



Knowledge Progression

Year 5/6 PE



	Athletics TERM:	Competitive Games TERM:	Gymnastics TERM:	O and A Activity TERM:	Evaluation TERM:	Dance TERM:
Key Vocabulary	Bounce, relay, baton, safety, rules, targets, record, set, take over, pass, sustain, push, receive, hop-step-jump, distance, exchange, performance, shuttle, pace, track, field, changeover zone, sprint, cardiovascular endurance, strength, judge, trajectory, pull, sling, push throw, STEP, vortex howler, triple jump, long jump	<p>Netball – Tactics, gameplay, blocking, free, metre, organisation, rebounds, thirds, area, offside, double bounce, marking, the D, umpire, bounce pass, chest pass, shoulder pass, overhead pass, pivot, possession, attack, defend, intercept, dodging, stationary, shooting, replay, positioning</p> <p>Football – Tackle, jockey, covering, supporting, strategy, set-up, assist, deny, set play, defender, attacker, shoot, goal, restrict, penalty, receive, block, fair play, tactics, side foot, channel, distance, consistent, speed, regain possession, interchange, position, pressure, rebound</p> <p>Tag Rugby – Contest, possession, pressure, support, pop pass, turn over, lose pass, W grip, offence, formation, tagging, diamond formation, defend, attack, opposition, space, intercept, pass back, non-contact, touch, send, receive, evade, transition, agility</p> <p>Tennis – Lob shot, positioning, footwork, dispute, peers, attacking, defensive, backhand, forehand, score, singles, doubles, love, game, match, body position, underarm, overarm, court, 15,30, 40, deuce, deuce-advantage, service rules, volley, overhead, shot selection</p> <p>Cricket– Calling, accuracy, rise of the ball, anticipating, forward defensive shot, setting a field flexibility, cardiovascular endurance, power, sprint, wicket, short throw, run out, bowling, bowler, batter, stump, run-up, overarm, windmill, hook shot, wicket keeper, shot, defensive, offensive, predict, place, select, stance, tracking, fielder, high ball, low ball, short throw, short delivery, slip, long ball, short leg, cover, innings, retire, on drive, off drive, long barrier</p> <p>Hockey – shoot, defend, attack, block, run, control, receive, pass, score, shaft, foot, space, dribble, push, slap, push pass, positions, power, distance, the D, Block Tackle, drag, marking, sweep shot, stick, covering, supporting, long corner, channelling</p>	Symmetry, asymmetry, sequences, combinations, direction, speed, partner, aesthetics, counterbalance, performance, balance, travel, shape, level, speed, pathways, round off, body tension, flight, consistent, vault, vaulting sequences, dismount, unison, cannon, accuracy, mirror, cartwheel, elements, control, bridge, crab, artistic gymnastics, half lever, box splits, broad jump, dish, arch, bounce, stimuli, match, timing, refine, releve walk	Map, route, follow, location, compass, navigate, problem, overcome, plan, safety, danger, leadership, clues	Comment, improve, performance, feedback, watch, describe, accurate, suggestions, similarities, differences, learn, tactics, techniques, coaching	Facial expression, rehearse, choreographer, locomotion, movement, Bangra, line dance, wall patterns, Bollywood, locomotor, non-locomotor, rhythm, expression, fluency, space, jump, turn, travel, gesture, stillness, phrase, pathways, patterns, motif, street dance, Hakka, composition, collaborate, stag leap, rebound, tension, extension, dynamics, formation, stimuli, imagination, flair
Previous knowledge/ Learning	<p><u>In KS1, our children will have:</u></p> <ul style="list-style-type: none"> - Mastered basic movements including: running, jumping, throwing and catching as well as developing balance, agility and co-ordination, and began to use these in a range of activities. - Changed speed and direction whilst running. <p><u>In LKS2, our children will have:</u></p> <ul style="list-style-type: none"> - Ran, with consistent technique, at fast, medium and slow speeds; changing speed and direction. - Sprinted over a short distance and showed stamina when running over a long distance. - Began to perform running jumps (showing understanding of stride patterns) including hurdles. - Used throwing techniques to throw javelins and discus with power and accuracy and hit a target when needed. - Jumped with control and co-ordination. - With support, recorded peer’s performance and evaluated it. 	<p><u>In KS1, our children will have:</u></p> <ul style="list-style-type: none"> - Participated in team games, following the rules whilst developing simple tactics for attacking and defending. - Thrown, kicked, hit and rolled in different ways, including in game situations. - Dribbled with the ball using their hands and feet. - Sent, received and stopped a ball using their hands and started to use a racquet. <p><u>In LKS2, our children will have:</u></p> <ul style="list-style-type: none"> - Shown awareness of space and used it to support team-mates and to cause problems. - Learnt how to use rules fairly and score games/matches where appropriate. - Learnt to vary tactics and adapt skills depending on what is happening in a game. <p>Netball – Used different passes in game scenarios (chest pass, shoulder pass, bounce pass), started to understand the footwork rule, identified space and how to get free, intercepted and begin to understand High 5 positions, developed a basic shooting technique.</p> <p>Tag Rugby – Moved and changed direction at speed with the ball in hand, passed backwards in both directions, tagged the person who had the ball, sent and received the ball, explored a range of techniques to avoid being tagged.</p> <p>Tennis – Learnt to strike the ball over a net allowing one bounce, hit a ball with a tennis racquet accurately with control, used an underarm serve to begin a game, played within boundaries, used a small range of basic racquet skills.</p> <p>Football – Pass the ball over short and longer distances, start to use foot placement to send and receive the ball, attack and defend following the basic rules of Football, dribble in different directions.</p> <p>Cricket – Strike a ball using a bat with some consistency, direct their hit to specific areas, bowl confidently using underarm and start to use overarm bowling techniques, field as a team to return a ball to a bowler or base.</p>	<p><u>In KS1, our children will have:</u></p> <ul style="list-style-type: none"> - Developed balance, agility and co-ordination, and began to apply these in a range of activities, including travelling and balancing. - Made their bodies curled, tensed, stretched and relaxed. - Copied, repeated, planned and performed sequences. <p><u>In LKS2, our children will have:</u></p> <ul style="list-style-type: none"> - Adapted sequences to suit different types of criteria. - Explained how strength and suppleness affect performance. - Moved in a controlled way including change of speed and direction and transferred this onto the floor. - Worked with a partner to create, repeat and improve a sequence of at least 3 phrases, using various compositional ideas. 	<p><u>In LKS2, our children will have:</u></p> <ul style="list-style-type: none"> - Followed a map in increasingly demanding familiar contexts and used clues to follow a route safely. - Identified appropriate equipment for a given activity. - Followed a route within a time limit. - Identified and managed problems/risks in an activity. 	<p><u>In LKS2, our children will have:</u></p> <ul style="list-style-type: none"> - Provided support and advice to others. - Used judging systems in Gymnastics to develop own routines. - Listened to the ideas of others and recognised their own improvements in ball games and athletic activities. 	<p><u>In KS1, our children will have:</u></p> <ul style="list-style-type: none"> - Performed dances using simple movement patterns and responded to feedback. - Varied the size of their bodies and used space well. - Explored rhythm, speed, levels and direction in Dance whilst creating sequences. <p><u>In LKS2, our children will have:</u></p> <ul style="list-style-type: none"> - Improvised freely and translated ideas from a stimulus into movement. - Shared and created phrases with a partner and small group. - Remembered and repeated dance performance phrases. - Contributed ideas to the structure of a dance. - Used a dance to communicate an idea. - Demonstrated rhythm and spacial awareness. - Used different formations and transitions to convey ideas within a dance. - Performed routines within a group that use set starting positions.
N.C. Objectives	Use running, jumping, throwing and catching in isolation and in combination.	Play competitive games, modified where appropriate (e.g. badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending.	Develop flexibility, strength, technique, control and balance (e.g. through athletics ad gymnastics).	Take part in outdoor and adventurous activity challenges both individually and within a team.	Compare their performances with previous ones and demonstrate event to chieve their personal best.	Perform dances using a range of movement patterns.



Powerful Knowledge Year 5/6 PE



	Athletics	Competitive Games	Gymnastics	O and A Activity	Evaluation	Dance
Key Knowledge – what do we want our children to know before they leave our year group? How will we get them there? How is that personalised to Tranmere?	<p><u>POWERFUL KNOWLEDGE:</u> Our children will:</p> <p>PE1 - Show control when taking off and landing during a variety of running jumps (long, triple).</p> <p>PE2 - Throw a ball, javelin and discus with increasing accuracy, using different techniques e.g. push, sling, pull.</p> <p>PE3 - Demonstrate stamina during long-distance running (600m) and increased strength when throwing.</p> <p>PE4 - Take part in a relay, remembering when to run and passing and receiving the baton during changeovers properly.</p> <p><u>HOW DOES THIS LOOK AT TRANMERE?</u></p> <ul style="list-style-type: none"> - Cycle One - PE Hub - Year 5 - Athletics - Cycle One – PE Hub - Year 6 – Athletics - All units of Real PE – Year 5/6 	<p><u>POWERFUL KNOWLEDGE:</u> Our children will:</p> <p>PE5 - Gain possession by working in a team and passing in different ways.</p> <p>PE6 - Choose a specific tactic for defending and attacking.</p> <p>PE7 - Use several techniques to pass, dribble and shoot (see below).</p> <p>PE8 - Agree and explain rules to others.</p> <p>PE9 - Work as a team and communicate a plan.</p> <p>PE10 - Lead others in a game situation.</p> <p>Netball – Know which pass is best to use, use a landing foot to change direction (pivoting), draw a defender away, position their body to defend effectively, including from rebounds, understand the rules of a Netball game including the distance and footwork rules.</p> <p>Football – make appropriate decisions about what to do when on the ball (e.g. dribble, shoot, pass), use foot placement to send and receive the ball, position their body to defend appropriately.</p> <p>Tag Rugby – Can evade and tag opponents, begin to effectively attack and defend as a unit, score points against the opposition by supporting the player with the ball and increasing the power of passes, begin to understand set plays and tactics.</p> <p>Tennis – Can strike the ball fore and backhand, demonstrate lob and volley shots in isolated situations, can swing smoothly following a clear path of racquet, begin to use a full scoring system, play in a doubles match thinking about positioning.</p> <p>Cricket– Can choose where to hit the ball tactically, throw with accuracy and consistency over short distances, begin to apply overarm bowling techniques, strike a bowled ball, demonstrate control in a range of fielding skills.</p> <p>Hockey – Send and receive the ball, handle a hockey stick with increasing ease, control and stop the ball accurately, dribble and turn with the ball, play effectively in different positions on the pitch including in defence.</p> <p><u>HOW DOES THIS LOOK AT TRANMERE?</u></p> <ul style="list-style-type: none"> - Cycle One – PE Hub – Year 5 – Tag Rugby - Cycle One – PE Hub – Year 6 - Tag Rugby - Cycle One – PE Hub – Year 5 - Football - Cycle One – PE Hub – Year 6 – Football - Cycle One – PE Hub – Year 5 – Cricket - Cycle One – PE Hub – Year 6 – Cricket - Cycle Two - PE Hub – Year 3 - Hockey - Cycle Two - PE Hub – Year 4 – Hockey - Cycle Two - PE Hub – Year 5 - Hockey - Cycle Two - PE Hub – Year 6 - Hockey - Cycle Two – PE Hub – Year 5 - Netball - Cycle Two – PE Hub – Year 6 – Netball - Cycle Two – PE Hub – Year 5 – Tennis - Cycle Two – PE Hub – Year 6 – Tennis - All units of Real PE – Year 5/6 	<p><u>POWERFUL KNOWLEDGE:</u> Our children will:</p> <p>PE11 - Create complex, extended sequences, demonstrating smooth transitions.</p> <p>PE12 - Mount and dismount apparatus and take weight on their hands.</p> <p>PE13 - Combine action, balance and shape in a 10-element sequence.</p> <p>PE14 - Combine their own work with that of others.</p> <p>PE15 - Perform symmetrically and asymmetrically individually, in pairs and in groups.</p> <p>PE16 - Use canon and unison within group sequences.</p> <p>PE17 - Begin to perform with music and equipment e.g. hoops, balls and ribbons.</p> <p><u>HOW DOES THIS LOOK AT TRANMERE?</u></p> <ul style="list-style-type: none"> - Cycle One - PE Hub – Year 5 – Gymnastics – Unit 1. Unit 2 - Cycle One – PE Hub – Year 6 – Gymnastics – Unit 1 Unit 2 - All units of Real PE – Year 5/6 	<p><u>POWERFUL KNOWLEDGE:</u> Our children will:</p> <p>PE18 - Follow a map into an unknown location.</p> <p>PE19 - Use clues and a compass to navigate a route.</p> <p>PE20 - Change the route to overcome a problem or because of new information.</p> <p>PE21 - Plan a route and a series of clues for others to follow considering the safety of others.</p> <p><u>HOW DOES THIS LOOK AT TRANMERE?</u></p> <p>Please see Outdoor Learning Progression.</p>	<p><u>POWERFUL KNOWLEDGE:</u> Our children will:</p> <p>PE22 - Watch and describe performances accurately whilst making suggestions about how to improve their work.</p> <p>PE23 - Know which sports they are good at.</p> <p>PE24 - Learn from others about how they can improve performances.</p> <p>PE25 - Coach others on their performance.</p> <p><u>HOW DOES THIS LOOK AT TRANMERE?</u></p> <p>This is embedded throughout every unit in the PE curriculum. Focus on evaluation, both individually and in groups, is a key learning point woven through each unit.</p>	<p><u>POWERFUL KNOWLEDGE:</u> Our children will:</p> <p>PE26 - Compose their own dances, creatively that combine flexibility, technique and fluent movement.</p> <p>PE27 - Perform dances, to an accompaniment, that show clarity, various levels, ways of travelling, fluency, accuracy and consistency. (Bangra, Line Dancing, Street Dance)</p> <p>PE28 - Develop sequences in a specific style clearly and fluently.</p> <p>PE29 - Exaggerate dance movements and motifs (using expression when moving).</p> <p>PE30 - Use recognised dance actions, adapting them to create motifs and movement patterns. (Hakka)</p> <p>PE31 - Perform simple lifts, leaps (stag leap) and jumps (rebound jump).</p> <p><u>HOW DOES THIS LOOK AT TRANMERE?</u></p> <ol style="list-style-type: none"> 1) Cycle Two - PE Hub – Year 5 – Dance – Unit 1 2) Cycle Two – PE Hub – Year 6 – Dance – Unit 1