



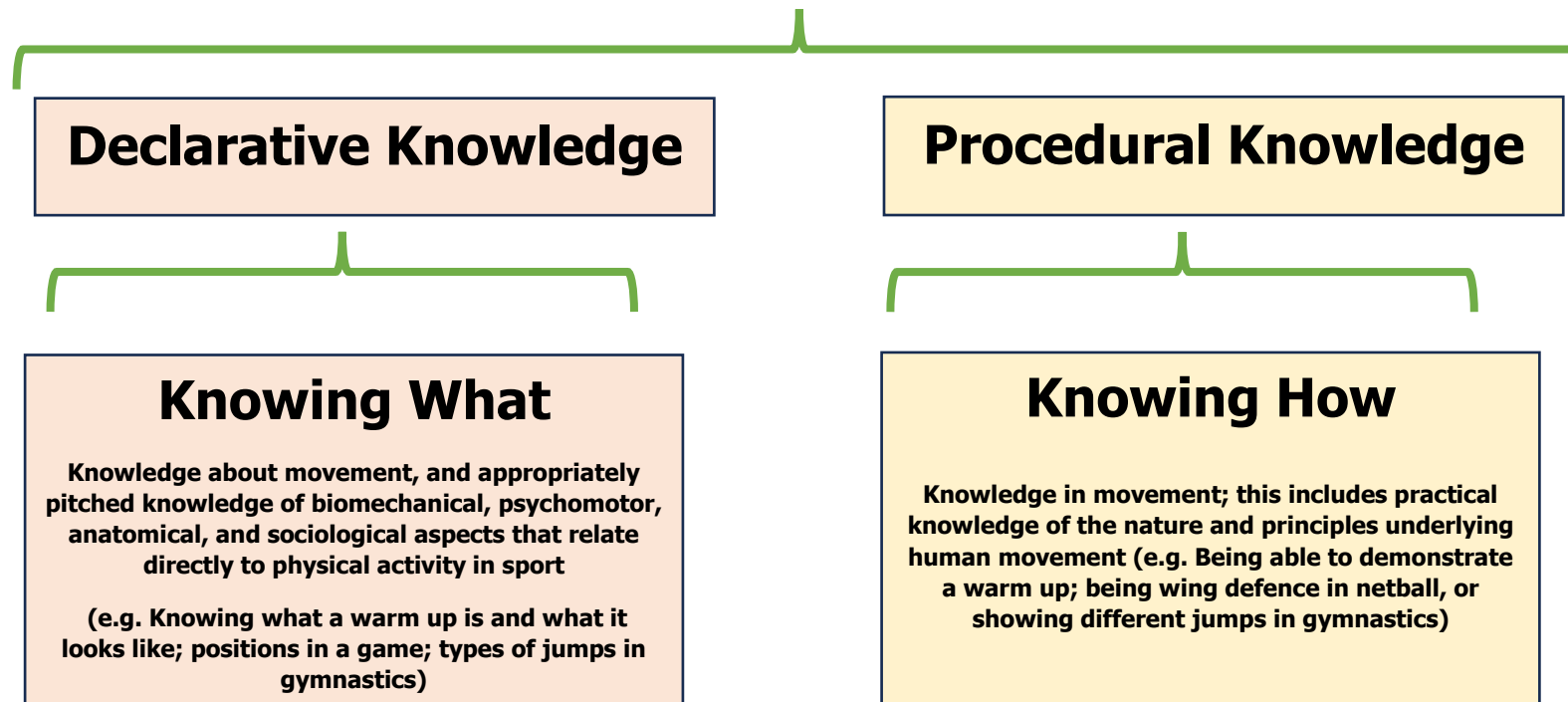
St Nicholas Church of England First School

## **Progression of Essential Substantive Knowledge and Learning Language**

# **Physical Education**

(Disciplinary knowledge related to this subject are mapped out on a separate document to support the distinguishment between what we need children to know and what we expect children to do to gain new knowledge and what they do with that new knowledge. Our disciplinary knowledge is designed and centred around this subject as a discipline, where children acquire and apply these as if they were the subject expert; it is progressive and deepens in complexity, as children move through units of learning and throughout each key stage with the expectation that it can be applied across a range of key areas within this subject)

Substantive Knowledge for Physical Education can be seen in two ways:



This document outlines the essential substantive knowledge we have identified for Physical Education at St Nicholas. It does not necessarily include other components of knowledge which are interweaved and taught throughout the units such as 'Rules, Strategies, and Tactics', and 'Healthy Participation'.

## Progression of Essential Substantive Knowledge and Learning Language Year 1 Physical Education

|                                        | Unit 1                                                                                                                                                        |                                                                                                                                                                                                                  | Unit 2                                                                                                                      |                                                                                                                      | Unit 3                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                           |
|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Learning Focus                         | Gymnastics                                                                                                                                                    | Attack Defend Shoot                                                                                                                                                                                              | Dance                                                                                                                       | OAA – outdoor & adventurous activities                                                                               | Send and Return Unit 1                                                                                                                                                                                                                                                                                                    | Send and Return Unit 2                                                                                                                                                                                                                                                                                                    |
| <b>Connected Prior Learning</b>        | <p>Experienced taking off, jumping and landing.</p> <p>Has a concept of space and use of space.</p> <p>Has developed confidence in fundamental movements.</p> | <p>Practised movements including running, jumping, throwing and catching.</p> <p>Have played in some competitive activities.</p> <p>Experienced opportunities to improve agility, balance, and coordination.</p> | <p>Followed simple instructions</p> <p>Moved using simple rhythms and actions</p> <p>Copied and repeated simple actions</p> | <p>Copy and repeat various patterns and actions</p> <p>Continue to work in teams</p> <p>Solve more complex tasks</p> | <p>Pupils will have used a variety of balls, beanbags, bats and markers.</p> <p>Mastered basic running movements in different directions.</p> <p>Send objects with increased confidence using hand or bat</p> <p>Can move towards a moving ball to return</p> <p>Can attempt sending and returning a variety of balls</p> | <p>Pupils will have used a variety of balls, beanbags, bats and markers.</p> <p>Mastered basic running movements in different directions.</p> <p>Send objects with increased confidence using hand or bat</p> <p>Can move towards a moving ball to return</p> <p>Can attempt sending and returning a variety of balls</p> |
| <b>New Essential, Sticky Knowledge</b> | <p>Perform 3 'like actions' in a sequence</p> <p>Carry and set up apparatus safely</p> <p>Tense our muscles to hold different shapes</p>                      | <p>Why heart rate increases during exercise.</p> <p>How to move sideways to defend a goal.</p>                                                                                                                   | <p>Show moods and feelings for a theme</p> <p>Move for a theme</p> <p>Create and perform Movements for a theme</p>          | <p>Follow simple instructions to complete a trail</p> <p>Find matching symbols</p>                                   | <p>Slide a beanbag to a target</p> <p>Hit a ball in different ways with our hands</p> <p>Move towards a ball to return it</p>                                                                                                                                                                                             | <p>Send the ball over a net to our partner</p> <p>Track and stop a moving object using both hands</p>                                                                                                                                                                                                                     |

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|                                      | <p>Jump high and far<br/>Travel with good body tension</p> <p>Create a short movement pattern</p>                                                                                                              | <p>Techniques to bounce a ball both to yourself and to a partner.</p> <p>Techniques to send a ball accurately to a target.</p> <p>How to adapt to rule changes in a game.</p> <p>How to work with a partner in both attack and defence.</p> | <p>Perform leading and following movements</p> <p>Perform a short dance with a Clear start, middle and end</p> <p>Repeated actions in our dance</p>                     | <p>Copy and create a hoop dance</p> <p>Work with a partner to complete a hoop challenge</p> <p>Recognise a drawn symbol as a real object</p> <p>Use decision-making skills to hide equipment</p> | <p>Work with a partner to stop and return a beanbag</p> <p>What a rally is and rallying with a partner</p> <p>Send a ball into space to make it harder for our opponent</p>           | <p>Why different muscles are important when playing games</p> <p>Send balls accurately from different positions e.g., kneeling or sitting</p> <p>Spot space on the playing area and hit the ball there</p> <p>Play a game with a partner</p> |
| <b>Learning Language Development</b> | <p>Balance, body tension, carry, control, extension, fast, hang, high, jump, like, link, low, movement, muscles, music, pattern, relaxation, roll, sequence, shape, slow, speed, strength, timing, travel.</p> | <p>Attack, catch, compete, cooperate, defend, fluency, heart rate, outwit, over-arm, physical activity, pitch, play against, receive, rolling, send, throw, under-arm.</p>                                                                  | <p>Beat, curl, dance, fast, feet, high, low, music, rhythm, step, stretch, swing, turn, twist, mood, feeling, theme, story, static, friendship, start, middle, end.</p> | <p>Sequence, problems, instructions, perform, symbol, pyramid, core strength, coordination, combination, stacking, up stack, down stack, shape, map, repeat, pattern, individual, group.</p>     | <p>Hit, send, collect, stop, net, throw, roll, strike, catch, bowl, feed, pick up, batter, hitter, forehand, backhand, court, forehand, serve, strike, track, opposition, umpire.</p> | <p>Hit, send, collect, stop, net, throw, roll, strike, catch, bowl, feed, pick up, batter, hitter, forehand, backhand, court, backhand, roll, serve, stop, strike, throw, track, opposition, umpire.</p>                                     |

## Progression of Essential Substantive Knowledge and Learning Language Year 1 Physical Education

|                                        | Unit 4                                                                                                                                                                                                                                                                                   |  | Unit 5                                                                                                                                                                                                                                                                                     |  | Unit 6                                                                                                                                                                                                                                                 |  |
|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Learning Focus                         | Gymnastics                                                                                                                                                                                                                                                                               |  | Run Jump Throw                                                                                                                                                                                                                                                                             |  | Hit Catch Run                                                                                                                                                                                                                                          |  |
| <b>Connected Prior Learning</b>        | <p>Identified and used simple gymnastics actions and shapes</p> <p>Applied basic strength to a range of gymnastics actions</p> <p>Began to carry and move gymnastics apparatus</p>                                                                                                       |  | <p>Pupils will have experienced sending a variety of balls, quoits and beanbags.</p> <p>Can use a range of gross motor skills, e.g. jumping, hopping, stepping, and changing direction.</p> <p>Able to walk, run and travel at a variety of speeds.</p>                                    |  | <p>Used a variety of balls, beanbags, bats and markers.</p> <p>Can roll and follow a rolling ball.</p> <p>Mastered Movements such as walking, running and jumping.</p>                                                                                 |  |
| <b>New Essential, Sticky Knowledge</b> | <p>Move on, off and over apparatus</p> <p>Rock on different parts of the body</p> <p>Spins and turns at different levels</p> <p>Perform actions at the same time as a class</p> <p>Perform controlled actions at different times than others</p> <p>Create a sequence with a partner</p> |  | <p>Start and stop moving at speed</p> <p>Use our arms when running at different speeds</p> <p>Take off on two feet to jump for distance</p> <p>Correct technique to throw different objects for distance</p> <p>Take part in a competition using running, jumping, and throwing skills</p> |  | <p>Select space to throw or roll a ball into</p> <p>Track and collect a rolling ball</p> <p>Catch a ball to stop an opponent scoring</p> <p>Use hands to hit a ball</p> <p>Run between bases to score points</p> <p>Work as a team to score points</p> |  |

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| <b>Learning<br/>Language<br/>Development</b> | Balance, body tension,<br>carry, control, extension,<br>fast, hang, high, jump, like,<br>link, low, movement,<br>muscles, music, pattern,<br>relaxation, rock, roll, roll,<br>sequence,<br>shape, slow, speed, spin,<br>strength, timing, travel,<br>turn. |  | Backwards,<br>distance, far, fast,<br>forwards, furthest,<br>high, hop, link,<br>medium, power,<br>run, sideways, skip,<br>skipping, slow, step,<br>straight, throw. |  | Batter, bowl, catch,<br>collect, feed, field,<br>hit, hitter, pick up,<br>retrieve, roll, stop,<br>strike, throw. |  |
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## Progression of Essential Substantive Knowledge and Learning Language Year 2 Physical Education

|                                        | Unit 1                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                  | Unit 2                                                                                                                                                                                           |                                                                                                                                                                                                                     | Unit 3                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                           |
|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Learning Focus                         | Gymnastics (Unit A)                                                                                                                                                                                                                                    | Attack Defend Shoot (Unit A)                                                                                                                                                                                     | Dance (Unit A)                                                                                                                                                                                   | Attack Defend Shoot (Unit B)                                                                                                                                                                                        | Gymnastics (Unit B)                                                                                                                                                                                                                                                                                                                                        | Outdoor Adventurous Activities                                                                                                                                                                                                                            |
| <b>Connected Prior Learning</b>        | <p>Have performed a variety of basic gymnastics actions showing control</p> <p>Introduced to turn, twist, spin, rock and roll and learned to link these into movement patterns</p> <p>Can perform longer movement phrases and link with confidence</p> | <p>Can recognise rules and apply them in competitive and cooperative games.</p> <p>Can use and apply simple strategies for invasion games.</p> <p>Describe why we take part in exercise and why we enjoy it.</p> | <p>Respond to a range of stimuli and types of music</p> <p>Explore space, direction, levels and speeds</p> <p>Experiment creating actions and performing movements with different body parts</p> | <p>Can send a ball using feet and can receive a ball using feet</p> <p>Refine ways to control bodies and a range of equipment</p> <p>Recall and link combinations of skills, for example, dribbling and passing</p> | <p>Can describe and explain how performers transition and link gymnastic elements</p> <p>Has performed basic actions with control and consistency at different speeds and on different levels</p> <p>Can challenge self develop strength and flexibility</p> <p>Can create and perform simple sequences that are judged using simple gymnastic scoring</p> | <p>Use thinking skills to follow multi step instructions</p> <p>Solve more challenging problems as an individual</p> <p>Comprehend that one things can represent another</p> <p>Take part in activities with increasing challenge to build confidence</p> |
| <b>New Essential, Sticky Knowledge</b> | <p>Combine 4 elements into a floor sequence</p> <p>Create power in a variety of different jumps</p> <p>Smoothly link actions</p> <p>Show flexibility in shapes</p>                                                                                     | <p>Kick the ball over long and short distances</p> <p>Stop a ball with control using the foot</p> <p>Work as a team to keep the ball</p>                                                                         | <p>Show feelings through dance</p> <p>Create movements that show a theme between two characters</p>                                                                                              | <p>Pass and receive the ball around the playing area showing some control</p> <p>Send and receive moving into space</p>                                                                                             | <p>Transfer movement pattern to floor, mat and apparatus</p> <p>Relevé walk and front support</p> <p>Which muscles they</p>                                                                                                                                                                                                                                | <p>Work as a team to complete a task</p> <p>Use problem-solving to complete a simple treasure hunt</p> <p>Copy and then create a simple movement pattern</p>                                                                                              |

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|                                      | <p>Travel at different speeds</p> <p>Judge a short sequence</p>                                            | <p>Bounce a ball with my partner</p> <p>Bounce the ball while moving</p> <p>Pass the ball forward in a game</p> | <p>Create a solo dance with changes of direction and speed</p> <p>Match movements to music</p> <p>Choose a dance formation and explain choice</p> | <p>Play with a variety of balls</p> <p>Move into space in a game situation</p> <p>Co-ordinate hands and feet to progress forwards</p> <p>Attempt to use simple attacking play in a game</p> <p>The role and qualities of an effective goalkeeper</p> <p>Perform defensively as an individual in a game</p> <p>Intercepting in invasion games</p> <p>Make choices of when to intercept</p> <p>Implement basic goalkeeping, attacking play and intercepting in games</p> <p>Make early decisions in games</p> | <p>are using in their core to control movement</p> <p>Travel over or under your partner's shapes in a variety of ways (sliding, jumping, rolling, etc)</p> <p>Back support and crab actions</p> <p>Frog jump and L-sit</p> <p>Demonstrate distance and control in broad jump</p> <p>Replicate the pike</p> | <p>Give clues to guide a blindfolded person safely</p> <p>Improve performance through repetition</p> <p>Use a key on a map to re-create a map with accuracy</p> |
| <b>Learning Language Development</b> | <p>Jump, roll, balance, travel, control, speed, link, slow, fast, high, low, shape, sequence, pattern,</p> | <p>Aim, attack, compete, controlling, cooperate, defend, direction, fluency,</p>                                | <p>Dance, twist, turn, rhythm, step, music, beat, stretch, feet, curl, high, low,</p>                                                             | <p>Send, receive, defend, attack, compete, play against, cooperate,</p>                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>Balance, body tension, carry, control, extension, fast, hang, high,</p>                                                                                                                                                                                                                                 | <p>Reach, search, find, explore, teamwork, speed, verbal, tactile, map, key,</p>                                                                                |



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|  | movement, music, timing, hang, like, carry, relaxation, extension, body tension, muscles, strength, rock, roll, turn, spin. | following, heart rate, kick, outwit, physical activity, pitch, play against, rebound, receive, scoring, send, speed. | fast, slow, direction, huddle, group, mood, feeling, musicality, respond, galloping, flying, jumping. | fluency, physical activity, heart rate, pitch, outwit, kick, rebound, aim, speed, direction, scoring, controlling, following, tactics, opponent. | jump, like, link, low, movement, muscles, music, pattern, relaxation, rock, roll, sequence, shape, slow, speed, spin, strength, timing, travel, turn. | equipment, variety, recognition, symbols, compose, unison. |
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## Progression of Essential Substantive Knowledge and Learning Language Year 2 Physical Education

|                                 | Unit 4                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                              | Unit 5                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                           | Unit 6                                                                                                                                                                                                                                                                                                          |
|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Learning Focus                  | Send and Return<br>(Unit A)                                                                                                                                                                                                                                                                                                                    | Send and Return<br>(Unit B)                                                                                                                                                                                                  | Run Jump Throw                                                                                                                                                                                                                                                                                                                               | Hit Catch Run                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                 |
| <b>Connected Prior Learning</b> | <p>Developed sending skills with a variety of balls</p> <p>Tracked, intercepted and stopped a variety of objects such as balls and beanbags</p> <p>Selected and applied skills to beat an opposition</p> <p>Be able to track the path of a ball over a net and move towards it</p> <p>Begin to hit and return a ball with some consistency</p> | <p>Be able to track the path of a ball over a net and move towards it</p> <p>Begin to hit and return a ball with some consistency</p> <p>Play modified net/wall games throwing, catching, serving and sending over a net</p> | <p>Children have attempted to link running and jumping, and have practised some simple throwing techniques</p> <p>Children have worked on increasing stamina, strength, balance, agility and coordination in a variety of activities and exercises</p> <p>Children have worked on cooperative activities in run, jump and throwing games</p> | <p>Developed sending and receiving skills to benefit fielding as a team</p> <p>Can distinguish between the roles of batters and fielders</p> <p>Have been introduced to the concept of simple tactics</p> | <p><b>Previous units are longer and therefore will require additional sessions to teach.</b></p> <p><b>We will not compromise on the quality of education and therefore have identified some units require additional time to teach, as opposed to terminating teaching to fit the academic year/termly</b></p> |

|                                        |                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                       |  |  |
|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
|                                        | Play modified net/wall games throwing, catching, serving and sending over a net                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                       |  |  |
| <b>New Essential, Sticky Knowledge</b> | <p>Stay on our toes to move quickly to the ball</p> <p>Identify which hand is Dominant in a game</p> <p>Basic rules of serving to our partner</p> <p>Develop agility and use it in a game</p> <p>Use correct grip to hit a self-fed ball</p> <p>The ready position in a rally</p>                                | <p>Feed a ball to our partner with consistency</p> <p>Send the ball to different parts of the court</p> <p>Throw and catch in a seated position</p> <p>Accurately serve the ball to different parts of the court</p> <p>Use overarm attacking shots in a game</p> <p>Manage what we should be doing within the competition</p> | <p>Move quickly whilst being aware of others around</p> <p>Create power with legs to turn at speed</p> <p>Move through an obstacle course with speed and control</p> <p>Choose best throw for different situations</p> <p>Use quick feet whilst sprinting</p> <p>Perform static and dynamic balances</p> | <p>Hit a ball and score points by running to cones</p> <p>Defend a target by kicking</p> <p>Bowl underarm with control</p> <p>Hit a ball using different bats and techniques</p> <p>Throw accurately to a base</p> <p>Hit a ball into a space, away from fielders</p> |  |  |
| <b>Learning Language Development</b>   | Hit, collect, stop, net, throw, roll, strike, catch, bowl, feed, pick up, hitter, forehand, backhand, court, serve, bounce, drop, badminton, tennis, volleyball, squash, shuttlecock, racquet, front, back, court, send, receive, feed, feeder, volleyball, tactics, compete, score, umpire, wide, deep, rotate. | Front, back, court, send, serve, receive, feed, feeder, volleyball, tactics, compete, score, umpire, wide, deep, rotate.                                                                                                                                                                                                       | Run, throw, handle, hop, skip, step, forwards, backwards, sideways, throw, high, far, straight, furthest, distance, fast, slow, medium, link, skipping, power, quick, burpee, obstacle, control, stamina, static, dynamic, collect.                                                                      | Hit, catch, runs, wicket, bats, bowl, feed, throw, catch, underarm, overarm, field, hitter, bowler, umpire, posts, stumps.                                                                                                                                            |  |  |

## Progression of Essential Substantive Knowledge and Learning Language Year 3 Physical Education

|                                        | Unit 1                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                    | Unit 2                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                   | Unit 3                                                                                                                                                                                              |  |
|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Learning Focus                         | Dance                                                                                                                                                                                                                                                                 | Basketball                                                                                                                                                                                                                         | Football                                                                                                                                                                                                                                   | Netball                                                                                                                                                                                                                                           | Sports Hall Athletics                                                                                                                                                                               |  |
| <b>Connected Prior Learning</b>        | <p>Perform using more sophisticated formations as an individual.</p> <p>Use stimuli to copy, repeat and create dance actions and motifs.</p>                                                                                                                          | <p>Recall and link combinations of skills e.g. dribbling and passing</p> <p>Select and apply a small range of tactics</p> <p>Developed power, agility, coordination and balance over a variety of activities</p>                   | <p>Experienced different types of small sided invasion games</p> <p>Able to send and receive balls</p> <p>Use a variety of techniques and tactics to play competitively both attacking and defending</p>                                   | <p>Experienced different types of small sided invasion games</p> <p>Able to throw and catch in a variety of ways</p> <p>Able to work with others in small teams</p>                                                                               | <p>Prior Athletics Knowledge within and across year groups.</p>                                                                                                                                     |  |
| <b>New Essential, Sticky Knowledge</b> | <p>Perform a jazz square and use it in a dance</p> <p>Perform a dance showing two contrasting characters</p> <p>Develop movements using improvisation</p> <p>Use props in our dance sequence</p> <p>Use facial expressions to bring life and emotion to our dance</p> | <p>Keep the ball under control when dribbling</p> <p>Work as a pair to move forward and attack</p> <p>Use a defensive body position</p> <p>Perform a two-handed shot to score baskets</p> <p>Use a jump ball to restart a game</p> | <p>Use the inside of the foot to pass the ball</p> <p>Trap a ball with control that is moving along the ground</p> <p>Pass the ball accurately into space over short distances</p> <p>Identify and move into space to receive the ball</p> | <p>Perform quick, accurate chest passes</p> <p>Use dodging to get free from our opponent</p> <p>Move our position on the court to create space</p> <p>Perform a bounce pass to outwit our opponent</p> <p>Throw for distance using a shoulder</p> | <p>Perform the standing long jump</p> <p>Perform the chest push</p> <p>Perform the shuttle run</p> <p>Perform the speed bounce.</p> <p>Perform the vertical jump</p> <p>Perform the triple jump</p> |  |

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|                                      | Take on the role of a director to help others improve their dance | When to move to space to receive the ball                                                                     | Use the outside of the foot to control the ball and dribble<br><br>Cushion the ball when receiving it                                                             | pass<br><br>Pass and move with accuracy to keep possession                                                                                     | Perform the 5 stride events                                              |  |
| <b>Learning Language Development</b> | Facial expression, rehearse, director, improvisation              | Control, bounce, shoot, target, assist, jump ball, attack, defend, shoot, offensive, dribble, space, contact. | Control, use space, defend, attack, dribble, pass, tactics, compete, collaborate, teamwork, score, shoot, intercept, foot, inside of the foot, touch, possession. | Space, pass, accurately, mark, dodge, attack, defend, footwork, possession, change of direction, tactics, teamwork, shooting, zones, intercept | Standing long jump, chest push, shuttle run, speed bounce, vertical jump |  |

### Progression of Essential Substantive Knowledge and Learning Language Year 3 Physical Education

|                                 | Unit 4                                                                                                                                                                                        |                                                                                                                                                                                       | Unit 5                                                                                                                                                                                                           |                                                                                                                                                                           | Unit 6                                                                                                                                                                                                           |                                                                                                                                                                                                                  |
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| Learning Focus                  | Gymnastics                                                                                                                                                                                    | Tennis                                                                                                                                                                                | Athletics                                                                                                                                                                                                        | Rounders                                                                                                                                                                  |                                                                                                                                                                                                                  |                                                                                                                                                                                                                  |
| <b>Connected Prior Learning</b> | <p>Develop body management through a range of floor exercises</p> <p>Used core strength to link recognised gymnastics elements</p> <p>Attempted to use rhythm while performing a sequence</p> | <p>Experienced different types of hitting with their hand and racquets</p> <p>Able to recognise boundaries on courts/playing areas</p> <p>Recognise how to score points in a game</p> | <p>Linked running and jumping movements</p> <p>Can move safely and appropriately around, between and over apparatus</p> <p>Have worked with a variety of equipment including balls, hoops, bean bags, quoits</p> | <p>Experienced different games and activities where throwing and catching skills were used</p> <p>Had the opportunity to hit and strike a ball with racquets and bats</p> | <b>Previous units are longer and therefore will require additional sessions to teach. We will not compromise on the quality of education and therefore have identified some units require additional time to</b> | <b>Previous units are longer and therefore will require additional sessions to teach. We will not compromise on the quality of education and therefore have identified some units require additional time to</b> |

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|                                        | Challenged themselves to develop strength and flexibility                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                      | Played in simple, striking and fielding games                                                                                                                                                                                                     | <b>teach, as opposed to terminating teaching to fit the academic year/termly timetable.</b> | <b>teach, as opposed to terminating teaching to fit the academic year/termly timetable.</b> |
| <b>New Essential, Sticky Knowledge</b> | <p>Create a sequence of 2 contrasting elements</p> <p>Demonstrate extension in shapes</p> <p>Produce flow in sequence</p> <p>Define what contrast is and how it applies to sequence</p> <p>Consolidate and improve the quality of basic rolls</p> <p>Explain how strength and flexibility apply to rolls</p> <p>Work with a partner to perform a roll sequence</p> <p>Jump high and far off low apparatus</p> <p>Identify when they use strength in their sequence</p> <p>Select and apply contrasting shapes in a sequence.</p> | <p>Use the ready position to return a ball</p> <p>Hit the ball to different parts of the court using a forehand hit</p> <p>Perform an underarm serve to start a rally</p> <p>Move towards a ball to return it over the net</p> <p>Perform forehand hits to score points in a competition</p> | <p>Jumping and hopping in sequence</p> <p>To run at different speeds</p> <p>To approach and jump hurdles</p> <p>To throw a javelin using the pull throw technique</p> <p>A variety of skipping techniques</p> <p>To keep score accurately over a range of events</p> | <p>The best body position to field a ball</p> <p>Bowl with some consistency in a game</p> <p>Hit a moving ball with one hand</p> <p>Stop a moving ball using the long barrier technique</p> <p>Throw longer distances using overarm technique</p> |                                                                                             |                                                                                             |
| <b>Learning Language Development</b>   | Fluency, contrasting, unison, low, combinations, full turn, half- turn, sustained, explosive, power, control, group, similar, different.                                                                                                                                                                                                                                                                                                                                                                                         | Hit, return, court, forehand, backhand, bounce, points, score, net, tactics, underarm, overarm                                                                                                                                                                                               | Run, jump, throw, agility, power, speed, track, force, distance, curve, accelerate, hurdles, foam javelins,                                                                                                                                                          | Batting, fielding, bowling, bat, bases, ball, run, batter, bowler, fielder, innings, no ball, batting box,                                                                                                                                        |                                                                                             |                                                                                             |

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|  |  |  | vortex howler,<br>bounce, pull,<br>record, pace,<br>approach,<br>combine. | backstop, rounders,<br>half rounders |  |  |
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## Progression of Essential Substantive Knowledge and Learning Language Year 4 Physical Education

|                                        | Unit 1                                                                                                                                         |                                                                                                                                                                                                                                      | Unit 2                                                                                                                                                                                                                   |                                                                                                                                                                                                             | Unit 3                                                                                      |                                                                                                                                                                                                                                                                                                       |
|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Learning Focus                         | Dance                                                                                                                                          | Football                                                                                                                                                                                                                             | Tag Rugby                                                                                                                                                                                                                | Netball                                                                                                                                                                                                     | Sports Hall Athletics                                                                       |                                                                                                                                                                                                                                                                                                       |
| <b>Connected Prior Learning</b>        | Practise different sections of a dance aiming to put together a performance<br><br>Perform using facial expressions<br><br>Perform with a prop | Able to show basic control skills including sending and receiving the ball.<br><br>Experienced sending the ball with some accuracy to maintain possession and build attacking play.<br><br>Can implement the basic rules of football | Handle a rugby ball with confidence<br><br>Evade attackers using footwork and body control<br><br>Link skills to perform as a team in attack.<br><br>Use basic game principles of tag rugby and play with simpler rules. | To be able to perform basic netball skills including passing and catching using recognised throws.<br><br>To use space effectively to build attacking play.<br><br>To implement the basic rules of netball. | Prior Athletics Knowledge within and across year groups.                                    | <b>Previous units are longer and therefore will require additional sessions to teach. We will not compromise on the quality of education and therefore have identified some units require additional time to teach, as opposed to terminating teaching to fit the academic year/termly timetable.</b> |
| <b>New Essential, Sticky Knowledge</b> | Develop dance 'freeze frames' based on a visual stimulus.<br><br>Develop freeze frame positions to include transitions.                        | Move towards the ball and receive under control<br><br>Passing and trapping skills to play in a game.                                                                                                                                | Pass and receive the ball with Accuracy.<br><br>Explain the importance of Accurate passing.                                                                                                                              | Catch the ball and bring to the chest to protect<br><br>Shoot using correct technique                                                                                                                       | Perform the standing long jump<br><br>Perform the chest push<br><br>Perform the shuttle run |                                                                                                                                                                                                                                                                                                       |

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|                                      | <p>Link positions in a variety of ways.</p> <p>Perform a slide and roll.</p> <p>Replicate a set phrase</p> <p>Develop a short dance using unison and formations.</p> <p>Describe different formations.</p> <p>Perform in cannon routines and cannon lines.</p> <p>Perform a routine which includes an 'entering' start position.</p> | <p>Front marking and goal side marking to mark and attack.</p> <p>Benefits and weaknesses of front and goal side marking.</p> <p>Defensive tackling.</p> <p>Describe important aspects of tackling.</p> <p>Use dribbling to progress forward. Combine dribbling and passing to benefit the team.</p> <p>Pass the ball to players over distance.</p> | <p>Run with the ball using the Correct technique</p> <p>Receive the ball in a game and use changes of speed to Create space</p> <p>Pick up the ball when running.</p> <p>Keep possession of the ball and progress up the pitch</p> <p>Run with the ball and evade being tagged</p> <p>Identify when to run or pass</p> <p>Change speed when running with the ball</p> <p>Receive ball and run into space</p> <p>Use different length passes to attack</p> | <p>Defining the role of Goal Attack and centre</p> <p>Goal Attack building the play with Centre in attack</p> <p>Play in a game using one-to-one marking</p> <p>Recognise the need to stay with a player when marking</p> <p>Play within a court using correct rules when the ball goes off the court</p> <p>Play with correct footwork rules</p> <p>Recognise when committed a footwork foul</p> <p>Play on a full court using full high five positions</p> | <p>Perform the speed bounce.</p> <p>Perform the vertical jump</p> <p>Perform the triple jump</p> <p>Perform the 5 stride events</p> |  |
| <b>Learning Language Development</b> | <p>Dance, turn, rhythm, stretch, levels, fast, slow, direction, huddle, mood, feeling, emotions, facial expression, improvisation, rehearse, director, choreographer,</p>                                                                                                                                                            | <p>Control, use space, defend, attack, dribble, pass, tactics, compete, collaborate, teamwork, score, shoot, intercept, foot, inside of the</p>                                                                                                                                                                                                     | <p>Passing, running, backwards, straight, tag, space, teamwork, try-area.</p>                                                                                                                                                                                                                                                                                                                                                                             | <p>Control, use space, defend, attack, chest pass, tactics, compete, collaborate, teamwork, score, shoot, footwork, foul, free pass, goal</p>                                                                                                                                                                                                                                                                                                                | <p>Standing long jump, chest push, shuttle run, speed bounce, vertical jump</p>                                                     |  |

|  |                                  |                          |  |                                                                                  |  |  |
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|  | slide, formation, freeze frames. | foot, touch, possession. |  | shooter (GS), goal attack (GA), centre (C), goal defence (GD), goal keeper (GK). |  |  |
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## Progression of Essential Substantive Knowledge and Learning Language Year 4 Physical Education

|                                        | Unit 4                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                            | Unit 5                                                                                                                                          |                                                                                                                             | Unit 6                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                       |
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| Learning Focus                         | Gymnastics                                                                                                                                                                                                                                                               | Athletics                                                                                                                                                                                                                                                  | Tennis                                                                                                                                          | Rounders                                                                                                                    |                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                       |
| <b>Connected Prior Learning</b>        | <p>Identify similarities and differences in sequences</p> <p>Develop body management over a range of floor exercises</p> <p>Attempt to bring explosive movements into floor work through jumps and leaps</p> <p>Showed increasing flexibility in shapes and balances</p> | <p>Show controlled movements and body actions in response to specific instructions</p> <p>Can demonstrate agility and speed</p> <p>Jump for height and distance with control and balance</p> <p>Throw with speed and power and apply appropriate force</p> | <p>Have experienced playing some tennis rules</p> <p>Have explored serving in tennis</p> <p>Can play with a racquet to hit using some shots</p> | <p>Able to play simple rounders games.</p> <p>Apply some rules in games.</p> <p>Develop and use simple rounders skills.</p> | <b>Previous units are longer and therefore will require additional sessions to teach. We will not compromise on the quality of education and therefore have identified some units require additional time to teach, as opposed to terminating teaching to fit the academic year/termly timetable.</b> | <b>Previous units are longer and therefore will require additional sessions to teach. We will not compromise on the quality of education and therefore have identified some units require additional time to teach, as opposed to terminating teaching to fit the academic year/termly timetable.</b> |
| <b>New Essential, Sticky Knowledge</b> | <p>Compose and perform a sequence of 6 elements</p> <p>Use compositional ideas including changes in speed and direction</p>                                                                                                                                              | <p>Show different ways of running</p> <p>Challenge ourselves in running, jumping and throwing tasks</p>                                                                                                                                                    | <p>Return to the middle of the court after playing a shot</p> <p>Forehand in game situations to score points</p>                                | <p>Hit the ball in different directions</p> <p>Run between the posts and avoid getting stumped out</p>                      |                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                       |



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|                                      | <p>Compose a sequence of actions including some element of weight on hands</p> <p>Demonstrate control and body tension when taking weight on hands</p> <p>Select and plan a compositional component to change the sequence, e.g. Levels, matching, speed</p> | <p>Accelerate over short distances</p> <p>Run and jump using a one-footed take-off</p> <p>Sling action to throw a discus</p> <p>Wind up technique.</p> <p>Run on a curve and exchange a baton in our team</p> <p>Demonstrate control upon take off.</p> <p>Use running to increase the distance of jumps.</p> | <p>Play a backhand shot with some control</p> <p>Combine ready position and court movements to consistently return the serve</p> <p>Work with a partner to score points in a game</p> <p>Use forehand and backhand shots to score points in a competitive situation</p> | <p>Intercept the ball using one hand</p> <p>Underarm bowl abiding by the rules of bowling</p> <p>Play the role of backstop and use in a small game</p> <p>Rounders scoring system and using it in a game</p> |  |  |
| <b>Learning Language Development</b> | <p>Fluency, contrasting, unison, low, combinations, full turn, half- turn, sustained, explosive, power, control, group, similar, different, direction, speed, partner, actions, compositional, stamina, leap.</p>                                            | <p>Run, jump, throw, agility, power, speed, track, force, distance, curve, accelerate, hurdles, foam javelins, vortex howler, bounce, target, take off, sling, exchange, accuracy.</p>                                                                                                                        | <p>Hit, return, court, forehand, backhand, bounce, points, score, net, tactics, underarm, overarm, position, ready.</p>                                                                                                                                                 | <p>Zones, directing, speed, avoid, intercept, role, scoring system, gain, stumped.</p>                                                                                                                       |  |  |

