass to use when under pressure, which teammate to pass to.</li> <li>• Maintain possession by supporting the ball carrier.</li> <li>• See pitch and court spaces, long and short.</li> <li>• Cover the court as a team.</li> <li>• Determine when to run or stop at a base.</li> </ul> <p><b><u>Movement knowledge for athletics:</u></b></p> <ul style="list-style-type: none"> <li>• Accelerate and decelerate quickly, demonstrating control and stability.</li> <li>• Sprint over short distances.</li> <li>• Run over a longer distance, demonstrating endurance.</li> <li>• Run with good rhythm and coordination over small obstacles.</li> <li>• Use a range of throwing techniques (pull, push and sling).</li> <li>• Throw for distance within a marked zone.</li> <li>• Jump for height and distance, showing control in landings.</li> <li>• Perform jump combinations with rhythm and control.</li> <li>• Compete against self, aiming to improve personal best performances.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Demonstrate a simple dance from a different culture.</li> <li>• Describe what they like or dislike about a dance.</li> </ul> <p><b><u>Tactics and strategy knowledge for dance:</u></b></p> <ul style="list-style-type: none"> <li>• Perform expressively by varying the movements in a sequence, using dynamics, space and relationships.</li> <li>• Express emotions with realistic actions, e.g. stamp when angry, skip when happy.</li> <li>• Explain how a movement can represent an idea.</li> <li>• Create movements and phrases that convey a definite idea or sequence of events.</li> <li>• Structure a dance to tell a story.</li> <li>• Use action reaction techniques.</li> <li>• Use compositional devices of canon and unison.</li> <li>• Choose the order of the dance for maximum spectator impact.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the five basic jumps and vary them using turns and shape.</li> <li>• Perform simple partner balances (simple contact, no weight bearing), matching, mirroring and contrasting.</li> <li>• Vault on to a small box placed longways.</li> </ul> <p><b><u>Tactics and strategy knowledge for gymnastics:</u></b></p> <ul style="list-style-type: none"> <li>• Design sequences to demonstrate fluency, changes in dynamics, shape and level, both individually and with a partner.</li> <li>• Link a variety of movements into a sequence of ten moves to include floor and apparatus, starting and finishing positions and simple partner balances.</li> <li>• Choose skills which both partners can perform well.</li> <li>• Choose when and how to use techniques like unison and canon to add interest to the sequence.</li> <li>• Use the apparatus to support more complex movements, e.g. handstand against a movement table.</li> </ul> <p><b><u>Movement knowledge for outdoor and adventurous activities:</u></b></p> <ul style="list-style-type: none"> <li>• Use maps and diagrams to orientate themselves and travel around a simple course.</li> <li>• Complete a star orienteering activity.</li> <li>• Find solutions to problems and challenges.</li> </ul>	<p><b><u>Tactics and strategy knowledge for athletics:</u></b></p> <ul style="list-style-type: none"> <li>• Choose a sequence to combine jumps efficiently.</li> <li>• Make decisions about the best take-off leg.</li> <li>• Vary the pace to sustain running over a period of time.</li> <li>• Make decisions on how to increase the height and distance of a throw.</li> </ul>
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- Show resilience when plans do not work and initiative to try new ways of working.
- Take part in activities in the natural world.
- Work confidently in familiar and changing environments.
- Arrive properly equipped for outdoor and adventurous activities.

**Tactics and strategy knowledge for outdoor and adventurous activities:**

- Choose the best pace for running between checkpoints.
- Choose the best methods of communicating with a partner.
- Work out a strategy as a team.

**Movement knowledge for swimming:**

- Jump into the water and submerge.
- Pick up an object from the bottom of the pool.
- Swim using front/back crawl and breaststroke techniques.
- Tread water.
- Rotate from back to front and front to back and regain an upright position.
- Coordinate breathing as appropriate for the stroke being used.
- Swim at least 25 metres unaided.
- Swim through a hoop held vertically under water.
- Change body shape while floating.

**Tactics and strategy knowledge for swimming:**

- Choose the best shapes for floating.
- Demonstrate an understanding of streamlining.



<p>Personal and social knowledge</p>	<ul style="list-style-type: none"> <li>• Recognise and respond appropriately to a wide range of feelings in others.</li> <li>• Encourage teammates when they are not successful or make a wrong decision.</li> <li>• Congratulate an opponent on a good shot.</li> <li>• Follow the etiquette of games, e.g. be quiet when another is taking a shot in golf.</li> <li>• Make decisions about the order of play.</li> <li>• Work cooperatively with a team.</li> <li>• Work competitively against an opponent.</li> <li>• Demonstrate cooperation and empathy while solving conflicts without teacher intervention.</li> <li>• Demonstrate good sportsmanship.</li> <li>• Listen respectfully to feedback from peers.</li> <li>• Listen and respond respectfully to a wide range of people: peers, teachers and coaches.</li> <li>• Feel confident to tell others their ideas and raise their own concerns.</li> <li>• Recognise and care about other people's feelings and try to take into account the views of others.</li> </ul>
<p>Leadership knowledge</p>	<ul style="list-style-type: none"> <li>• Plan and deliver a warm-up.</li> <li>• Give clear instructions.</li> <li>• Make sure the area is safe.</li> <li>• Explain rules.</li> <li>• Keep score.</li> <li>• Time games.</li> <li>• Include everyone.</li> <li>• Encourage others to join in.</li> <li>• Contribute to team talks about strategies and tactics.</li> <li>• Set up equipment.</li> <li>• Give feedback to others on what they did well and how to improve.</li> </ul>
<p>Healthy Lifestyle knowledge</p>	<ul style="list-style-type: none"> <li>• Keep a diary of participation in physical activities outside PE lessons, e.g. before and after school, at home, at the park, with friends, with family.</li> <li>• Describe how being physically active contributes to a healthy body.</li> <li>• Engage actively in PE lessons without teacher prompting.</li> <li>• Recognise the importance of warm up and cool down.</li> <li>• Recognise that different types of fitness are needed for different physical activities.</li> <li>• Identify foods that are appropriate to eat before and after physical activity.</li> <li>• Compare physical activities that bring confidence and challenge.</li> <li>• Discuss the challenges involved in learning a new physical activity.</li> <li>• Describe the positive social interactions that come from working with others during physical activity.</li> <li>• Describe how demanding physical activity has an impact on the body, both physically and mentally.</li> <li>• Recognise the importance of correct nutrition to replace the energy lost during physical activity.</li> <li>• Recognise how identifying strengths while playing a game, and being proud of achievements, makes you feel good.</li> </ul>

Milestone 3

**Movement knowledge for games:**

- Demonstrate a mature pattern in a variety of locomotion skills during small-sided games and activities.
- Use a variety of locomotion and object-control skills to score during small sided games.
- Throw in a variety of ways, and accurately towards a number of different targets, including moving targets.
- Catch a ball in a variety of positions (high, low, near to the body) and with different degrees of force.
- Pass and receive a ball with the feet, hands or implement while on the move.
- Maintain a rally with a partner.
- Change levels and pathways quickly and fluently.
- Move an opponent around by throwing into a space.
- Pass and move quickly into a space.
- Dribble a ball with hands or feet, while changing speed and direction, fluently and efficiently.

**Tactics and strategy knowledge for games:**

- Defend a space or a player.
- Employ feinting.
- Work within the strategy of the team.
- Support the ball carrier while moving towards a forward target.
- Move into space, making decisions on when and where to move.
- Use a quick outlet pass when appropriate.

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- Make 'power versus accuracy' decisions.
- Use a variety of shots for short and long delivery.
- Shift to cover space.
- Decide when and if bases need to be covered.
- Communicate effectively during a game.
- Adjust backswing, step and approach relative to requirements of the shot.

**Movement knowledge for dance:**

- Choreograph a short dance based upon a specific theme or idea.
- Create a dance with a clear beginning, middle and end.
- Choose appropriate music to accompany the dance.
- Experiment with alternative and imaginative ways of moving, by asking 'How about?' questions.
- Identify and discuss how dynamics are used within a dance.
- Compare and contrast dances from different eras and cultures.
- Understand and value that dance from different cultures and eras is created in different ways and can serve different functions in the community.
- Perform a dance from a different culture, demonstrating key features.
- Describe and evaluate the production of dances, taking into account costume, lightning, set and sound.

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**Movement knowledge for gymnastics:**

- Create complex and well-executed sequences that include a full range of movements (jumps, rolls, balance, travelling and weight on hands) linked fluently and performed with expression.
- Create a sequence with a partner/small group to include simple partner balances.
- Practise and refine the gymnastic techniques used in performances.
- Participate in a variety of gymnastic disciplines to include sports acrobatics, artistic gymnastics and rhythmic gymnastics.
- Vault on to or over a box placed sideways.

**Tactics and strategy knowledge for gymnastics:**

- Choose contrasting actions, levels, speeds, effort, canon and unison, symmetry and asymmetry to add interest to a sequence.

- Make 'power versus accuracy' decisions.
- Use a variety of shots for short and long delivery.
- Shift to cover space.
- Decide when and if bases need to be covered.
- Communicate effectively during a game.
- Adjust backswing, step and approach relative to requirements of the shot.

**Movement knowledge for athletics:**

- Accelerate from a variety of static positions.
- Sustain jogging or running at a consistent pace for a few minutes.
- Pass a relay baton at speed, using correct technique.
- Sprint over small obstacles, maintaining a consistent stride pattern.
- Throw for distance, using the different types of throws, and refine performance by analysing technique and body shape.
- Perform triple jump sequences (hop, step, jump) with balance and control.
- Jump for distance from one foot to two feet and begin to use a short run up.
- Perform a scissor jump from a short run up.
- Compete against self, keeping track of personal best performances, setting targets for improvement.

- Describe, using a range of vocabulary, how watching or performing a dance makes them think and feel.
- Tactics and strategy knowledge for dance:**
- Use compositional devices such as counterpoint and complement.
  - Perform expressively to illustrate a theme.
  - Perform with focus towards an audience.
  - Choose contrasting dances to maintain audience interest.
  - Make decisions on how and when to include compositional devices for maximum impact.

- Enter and exit actions in a variety of ways, e.g. arabesque into a forward roll.
- Evaluate the quality of a gymnastics sequence.
- Make choices on actions to be performed based on the ability of the whole group.
- Choose group balances which can be exited and entered fluently.

**Movement knowledge for outdoor and adventurous activities:**

- Plan and organise a simple orienteering train using a variety of map reading, compass skills and coordinates.
- Participate in a range of problem-solving and adventure games, introducing additional variations such as non-verbal communication, no physical contact, etc.
- Embrace both leadership and team roles and gain the commitment and respect of a team.
- Seek support from the team and experts if in any doubt.
- Remain positive even in the most challenging circumstances, rallying others if need be.
- Select appropriate equipment for outdoor and adventurous activities.

**Tactics and strategy knowledge for outdoor and adventurous activities:**

- Use a range of devices in order to orientate themselves.

**Tactics and strategy knowledge for athletics:**

- Adjust pace to ensure the whole team can sustain the timed run.
- Adapt length of run-up to improve the performance of the jump.
- Change the height of release to maximise the distance thrown.

**Movement knowledge for swimming:**

- Enter the water using the straddle technique for shallow water.
- Move efficiently through the water using alternating and simultaneous strokes on front and back, such as front crawl and breaststroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming.
- Turn efficiently at the end of a length.
- Swim longer distances and for increasing amounts of time.
- Use swimming skills and strokes for different purposes such as water polo and synchronised swimming.
- Develop personal survival and self-rescue skills including the HELP (Heat Escape Lessening Posture) position, attracting attention, sculling and swimming in clothes, safe entries and exits.
- Learn and explain the water Safety Code.

**Tactics and strategy knowledge for swimming:**

- Demonstrate an understanding of how to stay safe around water.

		<ul style="list-style-type: none"> <li>• Quickly assess changing conditions and adapt plans to ensure safety comes first.</li> <li>• Identify possible risks and ways to manage them, asking for and listening carefully to expert advice.</li> <li>• Make decisions on pacing to ensure fastest completion of the course.</li> </ul>	<ul style="list-style-type: none"> <li>• Transition effectively from one figure to another.</li> <li>• Make decisions on the figures to be used based on the ability level of the whole group.</li> </ul>
Personal and social knowledge	<ul style="list-style-type: none"> <li>• Praise the performance of others, whether better or worse than their own.</li> <li>• Work with others regardless of their ability.</li> <li>• Uphold the spirit of fair play and respect in all competitive situations.</li> <li>• Give constructive feedback to peers respectfully.</li> <li>• Act responsibly and fairly during a game.</li> <li>• Sort out disputes and conflict through negotiation and appropriate compromise independently of the teacher.</li> <li>• Respect and, if necessary, constructively challenge the points of view of others.</li> <li>• Follow the rules of the game independently of the teacher.</li> <li>• Win and lose with dignity.</li> <li>• Follow safety considerations in activities.</li> <li>• Recognise the natures and consequences of discrimination, teasing, bullying and aggressive behaviour.</li> </ul>		
Leadership knowledge	<ul style="list-style-type: none"> <li>• Plan and deliver a session or a tournament.</li> <li>• Make posters to advertise activities.</li> <li>• Adapt activities to suit everyone.</li> <li>• Check activities are safe.</li> <li>• Make sure rules are followed.</li> <li>• Make consistent and fair judgements.</li> <li>• Make sure everyone is involved and having fun.</li> <li>• Find out which new activities others might like to try and research them.</li> <li>• Make sure everyone plays fairly.</li> <li>• Accept officials' decisions.</li> <li>• Resolve conflicts, listening carefully to all opinions.</li> <li>• Be punctual.</li> <li>• Ensure appropriate equipment is available and easily accessible.</li> <li>• Act as a coach to support others, identifying strengths and areas to work on.</li> </ul>		
Healthy Lifestyle knowledge	<ul style="list-style-type: none"> <li>• Analyse opportunities for participating in physical activity outside physical education lessons.</li> <li>• Participate in self-selected physical activity outside of physical education lessons.</li> <li>• Make choices about the amount and type of physical activity undertaken.</li> <li>• Make choices about diet in relation to physical activity levels.</li> </ul>		

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|  | <ul style="list-style-type: none"><li>• Understand the importance of positive self-talk.</li><li>• Follow the Chief Medical Officer's guidelines for the amount of physical activity (at least 60 minutes per day).</li><li>• Engage actively in all PE lessons, including those that may not be their particular preference.</li><li>• Identify the need for a warm-up and cool-down and the format of this may change depending on the activity.</li><li>• Identify individual areas of fitness to improve and devise a fitness plan.</li><li>• Discuss the importance of hydration and the best choices depending on the physical activities chosen.</li></ul> |
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