

## **Physical Education (PE) Curriculum – What will the children actually learn?**

### **Key Threshold Concepts (Substantive Knowledge)**

When constructing our curriculum, we considered key threshold concepts or “the big ideas” which shape the ways pupils think within each subject. These threshold concepts, also known as “substantive knowledge,” are explored in every year group which help pupils gradually increase their understanding of them. Over time this approach of revisiting concepts helps children to *know more and remember more*. In our PE lessons children are taught the key threshold concepts (substantive knowledge) below:

- i) Fundamental movement: Stability                      ii) Fundamental movement: Locomotion                      iii) Fundamental movement: Object control

The key threshold concepts for each class are set out in our three learning Milestones. Milestone 1 (Years 1 & 2), Milestone 2 (Years 3 & 4) and Milestone 3 (Year 5 & 6). These can be seen below alongside the topics that are to be taught in each class.

### **Topic Specific Milestones**

In addition to the key threshold Milestones our curriculum sets out progression in the form of topic specific ‘Milestones’ for every topic taught. Each Milestone contains a range of descriptors which provide details of the skills, within each topic, to be covered and taught in class. KS1 children work to achieve the objectives set out in Milestone 1. Lower KS2 children work to achieve the objectives set out in Milestone 2 and upper Key Stage 2 children work to achieve the objectives set out in Milestone 3.

### **Vocabulary:**

Research has shown that pupils with the most extensive vocabulary have:

- better reasoning, inference and pragmatic skills
- academic success and employment
- better mental health in adulthood.

Each milestone introduces a range of age appropriate PE vocabulary that the teacher will teach and revisit throughout the two-year period that the children are working on these milestone targets. These are set out below. In addition to this, each topic assessment tracker (see below) contains vocabulary that is specific to the individual topic.

**Key Threshold Milestone 1 (Year 1 & 2)**

PE: KS1 – Assessment tracker: Year 1 & 2													
Topic: Fundamental Movement - Milestone 1 (Year 1 & 2)													
<b>Pupils:</b>													
<b>Targets:</b> Children can/know/explain/understand:													
Children can stand on one leg for 10 seconds													
Children can walk along a line, swivel and walk back without falling off the line.													
Children can stand up from rocking back and forth without using their hands to help them.													
Children can start, stop and change pace in response to instructions.													
Children can demonstrate a controlled jump for <b>height</b> (and landing) which is fully extended.													
Children can demonstrate a controlled jump for <b>distance</b> (and landing) which is fully extended.													
Children can demonstrate a smooth, controlled and well-balanced hopping.													
Children can skip and gallop in time to music.													
Children can demonstrate dodging in a variety of ways using controlled movements.													
Children can roll a ball through a target.													
Children can throw a ball ( <b>underarm</b> ) into five different target zones.													
Children can demonstrate the correct techniques for throwing a ball ( <b>overarm</b> ).													
Children can demonstrate that they can catch a variety of different types of ball.													
Children can demonstrate that they can catch a ball that is thrown both by an underarm and an overarm throw.													

Children can demonstrate that they can kick a ball in a variety of different ways <b>(using both feet)</b> .													
Children can dribble a ball (bounce it), in a controlled manner, around a series of cones <b>(using both hands)</b> .													
Children can dribble a ball <b>(using both feet)</b> , in a controlled manner, around a series of cones.													
Children can hit a ball off a tee in five different directions.													

**Topic specific vocabulary:**

movement	striking	dribble	catch	controlled	bounce	under-arm	over-arm	throw	roll	dodge	swivel	balance	target	rocking	height	distance	jump
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**Milestone 1: Vocabulary (words to revisit throughout the two-years that the children study Milestone 1). Shaded words to be covered within this topic.**

movement	striking	dribble	catch	controlled	bounce	under-arm	over-arm	throw	dodge	swivel	balance	target
tactics	opponent	accuracy	aim	teammate	target	consistency	cooperation	pallino	bocce	evade	fielding	opposite
ready position	roll	jump	serve	defender	warm defence	cold defence	submerging	push	glide		entry	exit
forward roll	straight	tuck	star	pathways	body tension	fluent	force	travelling	sequence		vault	stomping
contrasting	height	distance	face	level	egg roll	log roll	unison	rocking	plank position		stationary	apparatus

## Key Threshold Milestone 2 (Year 3 & 4)

PE: Lower KS2 – Assessment tracker: Year 3 & 4													
Topic: Fundamental Movement - Milestone 2 (Year 3 & 4)													
<b>Pupils:</b>													
<b>Targets:</b> Children can/know/explain/understand:													
Children can stand on one leg, bend their knee and touch the ground without losing their balance.													
Children can stand on one leg and pass a ball around their body without losing their balance.													
Children can swap places with a partner on a bench without falling off.													
Children can demonstrate five different ways of balancing on a bench (one using hands)													
Children can join two different rolls smoothly and fluently.													
Children can start, stop and change pace in response to instructions.													
Children can demonstrate a control whilst completing a simple jumping for <b>height</b> obstacle course.													
Children can demonstrate a controlled jump for <b>distance</b> (and landing) which is fully extended.													
Children can demonstrate a smooth, controlled and well-balanced hopping.													
Children can skip and gallop in time to music.													
Children can demonstrate dodging in a variety of ways using controlled movements.													
Children can roll a ball through a target.													
Children can throw a ball ( <b>underarm</b> ), through a hoop, to their partner.													
Children can hit a target whilst demonstrating the correct technique for throwing a ball ( <b>overarm</b> ).													

Children can demonstrate that they can catch a small ball even when they need to move side-to-side or forwards and backwards to reach it.													
Children can demonstrate that they can catch a ball that is thrown both by an underarm and an overarm throw.													
Children can demonstrate <b>(using both feet)</b> that they can trap a ball with their feet, kick it (pass it) to the next person and then move into space to receive the ball.													
Children can dribble a ball (bounce it), in a controlled manner, around a series of cones and other children <b>(using both hands)</b> .													
Children can dribble a ball <b>(using both feet)</b> , in a controlled manner, around a series of cones and other children.													
Children can hit a ball (using a variety of balls, racquets and bats), that bounces in front of them, back to their partner.													

**Topic specific vocabulary:**

movement	striking	dribble	catch	controlled	bounce	under-arm	over-arm	throw	roll	dodge	swivel	balance	target	rocking	height	distance	jump
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**Milestone 2: Vocabulary (words to revisit throughout the two-years that the children study Milestone 2). Shaded words to be covered within this topic.**

movement	striking	dribble	catch	controlled	bounce	under-arm	over-arm	throw	dodge	swivel	balance	target
tactics	opponent	accuracy	aim	teammate	target	consistency	cooperation	pallino	bocce	evade	fielding	opposite
ready position	roll	jump	serve	defender	warm defence	cold defence	submerging	push	glide		entry	exit
forward roll	straight	tuck	star	pathways	body tension	fluent	force	travelling	sequence		vault	stomping
contrasting	height	distance	face	level	egg roll	log roll	unison	rocking	plank position		stationary	apparatus

### Key Threshold Milestone 3 (Year 5 & 6)

PE: Upper KS2 – Assessment tracker: Year 5 & 6													
Topic: Fundamental Movement - Milestone 3 (Year 5 & 6)													
<b>Pupils:</b>													
<b>Targets:</b> Children can/know/explain/understand:													
Children can stand on one leg, bend their knee and touch the ground without losing their balance.													
Children can stand on one leg and pass a ball around their body without losing their balance.													
Children can stand on one leg (both legs in turn) opposite a partner and throw and catch a ball to them without losing their balance.													
Children can swap places with a partner on a bench without falling off.													
Children can safely demonstrate 5 basic jumps on a bench: one foot to one foot, two foot to one foot, two foot to two foot, two foot to one foot and hopping on the spot.													
Children can demonstrate five different ways of dismounting from a bench (one using hands)													
Children can perform three different rolls on the apparatus.													
Children can run through an obstacle course which includes hurdles and under/over hoops.													
Children can demonstrate control whilst completing a simple jumping for <b>height</b> obstacle course or game.													
Children can demonstrate a controlled jump for <b>distance</b> (and landing) which is fully extended.													
Children can demonstrate smooth, controlled and well-balanced hopping around a course whilst throwing and catching a ball.													
Children demonstrate they can skip and gallop whilst playing invasion games.													

Children can demonstrate dodging in a variety of ways using controlled movements.													
Children can roll a ball at a target to knock it down e.g. skittle													
Children can throw a ball ( <b>underarm</b> ), to hit a moving target e.g. dodgeball.													
Children can hit a moving target e.g. a large ball, whilst demonstrating the correct technique for throwing a ball ( <b>overarm</b> ).													
Children can demonstrate that they can catch a small ball even when they need to move side-to-side or forwards and backwards to reach it.													
Children can demonstrate that they can catch a ball ( <b>with soft hands</b> ) that is thrown both by an underarm and an overarm throw.													
Children can demonstrate ( <b>using both feet</b> ) that they can trap a ball with their feet, kick it (pass it) to the next person and then move into space to receive the ball.													
Children can dribble a ball (bounce it), in a controlled manner whilst protecting it from their opponent who is trying to steal the ball. ( <b>using both hands</b> ).													
Children can dribble a ball ( <b>using both feet</b> ) whilst protecting it from their opponent who is trying to steal the ball.													
Children can hit a ball (using a variety of balls, racquets and bats), that comes straight to them without bouncing first.													

#### Topic specific vocabulary:

movement	striking	dribble	catch	controlled	bounce	under-arm	over-arm	throw	roll	dodge	swivel	balance	target	rocking	height	distance	jump
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#### Milestone 3: Vocabulary (words to revisit throughout the two-years that the children study Milestone 3). Shaded words to be covered within this topic.

movement	striking	dribble	catch	controlled	bounce	under-arm	over-arm	throw	dodge	swivel	balance	target
tactics	opponent	accuracy	aim	teammate	target	consistency	cooperation	pallino	bocce	evade	fielding	opposite
ready position	roll	jump	serve	defender	warm defence	cold defence	submerging	push	glide		entry	exit
forward roll	straight	tuck	star	pathways	body tension	fluent	force	travelling	sequence		vault	stomping
contrasting	height	distance	face	level	egg roll	log roll	unison	rocking	plank position		stationary	apparatus

## TOPICS TAUGHT in KS1:

In addition to the specific skills that the children will keep revisiting through the key concepts or substantive knowledge there will be specific learning related to individual topics. At Stapleford Primary School children are taught in mixed age classes e.g. Years 1 & 2 together etc. As a result, we have a two-year topic plan to prevent the children repeating subject matter. More detail is shown below as to what will be taught within each topic.

### KS1 (Class 3 – Years 1 & 2) Rolling Programme

Subject	Year A (2022-2023), (2024-2025) (2026-2027) etc.			Year B (2021-2022), (2023-2024), (2025-2026) etc.		
	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
<b>PE</b> <small>(see Chris Quigley: PE Curriculum Companion for topic details)</small>	<b>Fundamental movement (Milestone 1):</b> - Stability i) Balancing on one leg ii) Walking the beam iii) Rolling  <b>Target games:</b> i) Fair and square ii) Python iii) Beanbag bocce  <b>Tag games:</b> i) Mr Wolf	<b>Fundamental movement (Milestone 1):</b> - Locomotion i) Running ii) Jumping for height iii) Jumping for distance iv) Hopping v) Galloping vi) Skipping vii) Dodging  <b>Dance:</b> i) Based on a book ii) Mystery dance iii) Superheroes	<b>Fundamental movement (Milestone 1):</b> - Object control i) Rolling a ball ii) Underarm throwing iii) Overarm throwing iv) Catching v) Kicking vi) Bouncing a ball (Dribbling) vii) Dribbling with feet viii) Striking a ball  <b>Striking and fielding games:</b> i) Give me five ii) All together now iii) Plank and weave	<b>Fundamental movement (Milestone 1):</b> - Stability i) Balancing on one leg ii) Walking the beam iii) Rolling  <b>Invasion games:</b> i) Triangle passing ii) Two on one iii) Dribble and score	<b>Fundamental movement (Milestone 1):</b> - Locomotion i) Running ii) Jumping for height iii) Jumping for distance iv) Hopping v) Galloping vi) Skipping vii) Dodging  <b>Gymnastics:</b> i) Partner sequence ii) Vault iii) Apparatus	<b>Fundamental movement (Milestone 1):</b> - Object control i) Rolling a ball ii) Underarm throwing iii) Overarm throwing iv) Catching v) Kicking vi) Bouncing a ball (Dribbling) vii) Dribbling with feet viii) Striking a ball  <b>Net and wall games:</b> i) Racket fun ii) On the spot iii) Throwing tennis

**Milestone 1: Vocabulary (words to revisit throughout the two-years that the children study Milestone 1). Shaded words to be covered within this topic.**

movement	striking	dribble	catch	controlled	bounce	under-arm	over-arm	throw	dodge	swivel	balance	target
tactics	opponent	accuracy	aim	teammate	target	consistency	cooperation	pallino	bocce	evade	fielding	opposite
ready position	roll	jump	serve	defender	warm defence	cold defence	submerging	push	glide		entry	exit
forward roll	straight	tuck	star	pathways	body tension	fluent	force	travelling	sequence		vault	stomping
contrasting	height	distance	face	level	egg roll	log roll	unison	rocking	plank position		stationary	apparatus

**The Assessment Tracker documents below outline what children will learn within each topic in addition to the Fundamental Movement tracking sheets.**

**PE: KS1 Assessment tracker: Year 1 & 2**

**Topic: Target games: i) Fair and square, ii) Python, iii) Beanbag bocce**

<b>Pupils:</b>													
<b>Targets:</b>													
Children can/know/explain/understand:													
Demonstrate effective technique when rolling the ball.													
Refine your technique as the result of previous throws (throw with less/more effort).													
Hit a variety of targets, different shapes, sizes and distance away, as called out by a partner randomly, adjusting your technique quickly and automatically.													
Make decisions on which target to aim for based on your own analysis of your ability.													
Congratulate an opponent when they make a good shot. How does it feel when someone praises you?													
Describe how you decide which piece of equipment to use when aiming at different targets.													
Explain which aspects of this game you are good at. Which areas of the game do you need to work on?													
Demonstrate a low stance and step with the opposite foot into the roll.													
Roll a ball to targets placed at different distances.													
Roll a ball within a boundary.													
Adjust a roll, dependent on information from previous attempts e.g. force needed, direction													
Demonstrate taking turns.													
What might you do if someone is being selfish and taking too many turns?													
Choose the right equipment for the task. Look after it and put it away in the correct place afterwards.													

Do you enjoy working with a team? Explain your answer.													
Throw a beanbag into hoops placed at 1 metre, 2 metres and 3 metres away.													
Demonstrate stepping with the opposite foot and a long arm follow through.													
Make decisions on where to throw depending on the position of the pallino (the target jack) and beanbags from your team and from the opposing team.													
How do you feel when you are kind to people, and they are kind to you?													
If you see someone being unkind to someone else, what might you do?													
Follow the teacher's instructions.													
What does trying hard in a PE lesson look like?													

**Topic specific vocabulary:**

striking	controlled	pallino	accuracy	aim	target	distance	direction	force	bocce	under-arm	over-arm	throw
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**Milestone 1: Vocabulary (words to revisit throughout the two-years that the children study Milestone 1). Shaded words to be covered within this topic.**

movement	striking	dribble	catch	controlled	bounce	under-arm	over-arm	throw	dodge	swivel	balance	target
tactics	opponent	accuracy	aim	teammate	kindness	consistency	cooperation	pallino	bocce	evade	fielding	opposite
ready position	roll	jump	serve	defender	warm defence	cold defence	submerging	push	glide		entry	exit
forward roll	straight	tuck	star	pathways	body tension	fluent	force	travelling	sequence		vault	stomping
contrasting	height	distance	face	level	egg roll	log roll	unison	rocking	plank position		stationary	apparatus

## PE: KS1 Assessment tracker: Year 1 & 2

### Topic: Tag games: Mr Wolf

<b>Pupils:</b>													
<b>Targets:</b>													
Children can/know/explain/understand:													
Accelerate quickly from stationary to running at speed.													
Run while changing direction quickly to avoid a tagger from behind.													
Chase someone to tag them, anticipating their changes of direction													
Demonstrate dodging and changes of speed while chasing someone.													
What safety rules might there be in this game?													
What would trying hard look like in this game?													
What does it feel like if you try hard and you are successful?													
Is it important to always try your best? Why?													
Explain how and why changes occur in your body during this game.													

### Topic specific vocabulary:

speed	controlled	dodge	accuracy	safety	target	distance	direction	force	slip	turn	anticipate
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### Milestone 1: Vocabulary (words to revisit throughout the two-years that the children study Milestone 1). Shaded words to be covered within this topic.

movement	striking	dribble	catch	controlled	bounce	under-arm	over-arm	throw	dodge	swivel	balance	target
tactics	opponent	accuracy	aim	teammate	kindness	consistency	cooperation	pallino	bocce	evade	fielding	opposite
ready position	roll	jump	serve	defender	warm defence	cold defence	submerging	push	glide		entry	exit
forward roll	straight	tuck	star	pathways	body tension	fluent	force	travelling	sequence		vault	stomping
contrasting	height	distance	face	level	egg roll	log roll	unison	rocking	plank position		stationary	apparatus

# PE: KS1 Assessment tracker: Year 1 & 2

**Topic: Dance: i) Based on a book, ii) Mystery dance, iii) Superheroes**

<b>Pupils:</b>													
<b>Targets:</b>													
Children can/know/explain/understand:													
Perform a variety of travelling skills.													
Demonstrate a range of jumps.													
Perform a range of turning movements.													
Demonstrate stillness in a variety of body shapes and three gestures using different body parts.													
Create a short dance which demonstrates using emotion to communicate the feel of the dance, e.g. skipping and prancing, being light on your feet and showing that you have lots of energy, like Gerald Giraffe when he is happy at the end of the book.													
With a partner, create and perform a short dance linking together some of the animal movements from the book. Try to demonstrate the different personalities of the animals. Make sure you are both happy about your choices.													
Listen to others' ideas, even if they are different from your own.													
Discuss with a partner what you like about dances you watch. Describe how they make you feel.													
Combine actions to make a short dance phrase, with clear transitions from one to the other.													
Demonstrate the difference between two types of stillness (e.g. wait and pause).													
Working with a partner, combine two, three-action movement phrases together, adjusting the order for fluency and effect.													
Change actions using the movement adaptations. Change the order of the movements to make easier transitions.													

How can you and your partner adapt your behaviour to ensure you work together well?													
Focus on areas to develop and try hard to improve them.													
Evaluate the difference in the way you feel if you have to work hard to achieve something to how you feel if you find something easy.													
Identify patterns in the ways that a superhero might move and demonstrate these.													
Perform contrasting movements for superheroes, e.g. moving slowly and quietly as opposed to quickly and forcefully. Create and remember a short sequence.													
Decide which movements to change using movement adaptations. Use a word bank of adaptations as inspiration.													
Create a set of rules for dance lessons. Cite evidence for your choices.													
Explain to a partner two things they are good at and one thing they could do to improve.													
What would you say to encourage a friend who did not want to take part in PE?													

**Topic specific vocabulary:**

speed	controlled	movement	accuracy	safety	adaptation	distance	direction	force	stillness	gestures	emotion
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**Milestone 1: Vocabulary (words to revisit throughout the two-years that the children study Milestone 1). Shaded words to be covered within this topic.**

movement	striking	dribble	catch	controlled	bounce	under-arm	over-arm	throw	dodge	swivel	balance	target
tactics	opponent	accuracy	aim	teammate	kindness	consistency	cooperation	pallino	bocce	evade	fielding	opposite
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forward roll	straight	tuck	star	pathways	body tension	fluent	force	travelling	sequence		vault	stomping
contrasting	height	distance	face	level	egg roll	log roll	unison	rocking	plank position		stationary	apparatus

# PE: KS1 - Assessment tracker: Year 1 & 2

## Topic: Striking and fielding games: i) Give me five, ii) All together now, iii) Plank and weave

<b>Pupils:</b>													
<b>Targets:</b>													
Children can/know/explain/understand:													
Combine locomotion skills with object control skills, e.g. run to make a successful catch, run to retrieve a moving ball, stop it and throw it, demonstrating efficient technique.													
Kick a ball with accuracy at a target.													
Identify space in the outfield and aim a ball accurately into it.													
Choose how and where to stand to defend the space, making it difficult for the striking team to place the ball and easier for you to retrieve the ball.													
Demonstrate your decision-making in the game.													
Are there any extra rules (safety) to be aware of when playing this game?													
Remember to bring your kit without prompting from someone else.													
Describe the changes in your body during this activity.													
Run at a controlled pace, maintaining the distance between you and the person in front of you.													
Strike a ball off a safety tee at different levels.													
Strike a ball off a safety tee to a partner who moves closer and further away.													
Catch a ball thrown by a partner to either side of the body.													
Choose how and where to send (hit) the ball, making decisions based on the position of opponents.													
Choose how and where to stand to cover the space, making it difficult for the striking team and easy for your team to get the ball back to the infield quickly to make the passes.													

We can't all be good at everything. Why is it important to respect the differences between people?													
Can you give an example of when you have tried hard in an activity?													
What might you do if you find something difficult?													

**Topic specific vocabulary:**

striking	fielding	teammates	accuracy	safety	locomotion	distance	direction	force
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**Milestone 1: Vocabulary (words to revisit throughout the two-years that the children study Milestone 1). Shaded words to be covered within this topic.**

movement	striking	dribble	catch	controlled	bounce	under-arm	over-arm	throw	dodge	swivel	balance	target
tactics	opponent	accuracy	aim	teammate	kindness	consistency	cooperation	pallino	bocce	evade	fielding	opposite
ready position	roll	jump	serve	defender	warm defence	cold defence	submerging	push	glide		entry	exit
forward roll	straight	tuck	star	pathways	body tension	fluent	force	travelling	sequence		vault	stomping
contrasting	height	distance	face	level	egg roll	log roll	unison	rocking	plank position		stationary	apparatus

**PE: KS1 - Assessment tracker: Year 1 & 2**

**Topic: Invasion games: i) Triangle passing ii) Two on one iii) Dribble and score**

<b>Pupils:</b>													
<b>Targets:</b>													
Children can/know/explain/understand:													
Demonstrate the ability to perform a variety of locomotion skills.													
Demonstrate the ability to throw and catch a large ball while stationary.													
Work with a small team to maintain possession of the ball, deciding on when and where to pass.													
Discuss with your team a plan for the order of passing.													
Why is it important to discuss tactics with everyone on the team?													
Why is it important to listen carefully? Give an example of when you didn't listen carefully. What happened as a result of this?													
Engage in lessons with little prompting from the teacher.													
Perform locomotion skills in combination, moving quickly from one type of movement to another.													
Perform two-handed overhead throws with a partner.													
Demonstrate the ability to catch a ball, pass it to a partner and immediately move to another space.													
Work with a partner to maintain possession of the ball, deciding on when and where to pass.													
Move into positions to receive a pass, avoiding the defender.													
Use appropriate passes depending on the position of your teammate and the defender.													
How can you indicate to your teammate where and when you want to receive the ball? Why is this important?													

As a defender, move into a position nearer to the receiver to increase the chances of an interception.													
Congratulate someone on scoring a goal. How does it make you feel?													
Challenge yourself by changing the ball when you have scored a few goals.													
Why is increasing our heart rate good for our health?													
Stop a moving ball with your feet and dribble it, using both feet through a line of cones.													
Trap a rolling ball and score a goal.													
Choose which goal to shoot at depending on the position of the other players.													
How does it feel when someone is unkind to you?													
How does it feel when you suggest an idea and others listen?													
Taking part in physical activity with friends impacts on your physical and mental health. Can you give any examples of this?													

**Topic specific vocabulary:**

movement	dribble	teammates	accuracy	trap	locomotion	distance	direction	force
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**Milestone 1: Vocabulary (words to revisit throughout the two-years that the children study Milestone 1). Shaded words to be covered within this topic.**

movement	striking	dribble	catch	controlled	bounce	under-arm	over-arm	throw	dodge	swivel	balance	target
tactics	opponent	accuracy	aim	teammate	kindness	consistency	cooperation	pallino	bocce	evade	fielding	opposite
ready position	roll	jump	serve	defender	warm defence	cold defence	submerging	push	glide		entry	exit
forward roll	straight	tuck	star	pathways	body tension	fluent	force	travelling	sequence		vault	stomping
contrasting	height	distance	face	level	egg roll	log roll	unison	rocking	plank position		stationary	apparatus

**PE: KS1 - Assessment tracker: Year 1 & 2**

**Topic: Gymnastics: i) Simple sequence ii) Vault iii) Apparatus**

<b>Pupils:</b>													
<b>Targets:</b> Children can/know/explain/understand:													
Demonstrate three ways of travelling.													
Demonstrate balances using large and small body parts.													
Demonstrate the ability to rock backwards and forwards in a small shape, keeping bent legs in tight to the body.													
Demonstrate a log roll.													
Choose and demonstrate four different types of jump.													
Suggest six moves for a routine which can be linked smoothly and fluently. Practise and perform them.													
Demonstrate taking turns on a mat.													
Work with a partner and pick out two things they have done well and one thing they need to improve on.													
Which aspects of gymnastics do you enjoy and which do you find difficult?													
Perform bunny jumps on to the end of a bench, landing with feet and knees between arms, heads up.													
Using five floor spots, set up with one, then two, then two spots. From a short run-up (three steps), place preferred take-off foot onto the first spot, jump from one foot, to two feet, to two feet.													
Perform a star jump off a bench or low piece of apparatus onto a mat.													
What factors impact on how well you perform a jump?													
Someone is pushing into the line and taking more turns than others. What might you do to stop this from happening?													

Explain why it is important to have rules for moving gymnastics equipment safely.													
Contrast the feelings you have when you achieve something without having tried hard with your feelings after working really hard to achieve something.													
Perform three balances on different pieces of apparatus, using a variety of body parts.													
Perform three jumps using different pieces of apparatus: on, off or along.													
Use different pieces of apparatus to demonstrate weight on hands.													
Compose a sequence of six movements using apparatus, linked with different ways of travelling.													
Evaluate the movements you can perform most successfully and combine them into a sequence.													
Evaluate any areas where congestion might occur in the apparatus set up. What might you do to avoid this?													
Evaluate which piece of apparatus provides the most opportunities for you to experiment with different movements.													

**Topic specific vocabulary:**

movement	evaluate	controlled	accuracy		locomotion	distance	direction	jump
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**Milestone 1: Vocabulary (words to revisit throughout the two-years that the children study Milestone 1). Shaded words to be covered within this topic.**

movement	striking	dribble	catch	controlled	bounce	under-arm	over-arm	throw	dodge	swivel	balance	target
tactics	opponent	accuracy	aim	teammate	kindness	consistency	cooperation	pallino	bocce	evade	fielding	opposite
ready position	roll	jump	serve	defender	warm defence	cold defence	submerging	push	glide		entry	exit
forward roll	straight	tuck	star	pathways	body tension	fluent	force	travelling	sequence		vault	stomping
contrasting	height	distance	face	level	egg roll	log roll	unison	rocking	plank position		stationary	apparatus

**PE: KS1 - Assessment tracker: Year 1 & 2**

**Topic: Net and wall games: i) Racket fun ii) On the spot iii) Throwing tennis**

<b>Pupils:</b>													
<b>Targets:</b>													
Children can/know/explain/understand:													
Perform the ready position and show quick changes of direction.													
Grip a tennis racket as if you were shaking someone's hand.													
Stand on a bench with your feet shoulder width apart, bend down and touch the bench without falling over.													
Standing on a bench with your feet shoulder width apart, catch a large ball thrown directly at you.													
Drop a small ball and catch it after one bounce.													
Adapt the position of the body (body tension) to keep the ball on the racket while moving around.													
How can you make sure you don't drop the ball when passing it to another member of the team?													
Come up with some rules about sharing space. In an activity like this, why is it important to follow the rules?													
Use equipment sensibly.													
Some of these challenges are difficult. What might you do to improve your performance?													
Move from the ready position quickly to catch a ball, then return to the base position.													
Where is the best place to aim the ball to make it easy for your partner to reach the ball?													
Once your partner is performing the task well, what could you change to make it slightly more difficult?													

What might you do if your partner is finding the activity difficult and you are beginning to get annoyed?													
What is more important: being able to do something or trying your best? Explain your answer.													
Why do changes occur in your body when you move fast?													
Throw underarm accurately towards a moving target.													
Adapt a throw depending on the height of a net.													
Move to catch a ball and then move back into a base position to cover the court.													
Identify the space in a game and aim shots towards it.													
Throw a ball, varying the force.													
Change the force of a shot depending on the position of an opponent.													
Investigate if it is better to throw a ball hard or accurately.													
Contrast the differences in how you feel when working <b>cooperatively</b> and <b>competitively</b> . Which do you prefer and why?													
Tell your partner two things they are doing well and one thing they need to improve.													
Which aspects of this game do you need to work on?													

**Topic specific vocabulary:**

movement	evaluate	controlled	accuracy	cooperatively	face	distance	direction	ready-position	opponent	serve	body-tension
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**Milestone 1: Vocabulary (words to revisit throughout the two-years that the children study Milestone 1). Shaded words to be covered within this topic.**

movement	striking	dribble	catch	controlled	bounce	under-arm	over-arm	throw	dodge	swivel	balance	target
tactics	opponent	accuracy	aim	teammate	kindness	consistency	cooperation	pallino	bocce	evade	fielding	opposite
ready position	roll	jump	serve	defender	warm defence	cold defence	submerging	push	glide		entry	exit
forward roll	straight	tuck	star	pathways	body tension	fluent	force	travelling	sequence		vault	stomping
contrasting	height	distance	face	level	egg roll	log roll	unison	rocking	plank position		stationary	apparatus

## Lower KS2 (Class 2) Rolling Programme

Subject	Year A (2022-2023), (2024-2025) (2026-2027) etc.			Year B (2021-2022), (2023-2024), (2025-2026) etc.		
	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
<b>PE</b>  <small>(see Chris Quigley: PE Curriculum Companion for topic details)</small>	<b>Fundamental movement (Milestone 2):</b> - Stability i) Balancing on one leg ii) Walking the beam iii) Rolling  <b>Target games:</b> i) Throw golf ii) Corner bowls iii) Bombardment  <b>Tag games:</b> i) Shark tag  <b>Tag rugby</b>  <b>Hockey</b>	<b>Fundamental movement (Milestone 2):</b> - Locomotion i) Running ii) Jumping for height iii) Jumping for distance iv) Hopping v) Galloping vi) Skipping vii) Dodging  <b>Swimming</b>  <b>Dance:</b> i) Based on a picture ii) Mystery dance iii) Traditional folk dance	<b>Fundamental movement (Milestone 2):</b> - Object control i) Rolling a ball ii) Underarm throwing iii) Overarm throwing iv) Catching v) Kicking vi) Bouncing a ball (Dribbling) vii) Dribbling with feet viii) Striking a ball  <b>Striking and fielding games:</b> i) Quick pick up ii) Safe or sorry iii) Round the square iv) Rounders  <b>Athletics:</b> i) Take five jumps ii) Throwing iii) 9.58 seconds	<b>Fundamental movement (Milestone 2):</b> - Stability i) Balancing on one leg ii) Walking the beam iii) Rolling  <b>Invasion games:</b> i) End zone ii) Too many goals iii) Go to jail  <b>Tag rugby</b>  <b>Hockey</b>	<b>Fundamental movement (Milestone 2):</b> - Locomotion i) Running ii) Jumping for height iii) Jumping for distance iv) Hopping v) Galloping vi) Skipping vii) Dodging  <b>Swimming</b>  <b>Gymnastics:</b> i) Partner sequence ii) Vault iii) Apparatus	<b>Fundamental movement (Milestone 2):</b> - Object control i) Rolling a ball ii) Underarm throwing iii) Overarm throwing iv) Catching v) Kicking vi) Bouncing a ball (Dribbling) vii) Dribbling with feet viii) Striking a ball  <b>Striking and fielding games:</b> i) Quick pick up ii) Safe or sorry iii) Round the square iv) Rounders  <b>Athletics:</b> i) Take five jumps ii) Throwing iii) 9.58 seconds

**Milestone 2: Vocabulary (words to revisit throughout the two-years that the children study Milestone 2). Shaded words to be covered within this topic.**

movement	striking	dribble	catch	controlled	bounce	under-arm	over-arm	throw	dodge	swivel	balance	target
tactics	opponent	accuracy	aim	teammate	target	consistency	cooperation	pallino	bocce	evade	fielding	opposite
ready position	roll	jump	serve	defender	warm defence	cold defence	submerging	push	glide		entry	exit
forward roll	straight	tuck	star	pathways	body tension	fluent	force	travelling	sequence		vault	stomping
contrasting	height	distance	face	level	egg roll	log roll	unison	rocking	plank position		stationary	apparatus

**The Assessment Tracker documents below outline what children will learn within each topic in addition to the Fundamental Movement tracking sheets.**

**PE: KS2 - Assessment tracker: Year 3 & 4**

**Topic: Target games: i) Throw golf ii) Corner bowls iii) Bombardment**

<b>Pupils:</b>													
<b>Targets:</b> Children can/know/explain/understand:													
Hit a target set at three different distances consistently.													
Vary the force depending on the position of the target.													
How do you swing your arm when you want less force?													
Explain why it is important to be quiet when someone else is taking a shot. (etiquette)													
Set up a target with an obstacle to make it more difficult for a partner.													
Doctors say that playing outside is good for you. Why do you think that is?													
Demonstrate changes in technique depending on your distance away from the target.													
Hit a small target 2 metres away consistently.													
Knock down three pins, placed 3 metres away, with five balls.													
Is it better to aim for the target or to knock an opponent's ball out of the way?													
How would you react if an opponent made a really good shot, knocked your ball away and won the game?													
What might you do if your teammate missed the shot that would have helped you to win the game?													
What characteristics would someone demonstrating good sportsmanship display?													
What do you think of the idea of winning at all costs? Explain your answer.													
Set up a scoring system for all the games.													
Do you prefer individual or team sports? Explain your answer.													

Throw overarm to hit a wall.													
Hit a target 3 metres away at least three out of five times.													
Throw overarm to hit a large, moving target consistently.													
Does the position you make contact with the target ball impact on how far it rolls?													
How does your positioning in relation to the ball impact on your ability to move the ball?													
What can you do to support someone who is finding the activity difficult?													
What hazards might arise during the playing of the game? Ensure you keep a look-out for these during the lesson.													
What does being proud feel like? Describe a time when you have felt proud.													

**Topic specific vocabulary:**

target	opponent	aiming	cost-benefit	hazards	proud	obstacle	swing	teammate	sportsmanship	etiquette
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**Milestone 2: Vocabulary (words to revisit throughout the two-years that the children study Milestone 2). Shaded words to be covered within this topic.**

movement	striking	dribble	catch	controlled	bounce	under-arm	over-arm	throw	dodge	swivel	balance	target
tactics	opponent	accuracy	aim	teammate	kindness	consistency	cooperation	pallino	bocce	evade	fielding	opposite
ready position	roll	jump	serve	defender	warm defence	cold defence	submerging	push	glide		entry	exit
forward roll	straight	tuck	star	pathways	body tension	fluent	force	travelling	sequence		vault	stomping
contrasting	height	distance	face	level	egg roll	log roll	unison	rocking	plank position		stationary	apparatus

**PE: KS2 - Assessment tracker: Year 3 & 4**

**Topic: Tag games: Shark tag & Tag rugby**

<b>Pupils:</b>													
<b>Targets:</b>													
Children can/know/explain/understand:													
Run at speed, dodging through players standing on the spot, who can move their arms to tag.													
Working with a partner, take turns at being the chaser, sharing a space with other pairs.													
Demonstrate strategies to avoid sharks, and explain what they are.													
Sharks – come up with a team strategy to tag more players.													
Demonstrate an understanding of how to tackle in tag rugby.													
Demonstrate an understanding of how to score in tag rugby.													
Demonstrate an understanding of how to pass in tag rugby.													
Demonstrate an understanding of how to defend in tag rugby.													
What aspects of this game might some students find difficult? How will you know if this is happening?													
What might you do to support someone who is finding this activity difficult?													
How might you support someone who is caught during this activity?													
How could you adapt this game to ensure everyone is included?													
Take your pulse rate before and after the game. Describe and give reasons for the changes.													

**Topic specific vocabulary:**

evasive	opponent	catch	tag	dodge	travelling	speed	turn	teammate	sportsmanship	swivel
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**Milestone 2: Vocabulary (words to revisit throughout the two-years that the children study Milestone 2). Shaded words to be covered within this topic.**

movement	striking	dribble	catch	controlled	bounce	under-arm	over-arm	throw	dodge	swivel	balance	target
tactics	opponent	accuracy	aim	teammate	kindness	consistency	cooperation	pallino	bocce	evade	fielding	opposite
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forward roll	straight	tuck	star	pathways	body tension	fluent	force	travelling	sequence		vault	stomping
contrasting	height	distance	face	level	egg roll	log roll	unison	rocking	plank position		stationary	apparatus

## PE: KS2 - Assessment tracker: Year 3 & 4

### Topic: Hockey

<b>Pupils:</b>													
<b>Targets:</b>													
Children can/know/explain/understand:													
Run at speed, dodging through players Whilst carrying a hockey stick.													
Demonstrate an understanding of how to strike or hit a ball in hockey.													
Demonstrate an understanding of how to score in hockey.													
Demonstrate an understanding of how to pass in hockey.													
Demonstrate an understanding of how to defend in hockey.													
Demonstrate an understanding of how to dribble in hockey.													
What might you do to support someone who is finding this activity difficult?													
How might you support someone who is caught during this activity?													
How could you adapt this game to ensure everyone is included?													
Take your pulse rate before and after the game. Describe and give reasons for the changes.													

### Topic specific vocabulary:

dribble	opponent	pass	strike	control	travelling	speed	turn	teammate	sportsmanship	swivel
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### Milestone 2: Vocabulary (words to revisit throughout the two-years that the children study Milestone 2). Shaded words to be covered within this topic.

movement	striking	dribble	catch	controlled	bounce	under-arm	over-arm	throw	dodge	swivel	balance	target
tactics	opponent	accuracy	aim	teammate	kindness	consistency	cooperation	pallino	bocce	evade	fielding	opposite
ready position	roll	jump	serve	defender	warm defence	cold defence	submerging	push	glide		entry	exit
forward roll	straight	tuck	star	pathways	body tension	fluent	force	travelling	sequence		vault	stomping
contrasting	height	distance	face	level	egg roll	log roll	unison	rocking	plank position		stationary	apparatus

**PE: KS2 - Assessment tracker: Year 3 & 4**

**Topic: Swimming (we follow the Swim England Learn to Swim Framework)**

<b>Pupils:</b>													
<b>Targets:</b> Children can/know/explain/understand:													
<b>Stage 1:</b> By completing this Award, with or without floatation equipment or support, you will be able to: Enter the water safely.													
Move forward for a distance of 5 metres, feet may be on or off the floor.													
Move backwards for a distance of 5 metres, feet may be on or off the floor.													
Move sideways for a distance of 5 metres, feet may be on or off the floor.													
Scoop the water and wash the face.													
Be comfortable with water showered from overhead.													
Move from a flat floating position on the back and return to standing.													
Move from a flat floating position on the front and return to standing.													
Push and glide in a flat position on the front from a wall.													
Push and glide in a flat position on the back from a wall.													
Give examples of two pool rules.													
Exit the water safely.													
<b>Stage 2:</b> Jump in from poolside safely.													
Blow bubbles a minimum of three times rhythmically, with nose and mouth submerged.													
Move from a flat floating position on the back and return to standing without support.													
Move from a flat floating position on the front and return to standing without support.													
Push from a wall and glide on the back – arms can be by the side or above the head.													

Push from a wall and glide on the front with arms extended.													
Travel using a recognised leg action with feet off the pool floor on the back for 5 metres, without the use of floatation equipment.													
Travel using a recognised leg action with feet off the pool floor on the front for 5 metres, without the use of floatation equipment.													
Perform a tuck to rotate from a flat floating position on the front, to a back floating position, then return to standing.													
Perform a tuck to rotate from a flat floating position on the back, to a front floating position, then return to standing.													
Perform a log roll from the back to the front.													
Perform a log roll from the front to the back.													
Exit the water without support.													
<b>Stage 3:</b> Jump in from poolside and submerge.													
Sink, push away from wall and maintain a streamlined position.													
Push and glide on the front with arms extended and log roll onto the back.													
Push and glide on the back with arms extended and log roll onto the front.													
Travel 5 metres on the front, perform a tuck to rotate onto the back and return on the back.													
Fully submerge to pick up an object.													
Correctly identify three of the four key water safety messages. Children understand that the four key water safety messages include: 1. Stop and Think – Always swim in a safe place. 2. Stay Together – Always swim with an adult. 3. Float – If you fall in, float, breathe and relax. 4. Call 999 – If someone else in trouble, call 999.													
Push and glide and travel 10 metres on the back.													
Push and glide and travel 10 metres on the front.													
Perform a tuck float and hold for three seconds.													

Exit the water without using steps.													
<b>Stage 4:</b> Perform a sequence of changing shapes (minimum of three) whilst floating on the surface and demonstrate an understanding of floating.													
Push and glide from the wall towards the pool floor.													
Kick 10 metres backstroke (one item of equipment optional).													
Kick 10 metres front crawl (one item of equipment optional).													
Kick 10 metres butterfly on the front or on the back.													
Kick 10 metres breaststroke on the front (one item of equipment optional).													
Perform a head first sculling action for 5 metres in a flat position on the back.													
Travel on back and log roll in one continuous movement onto front.													
Travel on front and log roll in one continuous movement onto back.													
Push and glide and swim 10 metres, choice of stroke is optional.													
<b>Stage 5:</b> Perform a flat stationary scull on the back.													
Perform a feet first sculling action for 5 metres in a flat position on the back.													
Perform a sculling sequence with a partner for 30-45 seconds to include a rotation.													
Tread water for 30 seconds.													
Perform three different shaped jumps into deep water.													
Push and glide and swim 10 metres backstroke (performed to Swim England expected standards).													
Push and glide and swim 10 metres front crawl (performed to Swim England expected standards).													
Push and glide and swim 10 metres breaststroke (performed to Swim England expected standards).													
Push and glide and swim 10 metres butterfly (performed to Swim England expected standards).													

Perform a handstand and hold for a minimum of three seconds.													
Perform a forward somersault.													
Demonstrate an action for getting help.													
<b>Stage 6</b> Give two examples of how to prepare for exercise and understand why it is important.													
Sink, push off on side from the wall, glide, kick and rotate into backstroke.													
Sink, push off on side from the wall, glide, kick and rotate into front crawl.													
Swim 10 metres wearing clothes.													
Push and glide and swim front crawl to include at least six rhythmical breaths.													
Push and glide and swim breaststroke to include at least six rhythmical breaths.													
Push and glide and swim butterfly to include at least three rhythmical breaths.													
Push and glide and swim backstroke to include at least six regular breaths.													
Push and glide and swim 25 metres, choice of stroke is optional (performed to Swim England expected standards).													
Perform a 'shout and signal' rescue.													
Perform a surface dive.													
<b>Stage 7:</b> Push and glide and swim 25 metres backstroke (performed to Swim England expected standards).													
Push and glide and swim 25 metres front crawl (performed to Swim England expected standards).													
Push and glide and swim 25 metres breaststroke (performed to Swim England expected standards).													
Push and glide and swim 25 metres butterfly (performed to Swim England expected standards).													
Perform a movement sequence (linking skills with strokes and sculls) of one minute duration, in a group of three or more, incorporating a number of the following skills: Sculling: head first, feet first													

Rotation: forward or backward somersault, log roll Floating: star on the front or on the back, tuck float, create own Eggbeater: Moving, lifting one or both arms out of the water													
Perform a sitting dive or dive.													
Push and glide and swim 50 metres continuously using one stroke (performed to Swim England expected standards).													
Push and glide and swim 100 metres, using a minimum of three different strokes (performed to Swim England expected standards).													
Tread water using eggbeater action for 30 seconds.													
Complete an obstacle course (using minimum of four objects) with feet off the pool floor throughout.													

**Topic specific vocabulary:**

submerge	glide	entry	exit	stroke	scull	speed	tread water	rotation	dive	surface
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**Milestone 2: Vocabulary (words to revisit throughout the two-years that the children study Milestone 2). Shaded words to be covered within this topic.**

movement	striking	dribble	catch	controlled	bounce	under-arm	over-arm	throw	dodge	swivel	balance	target
tactics	opponent	accuracy	aim	teammate	kindness	consistency	cooperation	pallino	bocce	evade	fielding	opposite
ready position	roll	jump	serve	defender	warm defence	cold defence	submerging	push	glide		entry	exit
forward roll	straight	tuck	star	pathways	body tension	fluent	force	travelling	sequence		vault	stomping
contrasting	height	distance	face	level	egg roll	log roll	unison	rocking	plank position		stationary	apparatus

**PE: KS2 - Assessment tracker: Year 3 & 4**

**Topic: Dance:i) Based on a picture, ii) Mystery dance, iii) Traditional folk dance**

<b>Pupils:</b>													
<b>Targets:</b> Children can/know/explain/understand:													
Students compose a narrative dance using a painting as a stimulus e.g. Coming from the Mill by L. S. Lowry. The dance should include a sequence of between four and six movements, which can be recalled and repeated, and the use of dynamics and compositional devices to perform expressively.													
Use movements inspired by the painting to create a short dance including the five key actions of dance. Interpret what is happening in the painting. Compose a dance showcasing three different people from the painting. With a partner, demonstrate the pathways and step patterns of two characters within the painting.													
With a partner, use gesture to create a movement phrase to replicate the machinery in the factory. Practise and refine, based on feedback from another pair. Demonstrate the use of canon within a dance													
Watch the ballet 'A Simple Man' <a href="https://www.youtube.com/watch?v=fsOKcqSamw0">https://www.youtube.com/watch?v=fsOKcqSamw0</a> . Explain which parts of the dance you enjoyed and why. Listen to the points of view of a partner, especially if he/she disagrees with you. Explain what you would do if someone in the group was unhappy													
Teach others a simple dance, with clear instructions and demonstrations. Give feedback on the performance.													
Describe which areas of dance you feel comfortable with and enjoy.													
Link together fluently actions chosen from the actions/gestures cards provided.													
Create a short dance within a small group, showcasing four actions of choice, repeated to demonstrate the impact of movement adaptations. Use two relationship devices of choice, e.g. move apart, back to back.													
Work with a partner to decide on the order of movements within a dance. Ensure you													

think about how your actions impact on your partner.													
Plan and deliver a warm-up, specifically for a dance lesson.													
Keep a diary of participation in physical activities in and out of school.													
Perform a do-si-do with a partner. Perform a right- and left-hand star in a group of four. Join hands in a circle – demonstrate dancing to the left for four bars of music (eight steps), then back to the right (circle left, circle right).													
Clap hands to the beat. Research a dance from your local area. Demonstrate some of the steps.													
Which are the most important skills and qualities needed to work well as a group?													
How might you encourage others to join in?													
Describe how it feels to dance with your friends.													

**Topic specific vocabulary:**

submerge	controlled	swivel	balance	accuracy	consistency	Ready position	jump	tuck	star	fluent	travelling	sequence
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**Milestone 2: Vocabulary (words to revisit throughout the two-years that the children study Milestone 2). Shaded words to be covered within this topic.**

movement	striking	dribble	catch	controlled	bounce	under-arm	over-arm	throw	dodge	swivel	balance	target
tactics	opponent	accuracy	aim	teammate	kindness	consistency	cooperation	pallino	bocce	evade	fielding	opposite
ready position	roll	jump	serve	defender	warm defence	cold defence	submerging	push	glide		entry	exit
forward roll	straight	tuck	star	pathways	body tension	fluent	force	travelling	sequence		vault	stomping
contrasting	height	distance	face	level	egg roll	log roll	unison	rocking	plank position		stationary	apparatus

**PE: KS2 - Assessment tracker: Year 3 & 4**

**Topic: Striking and fielding games: i) Quick pick up, ii) Safe or sorry, iii) Round the square, iv) Rounders**

<b>Pupils:</b>													
<b>Targets:</b>													
Children can/know/explain/understand:													
Demonstrate running forwards at speed.													
Decelerate to pick up ball.													
Throw accurately over distance.													
Run with a cricket bat. Touch it down within the crease.													
Batters – adapt the speed of the run depending on the position of the fielder.													
How can you tell if someone is not enjoying this game?													
Design and deliver a warm-up for this game to a small group.													
Describe the positive aspects of working with others during physical activity.													
Catch and immediately throw a ball to a partner, while on the move.													
Pick up a rolling ball from the ground and immediately pass it to a partner.													
Demonstrate running forwards at speed, then turn quickly to run back again.													
Hit a small ball effectively off a tee with a small bat.													
How will the speed of your run change depending on where the ball is in relation to the fielding team?													
Your team need 2 points to win and it is the last throw of the game. Your teammate decides to go for 6 points, but the fielding team return the ball to the hoop before he/she gets back, resulting in no score. You are the team captain. What will you say to the team?													
Use a whiteboard to make a scoreboard and display the score as the game progresses.													
Plan and make a simple meal to replace energy after physical activity.													
Hit a target from 3 metres away.													

Run to retrieve a ball and immediately throw it at a target.														
Throw a ball overarm with a straight arm.														
Strike a ball with a large bat.														
Batters – adjust the force of the strike depending on where you want to place the ball.														
Fielders – choose which wicket to bowl at.														
Make a suggestion of a tactic for the game.														
Plan a warm-up specifically for this game.														
Evaluate the risks of not warming up before and cooling down after physical activity.														
To understand the rules of rounders.														
To use the skills learnt, playing the games above, in a game of rounders.														

**Topic specific vocabulary:**

opponent	controlled	swivel	balance	accuracy	bounce	ready position	striking	catch	throw	under-arm	over-arm	target	tactics	aim	fielding
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**Milestone 2: Vocabulary (words to revisit throughout the two-years that the children study Milestone 2). Shaded words to be covered within this topic.**

movement	striking	dribble	catch	controlled	bounce	under-arm	over-arm	throw	dodge	swivel	balance	target
tactics	opponent	accuracy	aim	teammate	kindness	consistency	cooperation	pallino	bocce	evade	fielding	opposite
ready position	roll	jump	serve	defender	warm defence	cold defence	submerging	push	glide		entry	exit
forward roll	straight	tuck	star	pathways	body tension	fluent	force	travelling	sequence		vault	stomping
contrasting	height	distance	face	level	egg roll	log roll	unison	rocking	plank position		stationary	apparatus

**PE: KS2 - Assessment tracker: Year 3 & 4**

**Topic: Athletics: i) Take five jumps, ii) Throwing, iii) 9.58 seconds**

<b>Pupils:</b>													
<b>Targets:</b>													
Children can/know/explain/understand:													
Identify the differences in technique when jumping for height and distance.													
Demonstrate different ways of joining two of the five basic jumps together.													
Choose two of the five basic jumps which will allow you to cover the longest distance.													
Act upon feedback from a partner.													
Watch a partner and give feedback on what they are doing well and how to improve.													
Keep a record of personal best performances.													
Place two cones in a straight line, 2 metres apart. Stand in the middle of the cones. On a signal from a partner, right or left, move to touch the cone and back to the middle.													
Demonstrate a seated balance (knees bent) for 30 seconds without putting hands or feet down.													
Perform five standing push throws/pull throws/sling throws.													
Choose which type of throw will help you throw the furthest.													
Use a tape measure and record the distances thrown.													
Choose some activities that will help you improve your fitness for this activity.													
Stand still on one foot for 10 seconds; change feet and repeat.													
Do five squats.													
Side step, leading with left and right foot. Stand 1 metre away from a partner, who drops a large ball. Try to catch it after one bounce.													
Demonstrate the ready position. Respond rapidly to 'On your marks, set, go'.													
Demonstrate running tall with relaxed shoulders, slight forward lean and good balance.													

Explain how body position affects the start.													
Listen to a team talk led by a teammate and make adjustments.													
Consider the adaptations to equipment you might have to make in this activity to support or challenge someone.													
Explain the strategies you have in place to ensure all sprints will be measured accurately.													
Which other activities will improve as a result of fitness improvements from this activity?													

**Topic specific vocabulary:**

movement	controlled	swivel	balance	accuracy	bounce	ready position	push	exit	travelling	tuck	tall	straight
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**Milestone 2: Vocabulary (words to revisit throughout the two-years that the children study Milestone 2). Shaded words to be covered within this topic.**

movement	striking	dribble	catch	controlled	bounce	under-arm	over-arm	throw	dodge	swivel	balance	target
tactics	opponent	accuracy	aim	teammate	kindness	consistency	cooperation	pallino	bocce	evade	fielding	opposite
ready position	roll	jump	serve	defender	warm defence	cold defence	submerging	push	glide		entry	exit
forward roll	straight	tuck	star	pathways	body tension	fluent	force	travelling	sequence		vault	stomping
contrasting	height	distance	face	level	egg roll	log roll	unison	rocking	plank position		stationary	apparatus

**PE: KS2 - Assessment tracker: Year 3 & 4**

**Topic: Invasion games i) End zone, ii) Too many goals, iii) Go to jail**

<b>Pupils:</b>													
<b>Targets:</b>													
Children can/know/explain/understand:													
Throw and catch underarm and overarm.													
Kick a ball to a moving partner.													
Push a ball to a partner with a hockey stick.													
Send and receive a ball in a variety of ways, e.g. kicking, throwing, striking.													
Pass and receive effectively with your team, while avoiding other teams working in the opposite direction.													
Work to maintain possession as a team and advance towards a target.													
What might you do if an attacker is coming towards you with the ball?													
What does 'empathy' mean? How might you demonstrate empathy when solving conflicts in a group?													
Act as a referee for one of these games. Demonstrate the characteristics of a good referee.													
Dribble a ball, using both feet, through small gates placed around the space.													
Dribble and pass a ball to a partner through a small gate.													
How can you indicate to a partner where you want to receive the ball?													
How does the position of the defenders influence which goal you pass through?													
What are the rules of the game? Ensure everyone on your team knows them.													
Change aspects of the game to make it more difficult. Evaluate the impact of the changes.													
Dodge a chaser effectively. Decelerate quickly to pick up treasure from the ground.													
What factors do you take into account when leaving the safe zone?													

Is it better to go for treasure or to release a player from jail? Does your answer change depending on the status of the game?													
Will players on your team have different roles? If so, what will they be?													
How do you feel when someone steals your tail? How should you react?													
Set up the equipment for the games without prompting from the teacher.													

**Topic specific vocabulary:**

movement	controlled	pass	balance	accuracy	distance	ready position	push	control	travelling	straight
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**Milestone 2: Vocabulary (words to revisit throughout the two-years that the children study Milestone 2). Shaded words to be covered within this topic.**

movement	striking	dribble	catch	controlled	bounce	under-arm	over-arm	throw	dodge	swivel	balance	target
tactics	opponent	accuracy	aim	teammate	kindness	consistency	cooperation	pallino	bocce	evade	fielding	opposite
ready position	roll	jump	serve	defender	warm defence	cold defence	submerging	push	glide		entry	exit
forward roll	straight	tuck	star	pathways	body tension	fluent	force	travelling	sequence		vault	stomping
contrasting	height	distance	face	level	egg roll	log roll	unison	rocking	plank position		stationary	apparatus

**PE: KS2 - Assessment tracker: Year 3 & 4**

**Topic: Gymnastics: i) Partner sequence, ii) Vault, iii) Apparatus**

<b>Pupils:</b>													
<b>Targets:</b>													
Children can/know/explain/understand:													
Demonstrate different ways of travelling.													
Perform different balances, individually and with a partner.													
Devise a sequence of six moves to be performed on apparatus.													
Practise some basic partner balances (simple contact, no weight bearing), matching, mirroring and contrasting.													
Analyse how partner balances could add to the routine.													
Practise and perform the routine. Evaluate the impact.													
Add two relationship techniques. Explain your choices.													
Is it better to include a complicated move that you cannot do consistently or an easier one that you can both perform?													
How can you ensure that both partners' views are taken into account?													
How can you encourage a partner if they are struggling with an activity?													
With your partner, watch another group perform and give feedback on two things they have done well and one thing to improve.													
Demonstrate the hurdle step, using floor markers placed: one, two and two.													
Place hands onto a low box or vaulting table, squat onto the top.													
Does the higher you jump off the end of the box mean the jump will land further away from the box?													
Watch a partner and give feedback on how they might improve a vault.													
Deliver a warm-up to a small group.													
Demonstrate a half-turn jump off a piece of apparatus.													

Demonstrate a front support on a piece of apparatus.													
Demonstrate bunny hops along a bench, jumping from side to side over the bench.													
Perform a roll on a piece of apparatus (including mats).													
Work with a partner to create a short routine using unison and canon.													
Work with a partner to adapt a sequence using movement adaptations to add interest.													
Collaborate with a partner to design a sequence suited to both of you.													
Work with a group to set out a station of apparatus.													
Plan and deliver a warm-up for a small group.													
List some healthy foods a gymnast might eat.													

**Topic specific vocabulary:**

movement	controlled	apparatus	balance	accuracy	jump	ready position	push	tuck	travelling	straight	sequence	roll
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**Milestone 2: Vocabulary (words to revisit throughout the two-years that the children study Milestone 2). Shaded words to be covered within this topic.**

movement	striking	dribble	catch	controlled	bounce	under-arm	over-arm	throw	dodge	swivel	balance	target
tactics	opponent	accuracy	aim	teammate	kindness	consistency	cooperation	pallino	bocce	evade	fielding	opposite
ready position	roll	jump	serve	defender	warm defence	cold defence	submerging	push	glide		entry	exit
forward roll	straight	tuck	star	pathways	body tension	fluent	force	travelling	sequence		vault	stomping
contrasting	height	distance	face	level	egg roll	log roll	unison	rocking	plank position		stationary	apparatus

## Upper KS2 (Class 1) Rolling Programme

Subject	Year A (2022-2023), (2024-2025) (2026-2027) etc.			Year B (2021-2022), (2023-2024), (2025-2026) etc.		
	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
<b>PE</b>  <small>(see Chris Quigley: PE Curriculum Companion for topic details)</small>	<b>Fundamental movement (Milestone 3):</b> - Stability i) Balancing on one leg ii) Walking the beam iii) Rolling  <b>Target games:</b> i) Short boccia ii) Koolchee iii) Target challenge  <b>Tag games:</b> Peg tag  <b>Tag rugby</b>  <b>Football</b>	<b>Fundamental movement (Milestone 3):</b> - Locomotion i) Running ii) Jumping for height iii) Jumping for distance iv) Hopping v) Galloping vi) Skipping vii) Dodging  <b>Swimming</b>  <b>Dance:</b> i) Based on a traditional dance ii) Mystery dance iii) From different eras	<b>Fundamental movement (Milestone 3):</b> - Object control i) Rolling a ball ii) Underarm throwing iii) Overarm throwing iv) Catching v) Kicking vi) Bouncing a ball (Dribbling) vii) Dribbling with feet viii) Striking a ball  <b>Striking and fielding games:</b> i) Continuous cricket ii) Mini tee ball iii) Face the bowler iv) Rounders  <b>Athletics:</b> i) Running ii) Throwing iii) Long jump and triple jump	<b>Fundamental movement (Milestone 3):</b> - Stability i) Balancing on one leg ii) Walking the beam iii) Rolling  <b>Invasion games:</b> i) Kabaddi ii) Outlet pass iii) Ultimate Frisbee  <b>Hockey</b>  <b>Netball</b>	<b>Fundamental movement (Milestone 3):</b> - Locomotion i) Running ii) Jumping for height iii) Jumping for distance iv) Hopping v) Galloping vi) Skipping vii) Dodging  <b>Swimming</b>  <b>Gymnastics:</b> i) Rhythmic gymnastics ii) Vault iii) Partner and group balances	<b>Fundamental movement (Milestone 3):</b> - Object control i) Rolling a ball ii) Underarm throwing iii) Overarm throwing iv) Catching v) Kicking vi) Bouncing a ball (Dribbling) vii) Dribbling with feet viii) Striking a ball  <b>Striking and fielding games:</b> v) Continuous cricket vi) Mini tee ball vii) Face the bowler viii) Rounders  <b>Athletics:</b> iv) Running v) Throwing vi) Long jump and triple jump

**Milestone 3: Vocabulary (words to revisit throughout the two-years that the children study Milestone 3). Shaded words to be covered within this topic.**

movement	striking	dribble	catch	controlled	bounce	under-arm	over-arm	throw	dodge	swivel	balance	target
tactics	opponent	accuracy	aim	teammate	target	consistency	cooperation	pallino	bocce	evade	fielding	opposite
ready position	roll	jump	serve	defender	warm defence	cold defence	submerging	push	glide		entry	exit
forward roll	straight	tuck	star	pathways	body tension	fluent	force	travelling	sequence		vault	stomping
contrasting	height	distance	face	level	egg roll	log roll	unison	rocking	plank position		stationary	apparatus

**The Assessment Tracker documents below outline what children will learn within each topic in addition to the Fundamental Movement tracking sheets.**

**PE: KS2 - Assessment tracker: Year 5 & 6**

**Topic: Target games: i) Short boccia, ii) Koolchee, iii) Target challenge**

<b>Pupils:</b>													
<b>Targets:</b> Children can/know/explain/understand:													
Hit a variety of targets using different throwing techniques.													
Throw a ball into a position to defend a target. What might you do to make it difficult for the other team?													
A member of your team is struggling with this game. How can you encourage them without damaging their self-esteem?													
Referee a game. What character skills did you need to demonstrate?													
Roll a ball to hit a medium moving ball, rolled out by a partner 3 metres away.													
Roll a ball at another ball coming towards you to rebound back to you.													
Where is the best position to roll the ball so that it rebounds to you, giving you the chance of another shot?													
Give positive feedback to ALL players during the game. Why is this important?													
Set up the equipment for this activity. (The only input from the teacher is to tell you which game you are playing).													
Plan and deliver some practices that will improve performance in this game.													
What might you do if your inner voice is constantly telling you that you are no good at this game?													
Hit a variety of targets using different throwing techniques.													
Work with a partner. One partner has two tennis balls, one in each hand, arms stretched out. Standing 1 metre away, demonstrating the ready position, can you catch a ball dropped by your partner before it bounces twice on the floor?													
Play 2v1. Two stationary players pass the ball, while one defender tries to intercept the ball.													
Play 2v1. Two players (who can move) pass the ball, while one defender tries to intercept the ball.													

Explain how the design of your target makes it difficult for attackers to score.													
Why is it important to win and lose with dignity?													
How might you adapt the equipment to include class members who need more support or others who need extra challenge?													
What are the main things to think about when organising a tournament for other students?													

**Topic specific vocabulary:**

movement	controlled	apparatus	balance	accuracy	jump	ready position	tactics	height	aim	straight	bounce	catch
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**Milestone 3: Vocabulary (words to revisit throughout the two-years that the children study Milestone 3). Shaded words to be covered within this topic.**

movement	striking	dribble	catch	controlled	bounce	under-arm	over-arm	throw	dodge	swivel	balance	target
tactics	opponent	accuracy	aim	teammate	target	consistency	cooperation	pallino	bocce	evade	fielding	opposite
ready position	roll	jump	serve	defender	warm defence	cold defence	submerging	push	glide		entry	exit
forward roll	straight	tuck	star	pathways	body tension	fluent	force	travelling	sequence		vault	stomping
contrasting	height	distance	face	level	egg roll	log roll	unison	rocking	plank position		stationary	apparatus

# PE: KS2 - Assessment tracker: Year 5 & 6

## Topic: Tag games: Peg Tag & Tag rugby

<b>Pupils:</b>													
<b>Targets:</b>													
Children can/know/explain/understand:													
Demonstrate the ready position.													
Move in different directions and back to the ready position.													
A partner standing 1 metre away drops a large ball. Try to catch it before it hits the ground twice.													
Facing a partner, try to dodge around them.													
Facing a partner, try to tag them.													
Demonstrate effective positioning on the pitch to make it difficult for a player to steal a peg.													
Demonstrate feinting ( <i>moving the shoulders and head one way then pushing off hard in the other direction</i> ) to trick an opponent.													
What safety considerations have to be taken into account while playing this game?													
What does playing fairly mean in this game?													
What kind of fitness is being developed in this game?													
Demonstrate an understanding of how to tackle in tag rugby.													
Use feinting to dodge past a player.													
Demonstrate an understanding of how to score in tag rugby.													
Demonstrate an understanding of how to pass in tag rugby.													
Demonstrate an understanding of how to defend in tag rugby.													
What aspects of this game might some students find difficult? How will you know if this is happening?													

What might you do to support someone who is finding this activity difficult?													
How might you support someone who is caught during this activity?													
How could you adapt this game to ensure everyone is included?													
Take your pulse rate before and after the game. Describe and give reasons for the changes.													

**Topic specific vocabulary:**

movement	controlled	apparatus	balance	accuracy	jump	ready position	tactics	height	aim	straight	bounce	catch
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**Milestone 3: Vocabulary (words to revisit throughout the two-years that the children study Milestone 3). Shaded words to be covered within this topic.**

movement	striking	dribble	catch	controlled	bounce	under-arm	over-arm	throw	dodge	swivel	balance	target
tactics	opponent	accuracy	aim	teammate	target	consistency	cooperation	pallino	bocce	evade	fielding	opposite
ready position	roll	jump	serve	defender	warm defence	cold defence	submerging	push	glide		entry	exit
forward roll	straight	tuck	star	pathways	body tension	fluent	force	travelling	sequence		vault	stomping
contrasting	height	distance	face	level	egg roll	log roll	unison	rocking	plank position		stationary	apparatus

## PE: KS2 - Assessment tracker: Year 5 & 6

### Topic: Football

Pupils:													
Targets:													
Children can/know/explain/understand:													
Demonstrate an understanding of how to block and tackle.													
Demonstrate an understanding of how to kick a ball to make a short pass.													
Demonstrate an understanding of how to kick a ball to make a long pass.													
Demonstrate an understanding of how to take a throw in.													
Demonstrate an understanding of how to take a corner.													
Demonstrate an understanding of how to take a goal kick.													
Demonstrate an understanding of how to mark a player.													
Demonstrate an understanding of how to aim and shoot.													
Demonstrate an understanding of how to give away a foul or penalty.													
Understand the meaning of red and yellow cards.													
Demonstrate an understanding of how to take a free-kick or penalty.													
Use feinting to dribble around a sequence of cones or past a player.													
What aspects of this game might some students find difficult? How will you know if this is happening?													
What might you do to support someone who is finding this activity difficult?													
How could you adapt this game to ensure everyone is included?													
Take your pulse rate before and after the game. Describe and give reasons for the changes.													

### Topic specific vocabulary:

movement	controlled	dribble	balance	accuracy	opponent	defender	tactics	tackle	aim	straight	bounce	block
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**Milestone 3: Vocabulary (words to revisit throughout the two-years that the children study Milestone 3). Shaded words to be covered within this topic.**

movement	striking	dribble	catch	controlled	bounce	under-arm	over-arm	throw	dodge	swivel	balance	target
tactics	opponent	accuracy	aim	teammate	target	consistency	cooperation	pallino	bocce	evade	fielding	opposite
ready position	roll	jump	serve	defender	warm defence	cold defence	submerging	push	glide		entry	exit
forward roll	straight	tuck	star	pathways	body tension	fluent	force	travelling	sequence		vault	stomping
contrasting	height	distance	face	level	egg roll	log roll	unison	rocking	plank position		stationary	apparatus

**PE: KS2 - Assessment tracker: Year 5 & 6**

**Topic: Swimming (we follow the Swim England Learn to Swim Framework)**

<b>Pupils:</b>													
<b>Targets:</b> Children can/know/explain/understand:													
<b>Stage 1:</b> By completing this Award, with or without floatation equipment or support, you will be able to: Enter the water safely.													
Move forward for a distance of 5 metres, feet may be on or off the floor.													
Move backwards for a distance of 5 metres, feet may be on or off the floor.													
Move sideways for a distance of 5 metres, feet may be on or off the floor.													
Scoop the water and wash the face.													
Be comfortable with water showered from overhead.													
Move from a flat floating position on the back and return to standing.													
Move from a flat floating position on the front and return to standing.													
Push and glide in a flat position on the front from a wall.													
Push and glide in a flat position on the back from a wall.													
Give examples of two pool rules.													
Exit the water safely.													
<b>Stage 2:</b> Jump in from poolside safely.													
Blow bubbles a minimum of three times rhythmically, with nose and mouth submerged.													
Move from a flat floating position on the back and return to standing without support.													
Move from a flat floating position on the front and return to standing without support.													
Push from a wall and glide on the back – arms can be by the side or above the head.													

Push from a wall and glide on the front with arms extended.													
Travel using a recognised leg action with feet off the pool floor on the back for 5 metres, without the use of floatation equipment.													
Travel using a recognised leg action with feet off the pool floor on the front for 5 metres, without the use of floatation equipment.													
Perform a tuck to rotate from a flat floating position on the front, to a back floating position, then return to standing.													
Perform a tuck to rotate from a flat floating position on the back, to a front floating position, then return to standing.													
Perform a log roll from the back to the front.													
Perform a log roll from the front to the back.													
Exit the water without support.													
<b>Stage 3:</b> Jump in from poolside and submerge.													
Sink, push away from wall and maintain a streamlined position.													
Push and glide on the front with arms extended and log roll onto the back.													
Push and glide on the back with arms extended and log roll onto the front.													
Travel 5 metres on the front, perform a tuck to rotate onto the back and return on the back.													
Fully submerge to pick up an object.													
Correctly identify three of the four key water safety messages. Children understand that the four key water safety messages include: 1. Stop and Think – Always swim in a safe place. 2. Stay Together – Always swim with an adult. 3. Float – If you fall in, float, breathe and relax. 4. Call 999 – If someone else in trouble, call 999.													
Push and glide and travel 10 metres on the back.													
Push and glide and travel 10 metres on the front.													
Perform a tuck float and hold for three seconds.													

Exit the water without using steps.													
<b>Stage 4:</b> Perform a sequence of changing shapes (minimum of three) whilst floating on the surface and demonstrate an understanding of floating.													
Push and glide from the wall towards the pool floor.													
Kick 10 metres backstroke (one item of equipment optional).													
Kick 10 metres front crawl (one item of equipment optional).													
Kick 10 metres butterfly on the front or on the back.													
Kick 10 metres breaststroke on the front (one item of equipment optional).													
Perform a head first sculling action for 5 metres in a flat position on the back.													
Travel on back and log roll in one continuous movement onto front.													
Travel on front and log roll in one continuous movement onto back.													
Push and glide and swim 10 metres, choice of stroke is optional.													
<b>Stage 5:</b> Perform a flat stationary scull on the back.													
Perform a feet first sculling action for 5 metres in a flat position on the back.													
Perform a sculling sequence with a partner for 30-45 seconds to include a rotation.													
Tread water for 30 seconds.													
Perform three different shaped jumps into deep water.													
Push and glide and swim 10 metres backstroke (performed to Swim England expected standards).													
Push and glide and swim 10 metres front crawl (performed to Swim England expected standards).													
Push and glide and swim 10 metres breaststroke (performed to Swim England expected standards).													
Push and glide and swim 10 metres butterfly (performed to Swim England expected standards).													

Perform a handstand and hold for a minimum of three seconds.													
Perform a forward somersault.													
Demonstrate an action for getting help.													
<b>Stage 6</b> Give two examples of how to prepare for exercise and understand why it is important.													
Sink, push off on side from the wall, glide, kick and rotate into backstroke.													
Sink, push off on side from the wall, glide, kick and rotate into front crawl.													
Swim 10 metres wearing clothes.													
Push and glide and swim front crawl to include at least six rhythmical breaths.													
Push and glide and swim breaststroke to include at least six rhythmical breaths.													
Push and glide and swim butterfly to include at least three rhythmical breaths.													
Push and glide and swim backstroke to include at least six regular breaths.													
Push and glide and swim 25 metres, choice of stroke is optional (performed to Swim England expected standards).													
Perform a 'shout and signal' rescue.													
Perform a surface dive.													
<b>Stage 7:</b> Push and glide and swim 25 metres backstroke (performed to Swim England expected standards).													
Push and glide and swim 25 metres front crawl (performed to Swim England expected standards).													
Push and glide and swim 25 metres breaststroke (performed to Swim England expected standards).													
Push and glide and swim 25 metres butterfly (performed to Swim England expected standards).													
Perform a movement sequence (linking skills with strokes and sculls) of one minute duration, in a group of three or more, incorporating a number of the following skills: Sculling: head first, feet first													

Rotation: forward or backward somersault, log roll Floating: star on the front or on the back, tuck float, create own Eggbeater: Moving, lifting one or both arms out of the water													
Perform a sitting dive or dive.													
Push and glide and swim 50 metres continuously using one stroke (performed to Swim England expected standards).													
Push and glide and swim 100 metres, using a minimum of three different strokes (performed to Swim England expected standards).													
Tread water using eggbeater action for 30 seconds.													
Complete an obstacle course (using minimum of four objects) with feet off the pool floor throughout.													

**Topic specific vocabulary:**

submerge	glide	entry	exit	stroke	scull	speed	tread water	rotation	dive	surface
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**Milestone 3: Vocabulary (words to revisit throughout the two-years that the children study Milestone 3). Shaded words to be covered within this topic.**

movement	striking	dribble	catch	controlled	bounce	under-arm	over-arm	throw	dodge	swivel	balance	target
tactics	opponent	accuracy	aim	teammate	kindness	consistency	cooperation	pallino	bocce	evade	fielding	opposite
ready position	roll	jump	serve	defender	warm defence	cold defence	submerging	push	glide	entry	exit	
forward roll	straight	tuck	star	pathways	body tension	fluent	force	travelling	sequence	vault	stomping	
contrasting	height	distance	face	level	egg roll	log roll	unison	rocking	plank position	stationary	apparatus	

**PE: KS2 - Assessment tracker: Year 5 & 6**

**Topic: Dance: i) Based on a traditional dance, ii) Mystery dance, iii) From different eras**

<b>Pupils:</b>													
<b>Targets:</b>													
Children can/know/explain/understand:													
Perform a traditional dance from another culture with accurate replication of key features.													
With a partner, create a short dance (see <i>Curriculum Companion Appendix 1: How to compose a dance</i> ) to include canon, unison and gesture. Practise to ensure the different devices are clear to an audience.													
Perform the dance to another pair and ask if they can pick out which devices were used and when.													
Watch a video of a dance. Identify any dance techniques you recognise. Explain the impact they had on the dance.													
Plan and deliver a dance activity.													
Choose at least ten actions from the cards (provided on p.389 of <i>Curriculum Companion</i> ) and link them together fluently into a short dance.													
Demonstrate actions from the five areas (Actions, How, Where, With who or what, Gestures)													
In a small group, create a dance linking to a topic you are studying in another curriculum area. As a group, suggest an area of the dance which could be enhanced and refine it.													
What do you need to be aware of when trying to help others to improve their performance? Give examples of when you have done this well and other times when you wish you had done it differently.													
What are some important qualities of a leader?													

Perform a basic cha cha step.													
Perform a basic salsa step.													
Perform a basic hand jive.													
Perform a basic popping routine, using arms only.													
Create a short armography routine.													
Take into account the abilities of the whole group when deciding which dances to perform.													
Decide which were the most enjoyable dances to perform in a group. Discuss what you think may be the reasons for this.													

**Topic specific vocabulary:**

movement	controlled	sequence	balance	accuracy	tuck	unison	cooperation	push	glide	swivel	travelling	stomping
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**Milestone 3: Vocabulary (words to revisit throughout the two-years that the children study Milestone 3). Shaded words to be covered within this topic.**

movement	striking	dribble	catch	controlled	bounce	under-arm	over-arm	throw	dodge	swivel	balance	target
tactics	opponent	accuracy	aim	teammate	target	consistency	cooperation	pallino	bocce	evade	fielding	opposite
ready position	roll	jump	serve	defender	warm defence	cold defence	submerging	push	glide		entry	exit
forward roll	straight	tuck	star	pathways	body tension	fluent	force	travelling	sequence		vault	stomping
contrasting	height	distance	face	level	egg roll	log roll	unison	rocking	plank position		stationary	apparatus

**PE: KS2 - Assessment tracker: Year 5 & 6**

**Topic: Striking and fielding games: i) Continuous cricket, ii) Mini tee ball, iii) Face the bowler, iv) Rounders**

<b>Pupils:</b>													
<b>Targets:</b>													
Children can/know/explain/understand:													
Strike a ball from a friendly feed to a position of choice.													
Combine hitting and immediately running.													
Accelerate and decelerate quickly while running.													
Catch and immediately throw a ball accurately at a target/stump posts.													
Use a long barrier when fielding.													
Fielders – describe what a fielder should do when the ball is coming towards him/her. Show this within a game.													
Batters – explain how to judge the line of the bowl and position of bounce to make the shot. Demonstrate within a game.													
Batters – how might a batter change stance depending on the type of bowl? Show this within a game.													
Why is it important to uphold the spirit of fair play?													
What should you do if you disagree with the official's decision?													
Strike a ball from a tee into a position of choice.													
Combine hitting and immediately running.													
Accelerate and decelerate quickly while running.													
Catch and immediately throw a ball.													
Be able to run into the correct position to field a ball and catch it effectively from a variety of different levels and different amounts of force.													
Make decisions on the best place to stand to cover the space before the batter strikes the ball.													
Move into a position to back up/cover when a person on a base moves to catch the ball.													

When a fielder retrieves the ball, what factors might influence the decision they make?													
Explain a strategy to outwit opponents while playing this game													
If you break the rules of the game and no one sees you, what would you do?													
Why is it important to be consistent when making decisions as a referee?													
Strike a ball using the correct technique and immediately running.													
Strike a ball from a competitive feed.													
Negotiate the cone efficiently, long step and strong push-off.													
Catch and immediately throw a ball to the appropriate bowler.													
Bowl a ball using the correct technique.													
Batters – read the line and bounce of the ball, changing stance to get into the best position to strike the ball.													
Fielders – move forwards to receive the ball, having already made the decision on which is the best bowler to pass to.													
You are the referee. One team has accused the other team of cheating and they are having an argument. How might you deal with this?													
To understand the rules of rounders.													
To use the skills learnt, playing the games above, in a game of rounders.													

#### Topic specific vocabulary:

movement	controlled	fielding	catch	accuracy	throw	aim	cooperation	tactics	striking	target	travelling	serve
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#### Milestone 3: Vocabulary (words to revisit throughout the two-years that the children study Milestone 3). Shaded words to be covered within this topic.

movement	striking	dribble	catch	controlled	bounce	under-arm	over-arm	throw	dodge	swivel	balance	target
tactics	opponent	accuracy	aim	teammate	target	consistency	cooperation	pallino	bocce	evade	fielding	opposite
ready position	roll	jump	serve	defender	warm defence	cold defence	submerging	push	glide		entry	exit
forward roll	straight	tuck	star	pathways	body tension	fluent	force	travelling	sequence		vault	stomping
contrasting	height	distance	face	level	egg roll	log roll	unison	rocking	plank position		stationary	apparatus

**PE: KS2 - Assessment tracker: Year 5 & 6**

**Topic: Athletics: i) Running, ii) Throwing, iii) Long jump and triple jump**

<b>Pupils:</b>													
<b>Targets:</b>													
Children can/know/explain/understand:													
Demonstrate jogging with good technique.													
Pass a baton to a partner, inside a marked out relay box (10 metres) while running at a moderate speed.													
Run without stopping for at least 4 minutes.													
Run/walk a mile; record how long it takes.													
Improve your time for 1 mile by 10 seconds.													
In teams of six, work out how to run the fastest time for a relay of approximately 200 metres. Record the times for each of your attempts. (This might be over a few weeks.) Explain your strategy.													
Explain how you can work together as a team to perform this task.													
Design a training programme, and follow it, to increase the length of time you can spend running at a consistent pace.													
What can you do to improve your ability to sustain exercise for a period of time?													
What foods might help your performance in running?													
Working with a partner, make a 10-metre circle of cones of different colours. Stand in the centre of the circle. When your partner says a colour, run to the cone, touch it and return to the centre. Repeat five times each and then swap.													
Demonstrate pivoting 180 degrees clockwise and 180 degrees anti-clockwise at speed.													
Hold a front support (plank) position for 15 seconds.													
Demonstrate accuracy in a push throw.													

Demonstrate throwing for distance in a pull throw/sling throw.													
Explain the best body position for an effective throw.													
The higher you throw the object, the further it will go. True or false?													
Which muscles are used when throwing? Describe some warm-up activities to focus on those muscles.													
Catch a ball thrown by a partner, while performing a seated balance with feet off the floor.													
Stand on one leg and perform five mini squats with eyes shut. Change foot and repeat.													
Jump from two feet to two feet, backwards and forwards, in a steady rhythm.													
Perform a standing long jump, two feet to two feet. Measure the distance.													
Choose the best way to use arms to increase the distance jumped.													
Choose a three-step or five-step run-up to improve performance.													
Make a recording sheet for your group. Write down everyone's distances.													
What activities would be suitable for a warm-up for this session?													

**Topic specific vocabulary:**

movement	controlled	balance	muscles	accuracy	spring	jump	force	forward	tuck	height	travelling	speed	throw	baton
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**Milestone 3: Vocabulary (words to revisit throughout the two-years that the children study Milestone 3). Shaded words to be covered within this topic.**

movement	striking	dribble	catch	controlled	bounce	under-arm	over-arm	throw	dodge	swivel	balance	target
tactics	opponent	accuracy	aim	teammate	target	consistency	cooperation	pallino	bocce	evade	fielding	opposite
ready position	roll	jump	serve	defender	warm defence	cold defence	submerging	push	glide		entry	exit
forward roll	straight	tuck	star	pathways	body tension	fluent	force	travelling	sequence		vault	stomping
contrasting	height	distance	face	level	egg roll	log roll	unison	rocking	plank position		stationary	apparatus

**PE: KS2 - Assessment tracker: Year 5 & 6**

**Topic: Invasion games: i) Kabaddi, ii) Outlet pass, iii) Ultimate Frisbee**

<b>Pupils:</b>													
<b>Targets:</b>													
Children can/know/explain/understand:													
Dodge effectively and efficiently through a line of cones.													
Use feinting effectively to dodge a player													
Devise a strategy for the defending team.													
Devise a strategy for the attacker. How might that strategy change as the time counts down?													
What safety considerations need to be taken into account when playing this game?													
Change the activity to make it easier or more difficult.													
Play a passing game in your group, passing and moving to receive the ball. No movement is allowed with the ball. How many successful passes can you make in 1 minute? Vary the types of pass.													
Attackers – if the defending team have just used an outlet pass, get back into positions to defend.													
Defenders – What might be the tactical disadvantage of passing directly out in front of a goal?													
What does fair play look like in this game?													
Run a tournament, ensuring rules are followed in each game.													
Plan a warm-up specifically for this activity and deliver it to a small group.													
Demonstrate effective technique in a variety of throwing skills.													
Catch a frisbee thrown with varying degrees of force near to the body.													
Demonstrate a backhand throw.													

Demonstrate a forehand throw.													
Attacking: On the ball: passing and receiving, moving with the ball, shooting, feinting.													
Attacking: Off the ball: supporting the ball carrier, moving into space, moving towards the goal.													
Defending: On the ball: tackling, intercepting.													
Defending: Off the ball: marking a player, guarding a zone.													
Explain how the notion of a professional foul fits into the concept of the spirit circle.													
Watch a team play and, during a time-out, give them advice on what they are doing well and what they need to improve.													

**Topic specific vocabulary:**

movement	controlled	balance	muscles	accuracy	throw	backhand	forward	travelling	agility	dodge	defender	opponent
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**Milestone 3: Vocabulary (words to revisit throughout the two-years that the children study Milestone 3). Shaded words to be covered within this topic.**

movement	striking	dribble	catch	controlled	bounce	under-arm	over-arm	throw	dodge	swivel	balance	target
tactics	opponent	accuracy	aim	teammate	target	consistency	cooperation	pallino	bocce	evade	fielding	opposite
ready position	roll	jump	serve	defender	warm defence	cold defence	submerging	push	glide		entry	exit
forward roll	straight	tuck	star	pathways	body tension	fluent	force	travelling	sequence		vault	stomping
contrasting	height	distance	face	level	egg roll	log roll	unison	rocking	plank position		stationary	apparatus

## PE: KS2 - Assessment tracker: Year 5 & 6

### Topic: Hockey

<b>Pupils:</b>													
<b>Targets:</b>													
Children can/know/explain/understand:													
Run at speed, dodging through players Whilst carrying a hockey stick.													
Demonstrate an understanding of how to strike or hit a ball in hockey.													
Demonstrate an understanding of how to shoot and score in hockey.													
Demonstrate an understanding of how to pass in hockey.													
Demonstrate an understanding of how to defend in hockey.													
Demonstrate an understanding of how to dribble in hockey.													
To move into space and be ready to receive a pass.													
To receive a pass and control the ball quickly.													
As the goalkeeper know how to best defend your goal.													
What might you do to support someone who is finding this activity difficult?													
How might you support someone who is caught during this activity?													
How could you adapt this game to ensure everyone is included?													
Take your pulse rate before & after the game. Describe & give reasons for changes.													

### Topic specific vocabulary:

dribble	opponent	pass	strike	control	travelling	speed	turn	teammate	sportsmanship	swivel
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### Milestone 3: Vocabulary (words to revisit throughout the two-years that the children study Milestone 3). Shaded words to be covered within this topic.

movement	striking	dribble	catch	controlled	bounce	under-arm	over-arm	throw	dodge	swivel	balance	target
tactics	opponent	accuracy	aim	teammate	kindness	consistency	cooperation	pallino	bocce	evade	fielding	opposite
ready position	roll	jump	serve	defender	warm defence	cold defence	submerging	push	glide		entry	exit
forward roll	straight	tuck	star	pathways	body tension	fluent	force	travelling	sequence		vault	stomping
contrasting	height	distance	face	level	egg roll	log roll	unison	rocking	plank position		stationary	apparatus

## PE: KS2 - Assessment tracker: Year 5 & 6

### Topic: Netball

<b>Pupils:</b>													
<b>Targets:</b>													
Children can/know/explain/understand:													
Demonstrate an understanding of how to block and tackle.													
Demonstrate an understanding of how to make a short (chest) pass.													
Demonstrate an understanding of how to make a bounce pass.													
Demonstrate an understanding of how to make an shoulder pass.													
Demonstrate an understanding of how to make an overhead pass.													
Demonstrate an understanding of how to "give and go."													
Demonstrate an understanding of how to claim a rebound.													
Demonstrate an understanding of how to pivot.													
Demonstrate an understanding of how to man-to-man mark a player.													
Demonstrate an understanding of how to aim and shoot.													
Demonstrate an understanding of how to give away a foul or penalty.													
What aspects of this game might some students find difficult? How will you know if this is happening?													
What might you do to support someone who is finding this activity difficult?													
How could you adapt this game to ensure everyone is included?													
Take your pulse rate before and after the game. Describe and give reasons for the changes.													

### Topic specific vocabulary:

movement	controlled	pass	balance	accuracy	opponent	defender	tactics	pivot	aim	straight	bounce	block
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**Milestone 3: Vocabulary (words to revisit throughout the two-years that the children study Milestone 3). Shaded words to be covered within this topic.**

movement	striking	dribble	catch	controlled	bounce	under-arm	over-arm	throw	dodge	swivel	balance	target
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forward roll	straight	tuck	star	pathways	body tension	fluent	force	travelling	sequence		vault	stomping
contrasting	height	distance	face	level	egg roll	log roll	unison	rocking	plank position		stationary	apparatus

**PE: KS2 - Assessment tracker: Year 5 & 6**

**Topic: Gymnastics: i) Rhythmic gymnastics, ii) Vault, iii) Partner and group balances**

<b>Pupils:</b>													
<b>Targets:</b>													
Children can/know/explain/understand:													
Perform a short gymnastics sequence to include two circling ribbon techniques.													
Perform a short gymnastics sequence to include two different ball techniques.													
Perform a short gymnastics sequence to include two different hoop techniques.													
Devise a routine to perform with a small group, using equipment of your choice.													
Evaluate the gymnastics movements the group can perform well. Choose the equipment group members can use effectively. Design your sequence using these moves.													
How can you ensure differing abilities are included in the group?													
Use video to analyse your performance with your partner. Discuss strengths and areas to be improved.													
Demonstrate a jump from a squat position from on top of a box or table.													
From a short run-up (three to five steps), hurdle step and squat onto and straight off a crosswise box or table and perform a straight jump.													
Choose which jump to perform when jumping off the box or table.													
Decide what is the best distance to jump from when jumping onto the box or table.													
List the safety considerations when vaulting.													
What should a good vault look like?													
What might you do if you find activities hard?													
Demonstrate a cat leap.													
Demonstrate a scissor jump.													

Perform a cartwheel with correct technique													
With a partner, demonstrate a partner balance, with contact, but no weight bearing.													
Compose a short sequence to include four partner balances, one with a small amount of weight bearing.													
Choose sensibly, <i>from page Curriculum Companion p.380</i> , balances that you and a partner can do successfully.													
Demonstrate smooth exits out of and entries into the partner balances chosen.													
Partner work in gymnastics involves trusting your partner. How can you demonstrate trustworthiness in this activity?													
Talk to your team and choose moves that everyone is confident with.													
Which areas of fitness do you need to work on to improve your performance in this activity?													

**Topic specific vocabulary:**

movement	controlled	jump	balance	accuracy	stomping	tuck	star	landing	roll	straight	bounce	leap
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**Milestone 3: Vocabulary (words to revisit throughout the two-years that the children study Milestone 3). Shaded words to be covered within this topic.**

movement	striking	dribble	catch	controlled	bounce	under-arm	over-arm	throw	dodge	swivel	balance	target
tactics	opponent	accuracy	aim	teammate	target	consistency	cooperation	pallino	bocce	evade	fielding	opposite
ready position	roll	jump	serve	defender	warm defence	cold defence	submerging	push	glide		entry	exit
forward roll	straight	tuck	star	pathways	body tension	fluent	force	travelling	sequence		vault	stomping
contrasting	height	distance	face	level	egg roll	log roll	unison	rocking	plank position		stationary	apparatus