



VIDETE BONA DOMINI

St Richard Reynolds Catholic Primary School P.E Skills and Knowledge Progression



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ST RICHARD REYNOLDS
CATHOLIC COLLEGE

Dance					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Overview: Exploring body movement and shapes to music.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • To change direction during travelling moves. • To link travelling moves that change direction and level. • To link moves together. • To use a variety of moves. • To explore basic body patterns and movements to music. • To use a variety of moves that change speed and direction. • To link together dance moves with gestures and changing direction in time to music. <p>Key Vocabulary: Travelling, movement, direction, patterns, speed</p>	<p>Overview: Composing and performing simple dance phrases to music, focusing on rhythm and control.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • To explore different levels and speeds of movement. • To compose and perform simple dance phrases. • To show contrasts in simple dances with good body shape and position. • To develop a range of dance movements and improve timing. • To work to music, creating movements that show rhythm and control. • To work to music, creating movements that show rhythm and control <p>Key Vocabulary: Level, speed, compose, body shape, position, timing, rhythm, control</p>	<p>Overview: Composing and performing dance patterns to music, in pairs and in small groups.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • To explore dance movements and create patterns of movement. • To work with a partner to create dance patterns. • To perform a dance with rhythm and expression. • To use knowledge of dance to create a story in small groups. • To develop precision of movement. • To work co-operatively with a group to create a dance piece. • To perform in front of others with confidence. <p>Key Vocabulary: Patterns of movement, rhythm, expression, precision, co-operatively</p>	<p>Overview: Composing dance actions and patterns which reflect particular dance styles and show awareness of music.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • To identify and practise the patterns and actions of chosen dance style. • To demonstrate an awareness of the music's rhythm and phrasing when improvising. • To create an individual dance that reflects the chosen dancing style. • To create partnered dances that reflect the dancing style and apply the key components of dance. • To perform dance using a range of movement patterns. • To perform and evaluate own and others' work. <p>Key Vocabulary: Dance style, phrasing, improvising, key components, evaluate</p>	<p>Overview: Taught through Dance Challenge</p> <p>Objectives:</p> <ul style="list-style-type: none"> • To identify and practise the patterns and actions of the chosen dance style. • To demonstrate an awareness of the music's rhythm and phrasing when improvising. • To create and perform a dance that reflects the chosen dance style. • To create partnered dances that reflect the chosen dancing style and apply the key components of dance. • To create group dances that reflect the dance style. • To perform a dance using a range of movement patterns. • To perform and evaluate own and others' work. <p>Key Vocabulary: Patterns, actions, dance style, rhythm, perform, evaluate</p>	<p>Overview: Taught through Dance Challenge</p> <p>Objectives:</p> <ul style="list-style-type: none"> • To identify and practise the patterns and actions in a dance style. • To demonstrate an awareness of the music's rhythm and phrasing when improvising. • To create a dance that represents a dance style. • To create a dance as a group • To perform and analyse own and others' performance. <p>Key Vocabulary: Patterns, actions, dance style, rhythm, perform, evaluate</p>



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Gymnastics					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Overview: Exploring gymnastic movement, action and shapes, with a focus on control. Beginning to link actions.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • To explore movement actions with control and link them together with flow. • To explore gymnastic actions and shapes. • To explore travelling on benches. • To explore movement actions with control, and to link them together with flow. • To choose and use simple compositional ideas by creating and performing sequences. • To repeat and link combinations of gymnastic actions. • To link combinations of movements and shapes with control. <p>Key Vocabulary: Action, movement, shapes, travelling, link, control</p>	<p>Overview: Developing balance to help explore different apparatus and gymnastic movement. Beginning to link actions into a sequence.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • To remember and repeat simple gymnastic actions with control. • To balance on isolated parts of the body using the floor and hold balance. • To develop a range of gymnastic moves, particularly balancing. • To link together a number of gymnastic actions into a sequence. • To explore ways of travelling around on large apparatus. • To choose and use a variety of gymnastic actions to make a sequence. <p>Key Vocabulary: Action, movement, shapes, travelling, link, control, sequences, balance, apparatus</p>	<p>Overview: Exploring jumping techniques to help link gymnastics actions. Beginning to work in pairs and small groups to create a sequence.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • To explore jumping techniques and link them with other gymnastic actions. • To explore jumping techniques and to link them with other gymnastic actions. • To select and adapt gymnastics actions to meet the task. • To work with a partner or a small group to create a sequence that develops jumping skills. • To improve the ability to choose appropriate actions when creating a sequence of gymnastic movements to music. <p>Key Vocabulary: Action, movement, shapes, travelling, link, control, sequences, balance, apparatus, jumping, techniques, adapt, appropriate</p>	<p>Overview: Developing body shapes, balancing (including counterbalances) and linking movements in sequences. Beginning to create performances which include unison and canon and evaluating these.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • To identify and practise body shapes. • To identify and practise symmetrical and asymmetrical body shapes. • To construct sequences using balancing and linking movements. • To use counterbalances and incorporate them into a sequence of movements. • To perform movements in canon and in unison. • To perform and evaluate own and others' sequences. <p>Key Vocabulary: Action, movement, shapes, travelling, link, control, sequences, balance, apparatus, jumping, techniques, adapt, appropriate, symmetrical, asymmetrical, counterbalance, canon, unison, perform, evaluate</p>	<p>Overview: Refining flexibility, strength, balance, power and mental focus. Developing gymnastic skills such as rolling, bridging and dynamic movement. Performing and evaluating sequences.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • To identify and practise body shapes and balances. • To identify and practise symmetrical and asymmetrical body shapes. • To use and refine the following skills: flexibility, strength, balance, power and mental focus. • To develop skills for movement, including rolling, bridging and dynamic movement. • To use counterbalances and incorporate them into a sequence of movements. • To perform movements in canon and in unison. • To perform and evaluate own and others' sequences. <p>Key Vocabulary: Action, movement, shapes, travelling, link, control, sequences, balance, apparatus, jumping, techniques, adapt, appropriate, symmetrical, asymmetrical, counterbalance, canon, unison, perform, evaluate, flexibility, strength, power, mental focus, rolling, bridging, dynamic movement, refine</p>	<p>Overview: Using skills obtained in previous years to create, perform and evaluate sequences which include: gymnastic shapes (symmetrical and asymmetrical), balances (including counterbalances), linking movements, canon and unison.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • To identify and practise gymnastic shapes and balances. • To identify and practise symmetrical and asymmetrical body shapes. • To construct sequences using balancing and linking movements • To use counterbalances and incorporate them into a sequence of movements. • To perform movements in canon and in unison. • To perform and evaluate own and others' sequences. <p>Key Vocabulary: Action, movement, shapes, travelling, link, control, sequences, balance, apparatus, jumping, techniques, adapt, appropriate, symmetrical, asymmetrical, counterbalance, canon, unison, perform, evaluate, flexibility, strength, power, mental focus, rolling, bridging, dynamic movement, construct, incorporate</p>



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Online Safety					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Overview: Varying running speeds and exploring methods of throwing.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • To use varying speeds when running. • To explore footwork patterns. • To explore arm mobility. • To explore different methods of throwing. • To practise short distance running <p>Key Vocabulary: Running, throwing, speed</p>	<p>Overview: Increasing running confidence; learning different jumping techniques; throwing a variety of objects; and obstacle course involving hurdling.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • To run with agility and confidence. • To learn the best jumping techniques for distance. • To throw different objects in a variety of ways. • To hurdle an obstacle and maintain effective running style. • To run for distance. • To complete an obstacle course with control and agility. <p>Key Vocabulary: Jumping, hurdle, obstacle, control</p>	<p>Overview: Improving running, jumping and throwing techniques and introduce passing the baton for relays. Utilising skills in competitive situation</p> <p>Objectives:</p> <ul style="list-style-type: none"> • To run in different directions and at different speeds, using a good technique. • To improve throwing technique. • To reinforce jumping techniques. • To understand the relay and passing the baton. • To choose and understand appropriate running techniques. • To compete in a mini competition, recording scores. <p>Key Vocabulary: Direction, speed, technique, relay, baton, competition</p>	<p>Overview: Running different distances and throwing with power and accuracy. Utilising skills in competitive situation</p> <p>Objectives:</p> <ul style="list-style-type: none"> • To select and maintain a running pace for different distances. • To practise throwing with power and accuracy. • To throw safely and with understanding. • To demonstrate good running technique in a competitive situation. • To explore different footwork patterns. • To understand which technique is most effective when jumping for distance. • To utilise all the skills learned in this unit in a competitive situation. <p>Key Vocabulary: Pace, distances, power, accuracy, technique, competitive</p>	<p>Overview: Refining running technique for different distances, as well as relays. Demonstrating good technique in competitive situation</p> <p>Objectives:</p> <ul style="list-style-type: none"> • To use correct technique to run at speed. • To develop the ability to run for distance. • To throw with accuracy and power. • To identify and apply techniques of relay running. • To explore different footwork patterns. • To understand which technique is most effective when jumping for distance. • Learn how to use skills to improve the distance of a pull throw. • To demonstrate good techniques in a competitive situation. <p>Key Vocabulary: Technique, accuracy, power, relay, footwork patterns, pull throw</p>	<p>Overview: Consolidating all skills learnt and choosing and applying most effective techniques. Demonstrating good technique in competitive situation</p> <p>Objectives:</p> <ul style="list-style-type: none"> • To investigate running styles and changes of speed. • To practise throwing with power and accuracy. • To throw safely and with understanding. • To demonstrate good running technique in a competitive situation. • To explore different footwork patterns. • To understand which technique is most effective when jumping for distance. • To utilise all the skills learned in this unit in a competitive situation. <p>Key Vocabulary: Speed, power, accuracy, technique, competitive, footwork patterns, utilise</p>



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Games					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Multi-Skills Throwing and catching Rolling Kicking Performing skills individually Working with a partner</p> <p>Objectives:</p> <ul style="list-style-type: none"> • To be confident and keep themselves safe in the space in which an activity/game is being played. • To explore and use skills, actions and ideas individually and in combination to suit the game that is being played. • To show ability to work with a partner in throwing and catching games • To choose and use skills effectively for particular games: • Throw a ball accurately underarm to a target using increasing control. • Show increasing control when rolling an object, using a technique. • Hit a ball with control using an appropriate object. • Explore throwing and catching in different ways. • Explore kicking in different ways with increasing control. <p>Key Vocabulary: Space, throwing, catching, target, rolling, kicking</p>	<p>Multi-Skills Improve co-ordination and control of bodies Link combinations of skills Control a ball when moving Games with an opposition Leading other in simple games Develop basic tactics</p> <p>Objectives:</p> <ul style="list-style-type: none"> • To improve the way they coordinate and control their bodies in various activities. • To remember, repeat and link combinations of skills where necessary. • To develop basic tactics in simple team games and use them appropriately. • To choose use and vary simple tactics. • Catch and control a ball in movement working with a partner or in a small group. • Take part in games where there is an opposition. • Decide where to stand during a team game, to support the game. • Begin to lead others in a simple team game. <p>Key Vocabulary: Repeat, link, opposition, tactics</p>	<p>Invasion: Football, Tag Rugby, Basketball/Netball Net and Racket: Tennis Striking and Fielding: Rounders Other: Dodgeball</p> <p>Objectives:</p> <ul style="list-style-type: none"> • To consolidate and improve the quality of their techniques and their ability to link movements. • To develop the range and consistency of their skills in all games. • To consolidate their ability to choose and use simple tactics and strategies. • To keep, adapt and make rules for different games, and play by them fairly. <p>Invasion Games/ Striking and Fielding Games</p> <ul style="list-style-type: none"> • To accurately pass to someone else and catch/kick the ball, whilst stationary and when moving with the ball (whilst being under pressure). • To begin to maintain possession of the ball in different situations. • To accurately use space to support team mates. <p>Net and Racket Games</p> <ul style="list-style-type: none"> • To take part in opposed conditioned games. • To serve underarm over a target or net. • To accurately pass to someone else. <p>Key Vocabulary: Consistency, strategies, possession, underarm</p>	<p>Invasion: Football, Tag Rugby, Basketball/Netball Net and Racket: Tennis Striking and Fielding: Rounders Other: Dodgeball</p> <p>Objectives:</p> <ul style="list-style-type: none"> • To develop the range and consistency of their skills in all games. • To use rules accurately. • To keep, adapt and make rules for different games, and play by them fairly. • To use and adapt tactics in different situations, individually during a game according to what is happening and with a team during breaks. <p>Invasion Games/ Striking and Fielding Games</p> <ul style="list-style-type: none"> • To catch a ball consistently with one and two hands. • To consistently throw and catch with accuracy and with speed. • To choose appropriate tactics to cause trouble for the opposition. • To communicate effectively with team mates and work as part of a team and lead a team effectively. • To dodge defenders, being aware of opponents. <p>Net and Racket Games</p> <ul style="list-style-type: none"> • To confidently use forearm. • To be able to return a pass confidently. • To begin to start rallies (x3+), passing back and forth. <p>Key Vocabulary: Accuracy, speed, communicate, dodge, defenders, forearm, rallies</p>	<p>Invasion: Football, Tag Rugby, Basketball/Netball, Hockey Net and Racket: Badminton Striking and Fielding: Cricket</p> <p>Objectives:</p> <ul style="list-style-type: none"> • To develop a broader range of techniques and skills for attacking and defending. • To develop consistency in their skills. • To know and apply the basic strategic and tactical principles of attack, and to adapt them in different situations. • To choose and apply skills more consistently in all games. Choose the best tactics needed to suit the game. <p>Invasion Games/ Striking and Fielding Games</p> <ul style="list-style-type: none"> • To control and catch a ball. • To pass the ball accurately whilst moving. • To work alongside team mates to gain and keep possession of the ball. • To use a variety of techniques to pass the ball. <p>Net and Racket Games</p> <ul style="list-style-type: none"> • To control a ball accurately with a racket. • To use forehand and backhand with a racquet. • To work alone/in pairs to gain possession of the ball. • To use forehand and backhand consistently. <p>Key Vocabulary: Attacking, defending, strategic, tactical, forehand, backhand</p>	<p>Invasion: Football, Tag Rugby, Basketball/Netball, Hockey Net and Racket: Badminton Other: Volleyball</p> <p>Objectives:</p> <ul style="list-style-type: none"> • To choose, combine and perform skills more fluently and effectively in invasion, striking and net games. • To understand, choose and apply a range of strategies for defence and attack. • To use tactics and strategies more consistently in similar games (making links). • To explain rules to other confidently and accurately. • To effectively make a team plan and communicate this to others. Leading others in and out of a game situation. <p>Invasion Games/ Striking and Fielding Games</p> <ul style="list-style-type: none"> • To use all members of a team effectively. • To control movement with a ball in opposed situation, whilst moving. • To play longer duration games, to encourage use of skills and tactics learnt. <p>Key Vocabulary: Fluently, invasion, striking, duration</p>

Loved, Listened to, Challenged, Inspired