

Physical Education Handbook

PHYSICAL EDUCATION at Tranmere Park Primary School



Intent – What is the purpose of our PE curriculum?

At Tranmere Park Primary, we believe that high-quality PE is a physical and cultural entitlement for all pupils, regardless of their starting points or their prior experiences of sport and physical activity. Because of this, our Physical Education offer aims to develop pupils' physical competence and confidence.

We aim to:

- Develop the competence to excel in a broad range of physical activities by promoting skilfulness, physical development and knowledge of the human body in action.
- Be physically active for sustained periods of time.
- Engage in competitive sports and activities, learning increasingly intelligent movements and the important knowledge that can reduce barriers to participation.
- Encourage pupils to lead healthy, active lives.
- Know and understand the key concepts of 'movement', 'rules and tactics' and 'health'.
- Equip pupils with the disciplinary knowledge of an athlete.

In summary, our Physical Education curriculum provides opportunities for pupils to be creative, competitive and face up to different challenges as individuals, groups and teams. It promotes and explicitly teaches positive attitudes towards living an active and healthy lifestyle and supports emotional well-being.

Our Children will:

- Be intrinsically motivated – they are eager to build on their existing skills and understanding.
- Be willing to practise skills in a range of different activities and situations: alone, in small groups and in teams, and are keen to apply these skills to achieve high levels of performance.
- Take the initiative and be excellent young leaders, organising and officiating, and evaluating what needs to be done to improve. They motivate and instil excellent sporting attitudes in others.
- Achieve standards in Physical Education that meet or surpass the national expectations at each key developmental phase.
- Possess highly positive attitudes towards exercise and physical activity and will be aspirational in their goals.

Our Teachers will:

- Provide a progressive and challenging curriculum which is sequenced to enable all children to develop the competence to excel in a broad range of physical activities.
- Ensure a wide range of sports and skills are taught.
- Ensure each child receives their full entitlement to PE and will follow the agreed PE policy.
- Provide the children with a rich curriculum of carefully crafted lessons that ensures time for practise and consolidation.
- Encourage and promote opportunities for children to lead active and healthy lifestyles.
- Encourage children to employ imagination and creativity in their techniques, tactics and choreography.

Implementation – How do we do it?

The Learning Journey

PE is taught at Tranmere Park Primary as an area of learning in its own right, as well as being integrated (where appropriate) with other curriculum areas. A progressive thread of learning – underpinned by the importance of developing Physical Literacy and a life-long love of exercise and sport – will be taught to all abilities.

Pupils in KS1 and KS2 are provided with two one-hour PE lessons each week:

- **One hour of the Real PE scheme of work which focuses on developing fundamental movement skills**
- **One hour of the PE Hub scheme of work which enables pupils to practise the skills learnt in Real PE and apply them to a range of traditional sports and games.**

Teachers, at Tranmere Park, adapt plans to suit the individual needs of their class. Progression and continuity are shown through the short, medium and long-term plans, with all plans meeting the requirements of PE set out in the National Curriculum. An extensive extra-curricular provision also provides further challenge and access to a range of physical activity. All children have the opportunity to participate in PE at their own level of development, with teachers ensuring that lessons cater for individual needs.

-In the Early Years Foundation Stage, one lesson will be skills based following the Real PE scheme of work and the other lesson will be taught through continuous outdoor and indoor provision. These lessons will focus on the Moving and Handling / Health and Self-Care strands of the EYFS Framework.

-In Key Stage 1, pupils will develop fundamental movement skills, become increasingly competent and confident, and access a broad range of opportunities to extend agility, balance and coordination individually and with others. They should be able to engage in competitive (both against self and others) and cooperative physical activities in a range of increasingly challenging situations.

Assessment

– **Short-term** assessments aim to assess the children's learning informally on a lesson by lesson basis and are key to our curriculum. Assessment will primarily involve the observation and recording of achievement in a practical context which will inform the teacher assessment at the end of a unit of work. It will be continuous and part of the normal process of teaching. These could include observations – individually, in groups or whole class. The criteria for assessment will be related to the objective of the lesson which will relate to the National Curriculum requirements.

– **Medium-term** assessments are completed at the end of a half-term. After each unit, staff will assess children's attainment in the key areas studied, using the Tranmere Park Foundation Stage Assessment documents.

– **Long-term** assessments assess our children against national expectations. These are also used to provide extra information about individual children's attainment and progress so that the teacher can report to the next teacher and the child's parent. These are entered into OTrack at the end of each academic year and then analysed by the subject leader.

Monitoring

The PE subject leader will use their expertise to support other teachers. Completing an annual deep dive into PE, they will undertake: learning walks, pupil and teacher interviews and will scrutinise assessment data. Pupil interviews are a valuable way of giving pupils a voice around how the PE curriculum is taught and to develop their understanding of how to improve. Additionally, regular staff consultations and questionnaires are used to identify any areas for development needed, especially with regards to new schemes of work. This information is used to develop the focus for future CPD in the subject. The monitoring cycle will evaluate current practice and the subject leader will be responsible for providing timely feedback, coaching and support.

- **Swim competently, confidently and proficiently over a distance of at least 25 metres**
- **Use a range of strokes effectively**
- **Perform safe self-rescue in different water-based situations**

Swimming and water safety are currently taught through the Leeds Schools Swimming Framework.

Impact – What knowledge and skills are obtained?

Our carefully planned assessment procedures ensure a progression of skills that our pupils enjoy and thrive under as they move through school. Said knowledge progressions have now been adapted by local primaries within our cluster as an example of good practice.

At Tranmere Park, every pupil will:

- Be given equal opportunities to fulfil their potential – within PE – regardless of ethnicity, culture, class, gender or special educational needs.
- Complete each key stage with a high proficiency in each aspect of PE.
- Believe that they are good at PE and will have the resilience required to take part in all elements of the PE curriculum.
- Develop their agility, balance and co-ordination.
- Take part in various games and sports as part of a targeted teaching sequence.
- Be encouraged to develop a positive and lifelong relationship with PE and physical activity.
- Be exposed to meaningful, high-quality experiences and lessons that promote choice and independent thinking.
- Cope with success and failure in a cooperative and competitive situation.
- Understand how to be safe during physical activity and exercise
- Understand the value of commitment, fairness, personal responsibility, enthusiasm and perseverance

Further to the above, our Curriculum, at Tranmere Park, is designed to ensure that each child is a confident and successful learner who demonstrates our core values:

| The Team Tranmere Way | | | | | |
|--|---|--|---|--|--|
| <i>Be Yourself</i> | | <i>Be Your Best</i> | | <i>Be Team Tranmere</i> | |
| Our children will learn to like who they are; they respect themselves and live their lives in their own way, regardless of the opinions of others. | | Our children 'give it everything they have got' to achieve their full potential across the curriculum. | | Our children are a part of a community and have respect for the resources and people in it and that surround it. | |
| Our Learning Values and Behaviours | | | | | |
| <i>Self-Manager</i> | <i>Effective Participant</i> | <i>Independent Enquirer</i> | <i>Team Worker</i> | <i>Resourceful Thinker</i> | <i>Reflective Learner</i> |
| Our children set their own goals and manage their own time, motivation and concentration. | Our children participate in lessons and persuade and encourage others to do so. | Our children set goals for their research with clear success criteria. | Our children understand that we are stronger together and implement this. | Our children are problem-solvers who can adapt to new or difficult situations. | Our children critically analyse their work ensuring future improvements. |

TEAM TRANMERE LEARNING BEHAVIOURS

 EFFECTIVE PARTICIPATOR



 TEAM WORKER



 SELF MANAGER



 REFLECTIVE LEARNER



 RESOURCEFUL THINKER



 INDEPENDENT ENQUIRER



Physical Education @ Tranmere Park

At Tranmere Park Primary School, the Physical Education provision is broad and balanced throughout all Key Stages. As our children at this school are able to master the basic skills early, we are able to not only provide such an enriched curriculum, but furthermore, deliver a program that is ambitious. By following the PE Hub scheme, we are setting incredibly high expectations (short and long corners and the tactics they require in hockey for example). However, importantly, whilst this scheme already surpasses the expectations in the national curriculum, we do more. The children also undertake Real PE. This focuses on the skills of an athlete rather than simply the skills required for each sport and affords our staff with the training necessary to develop the children's: techniques, control, balance, movements and flexibility required to thrive in sporting contexts. We strongly believe our children should find their talents, in order to leave us significantly advantaged before progressing with their learning journey into secondary school.

Our children take great pleasure and pride from the rich variety of sporting provision that they have access to, developing a life-long love of sport and exercise. We recognise the role that PE plays in promoting a healthy and active lifestyle and this is something we are committed to embed in our pupils. We have achieved the Your School Games Mark Gold for many years which shows how enhanced our PESSPA provision is. As well as a number of other criteria, to achieve Gold, our school showed that we met the following criteria:

- Maintaining and growing our school's engagement in the School Games and assisting the delivery of the 60 Active Minutes initiative.
- Creating positive experiences to ensure physical activity and competition provision is designed to reflect the motivation, competence and confidence of the children in our school, using both intra and inter school competitions as a tool for this.
- Developing a clear focus on which children within our school would benefit the most from PESSPA opportunities, particularly identifying transition points e.g. Year 2 to Year 3 and Year 6 to Year 7.
- Creating positive experiences that support the character development of children by engaging children in leadership roles within PE e.g. School Sports Organising Committee, Play Leaders, Warm Up Leaders in PE lessons.
- Advocating to key stakeholders our PESSPA offer, encouraging, engaging and educating them.

We endeavour to provide opportunities for all of our pupils to succeed and become physically literate. We believe that Physical Education develops pupils' physical competence and confidence and provides opportunities for them to be creative as individuals, encouraging healthy lifestyles while supporting their emotional wellbeing. Our PE curriculum and provision allows children to build resilience, self-esteem, teamwork and leadership skills.

The Physical Education curriculum created and implemented within Tranmere Park, both meets and surpasses the EYFS Framework and National Curriculum's expectations from Early Years to Key Stage 2. Children have access to 2 hours of high-quality Physical Education weekly, following the national curriculum. Our Year 4 pupils also take part in weekly swimming lessons where they are taught how to develop their

stroke technique, water safety and confidence within the water. Our PE lessons are structured and planned so the children's core skills are developed and expanded upon on a year-by-year basis whilst engaging in a variety of sports, activities and fitness boosting opportunities delivered by teachers and specialist coaches. Our aim is not only to develop their physical skills but also to improve their personal, social and emotional development and learn about good sportsmanship.

We offer a wide range of extra-curricular activities throughout the school day. Many of the activities prove to be very popular including football, netball, cross country and other sports such as dodgeball and multi-skills.

As well as this, we are able to access various local and city-wide competitions in different sports. These allow children to excel and succeed in competitive sport whilst also allowing opportunities for more inclusive events. In recent years, our teams have recorded excellent results at local and regional events, particularly in cross country where our children are often placed within the top runners in West Yorkshire.

Our exceptional levels of participation, enjoyment for pupils and inclusivity have been recognised by the Your School Games Mark award, for which we have received Gold over recent years.

Cross-Curricular Links

Through the Physical Education curriculum, pupils will make links to: English, Science, Maths, Outdoor Learning, Geography and PSHE. This could be opportunities to make learning more physically active across the curriculum or specific planned in examples, including the following:

- In UKS2, we investigate the Human Body by using heart rate experiments and understanding the role of exercise.
- In LKS2, we create and follow maps to hike across areas within the local vicinity e.g. Thorpe Lane.
- In every Key Stage, each topic has a 'Muddy Puddle' outdoor learning element.

Parental Involvement

Parents will be informed of the coverage within the Physical Education curriculum through the Long-Term Plans on our school website. These detail what is being taught at what points in the year. We also encourage parental involvement when attending sports events and we welcome feedback on how we can improve our Physical Education offer. Parents are also often signposted to various extracurricular activities outside of school to encourage a wider take up of Physical Activity, Sport and Exercise. Parents are also welcome to attend our annual Sports Day and Running Races to get a taste of what Physical Education is like at Tranmere Park.

PE Units

Cycle One

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------------------|---|---|--|--|---|--|
| KS1 - Indoor | PE Hub - Year 1 Gymnastics - Unit 1 & 2 | Real PE - Year 1 - Unit 2 | Real PE - Year 1 - Unit 3 | Real PE - Year 1 - Unit 4 | PE Hub - Year 2 - Gymnastics - Unit 1 & 2 | Real PE - Year 1 - Unit 6 |
| KS1 - Outdoor | Real PE - Year 1- Unit 1 | PE Hub - Year 1 - Attack, Defend, Shoot - Unit 1 & 2 | PE Hub - Year 2 - Attack, Defend, Shoot- Unit 1 & 2 | PE Hub - Year 1 - Hit, Catch, Run - Unit 1 & 2 | Real PE - Year 1 - Unit 5 | PE Hub - Year 2 - Hit, Catch, Run - Unit 1 & 2 |

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-------------------------------|---|---|---|---|--|---|
| Cycle One- Indoor | PE Hub - Year 3 - Dance - Unit 1 | Real PE - Year 3 & 4- Unit 1 and 2 | Real PE - Year 3 & 4- Unit 1 and 2 | PE Hub - Year 4 - Dance - Unit 1 | Real PE - Year 3 & 4- Unit 1 and 2 | Real PE - Year 3 & 4- Unit 3 & 4 |
| Year 3 - Outdoor | PE Hub - Year 3 & 4 - Tag Rugby | PE Hub - Year 3 & 4 - Football | PE Hub - Year 3 & 4 - Tennis | PE Hub - Year 3 & 4 - Cricket | PE Hub - Year 3 & 4 - Netball | PE Hub - Year 3 & 4 - Athletics |
| Cycle Two - Indoor | Real PE - Year 3 & 4- Unit 3 & 4 | Real PE - Year 3 & 4- Unit 3 & 4 | PE Hub - Year 3 - Gymnastics - Unit 1 & 2 | Real PE - Year 3 & 4- Unit 5 | PE Hub - Year 4 - <u>Gymnastics</u> - Unit 1 & 2 | Real PE - Year 3 & 4- Unit 6 |
| Year 4 - Outdoor | Leeds Schools Framework Swimming | Leeds Schools Framework Swimming | Leeds Schools Framework Swimming | Leeds Schools Framework Swimming | Leeds Schools Framework Swimming | Leeds Schools Framework Swimming |

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-----------------------|------------------------------------|-----------------------------------|---|----------------------------------|------------------------------------|---|
| UKS2 - Indoor | Real PE - Year 5/6 - Unit 1 | Real PE - Year 5/6 - Unit 2 | PE Hub - Year 5 - Gymnastics - Unit 1 & 2 | Real PE - Year 5/6 - Unit 4 | Real PE - Year 5/6 - Unit 5 | PE Hub - Year 6 - Gymnastics - Unit 1 & 2 |
| UKS2 - Outdoor | PE Hub - Year 5 & 6 - Tag Rugby | PE Hub - Year 5 & 6 - Football | Real PE - Year 5/6 - Unit 3 | PE Hub - Year 5 & 6 - Cricket | PE Hub - Year 5 & 6 - Athletics | Real PE - Year 5/6 - Unit 6 |

Cycle Two

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------------------|-----------------------------------|--|--|---|-------------------------------------|---|
| KS1 - Indoor | PE Hub - Year 1 Dance - Unit 1 | Real PE - Year 2 - Unit 2 | Real PE - Year 2 - Unit 3 | Real PE - Year 2 - Unit 4 | PE Hub - Year 2 - Dance - Unit 1 | Real PE - Year 2 - Unit 6 |
| KS1 - Outdoor | Real PE - Year 2- Unit 1 | PE Hub - Year 1 - Run, Jump, Throw - Unit 1 & 2 | PE Hub - Year 2 - Run, Jump, Throw - Unit 1 & 2 | PE Hub - Year 1 - Send and Return - Unit 1 & 2 | Real PE - Year 2 - Unit 5 | PE Hub - Year 2 - Send and Return - Unit 1 & 2 |

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-------------------------------|---|---|---|---|--|---|
| Cycle One- Indoor | PE Hub - Year 3 - Dance - Unit 1 | Real PE - Year 3 & 4- Unit 1 and 2 | Real PE - Year 3 & 4- Unit 1 and 2 | PE Hub - Year 4 - Dance - Unit 1 | Real PE - Year 3 & 4- Unit 1 and 2 | Real PE - Year 3 & 4- Unit 3 & 4 |
| Year 3 - Outdoor | PE Hub - Year 3 & 4 - Tag Rugby | PE Hub - Year 3 & 4 - Football | PE Hub - Year 3 & 4 - Tennis | PE Hub - Year 3 & 4 - Cricket | PE Hub - Year 3 & 4 - Netball | PE Hub - Year 3 & 4 - Athletics |
| Cycle Two - Indoor | Real PE - Year 3 & 4- Unit 3 & 4 | Real PE - Year 3 & 4- Unit 3 & 4 | PE Hub - Year 3 - Gymnastics - Unit 1 & 2 | Real PE - Year 3 & 4- Unit 5 | PE Hub - Year 4 - <u>Gymnastics</u> - Unit 1 & 2 | Real PE - Year 3 & 4- Unit 6 |
| Year 4 - Outdoor | Leeds Schools Framework Swimming | Leeds Schools Framework Swimming | Leeds Schools Framework Swimming | Leeds Schools Framework Swimming | Leeds Schools Framework Swimming | Leeds Schools Framework Swimming |

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-----------------------|---------------------------------|---------------------------------|-------------------------------------|----------------------------------|---------------------------------|-------------------------------------|
| UKS2 - Indoor | Real PE - Year 5/6 - Unit 1 | Real PE - Year 5/6 - Unit 2 | PE Hub - Year 5 - Dance - Unit 1 | Real PE - Year 5/6 - Unit 4 | Real PE - Year 5/6 - Unit 5 | PE Hub - Year 6 - Dance - Unit 1 |
| UKS2 - Outdoor | PE Hub - Year 3 & 4 - Hockey | PE Hub - Year 5 & 6 - Hockey | Real PE - Year 5/6 - Unit 3 | PE Hub - Year 5 & 6 - Netball | PE Hub - Year 5 & 6 - Tennis | Real PE - Year 5/6 - Unit 6 |

Guidelines for Teaching Physical Education

Children will have many opportunities to participate in Physical Education and be physically active. This may be through explicit PE lessons and within more general curriculum lessons. Specific skills and objectives will be taught in a blocked unit of work which will enable pupils to build upon previous years learning and skills.

Throughout each Key Stage, pupils will therefore complete vertically progressive activities that encompass the development of skills and knowledge in the Physical Education curriculum. This will ensure that all of our children leave us being physically literate but also with an understanding of the science and wellbeing/emotional aspects behind exercise and physical activity.

The expectations and knowledge for teaching Physical Education have been carefully planned into knowledge progression documents. The powerful knowledge and key skills that we expect pupils to acquire has been identified within such documents through an interconnected thread, that gives pupils the time to consolidate ideas, practise previous and new skills, in order to commit their learning into their long-term memory.

All PE sessions are taught using different schemes – PE Hub and Real PE. Teachers use these schemes, alongside the knowledge progression documents, to ensure that teaching is high quality. Teachers will use these plans as a guide, adapting them where necessary to provide support or challenge to various children.

Real PE is used within EYFS, KS1 and KS2. Real PE focuses on agility, co-ordination and balance. It builds upon skills and allows students to practise these within fun multi-skill game activities.

PE Hub is used within KS1 and KS2. PE Hub focuses on learning skills within KS1 before moving on to more Sport based lessons within KS2. This allows for our children to use their prior skills from previous years and their Real PE lessons to learn more sport specific skills.

Assessment within PE is based on our three key concepts of understanding, taken from the recent PE Ofsted Framework. These are Movement, Rules and Tactics and Health. Our concepts build within a Key Stage and show what we expect our children to understand in terms of the wider elements of PE, rather than being skills based. Teachers are asked to assess on these at the end of each half-termly unit.

PE Resources

Resources can be found in the PE cupboard. Please ensure this is kept tidy at all times.

|  <h2 style="text-align: center; text-decoration: underline;">Knowledge Progression</h2> <h3 style="text-align: center;">Year 1/2 PE</h3>  | | | |
|---|---|---|--|
| Gymnastic Movements | | Basic movements and Team Games | |
| TERM: | | TERM: | |
| Key Vocabulary | Balance, body tension, tensed, relaxed, stretched, curled, carry, control, extension, fast, hang, high, jump, link, low, safety, shape, co-ordination, movement, travel, muscles, demonstrate, repeat, observe, evaluate, apparatus, repeat, sequence, pattern, timing, power, rock, roll, spin, turn, unison, canon, speed, strength, judging, transition | Run, throw, power, quick, burpee, obstacle, control, stamina, static, dynamic, balance, forwards, backwards, distance, far, fast, furthest, high, medium, fastest, relay, direction, attack, defend, catch, compete, under-arm, over-arm, play against, receive, send, aim, bowl, batter, collect, feed, field, retrieve, stop, strike, runs, wicket, umpire, post, stumps, net, roll, forehand, backhand, court, strength, fitness, backstop, wicketkeeper, body position, track, opposition, position, serve, bounce, racquet, throw, roll, physical activity, speed, heart rate, cooperate, pitch, goal, hit, self-feed, scoring, intercept, dribble, hop, link, sideways, skip, track, sprint | Stretch, mood, feeling, theme, story, friendship, start, middle, end, actions, perform, solo, duet, direction, huddle, group, musicality, respond, footwork, performance, expressive, shape, balance, movement, pattern, imagination, confidence, ideas, emotion, swing, unison, cannon, sequence, repetition, mirroring, levels, clock face |
| Previous knowledge/ Learning | <p><u>In EYFS, our children will have:</u></p> <ul style="list-style-type: none"> - Learnt to make their body tense, relaxed, curled and stretched. - Balanced on small/large body parts and understand stillness. - Made large and small body shapes. - Climbed and hung safely from apparatus. - Performed basic travelling actions on various body parts. | <p><u>In EYFS, our children will have:</u></p> <ul style="list-style-type: none"> - Moved showing good control of their bodies when exploring different skills. - Sent and received a ball by rolling from their hands and striking with their foot. - Aimed and thrown an object underarm. - Caught a balloon/bean bag/scarf or a bouncing ball. - Explored and used hoops, underarm throws and balances. | <p><u>In EYFS, our children will have:</u></p> <ul style="list-style-type: none"> - Moved to music, responding to different types of music with their bodies. - Copied and performed dance moves. - Used their bodies to copy motifs from stories and topics e.g. animals, trees etc. |
| N.C. Objectives | - Developing balance, agility and co-ordination, and begin to apply these in a range of activities. | - Master basic movements including: running, jumping, throwing and catching as well as participating in team games, developing simple tactics for attacking and defending. | - Perform dances using simple movement patterns. |



Powerful Knowledge Year 1/2 PE



| | Gymnastic Movements | Basic movements and Team Games | 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: <i>PE1</i> - Confidently make their body curl, tense, stretch and relax (flexibility) <i>PE2</i> - Control their body when travelling and balancing. <i>PE3</i> - Copy and repeat sequences. <i>PE4</i> - Plan and perform a sequence of movements and improve this based on feedback. <i>PE5</i> - Roll, rock, spin, jump and travel at different speeds and balance in a variety of creative ways, whilst transitioning.</p> <p><u>HOW DOES THIS LOOK AT TRANMERE?</u> This will be taught in the following units:</p> <ul style="list-style-type: none"> - Cycle One – PE Hub – Year 1 - Gymnastics Unit 1 Unit 2 - Cycle One – PE Hub – Year 2 - Gymnastics – Unit 1 Unit 2 - Cycle One – All units of Real PE – Year 1 - Cycle Two – All units of Real PE – Year 2 | <p><u>POWERFUL KNOWLEDGE:</u> Our children will: <i>PE6</i> - Throw and kick in different ways (focus on underarm and instep). <i>PE7</i> - Use hitting, kicking and/or rolling in a game situation. <i>PE8</i> - Decide upon the best space to be in during a game, using tactics. <i>PE9</i> - Follow the rules of a game of relative complexity. <i>PE10</i> - Dribble with a ball, using their hands or feet, showing strong spatial awareness and an ability to control <i>PE11</i> - Send, receive and stop a ball confidently with their hands, progressing to using a racquet. <i>PE12</i> - Change speed and direction whilst running. <i>PE13</i> - Run in a straight line at speed. <i>PE14</i> - Jump with two feet and land from a standing position with accuracy. <i>PE15</i> - Throw various objects, developing power and accuracy and catch.</p> <p><u>HOW DOES THIS LOOK AT TRANMERE?</u></p> <p>This will be taught in the following units:</p> <ul style="list-style-type: none"> - Cycle One – PE Hub – Year 1 – Attack, Defend, Shoot – Unit 1 Unit 2 - Cycle One – PE Hub – Year 2 – Attack, Defend, Shoot – Unit 1 Unit 2 - Cycle One – PE Hub – Year 1 – Hit, Catch, Run – Unit 1 Unit 2 - Cycle One – PE Hub – Year 2 – Hit, Catch, Run – Unit 1 Unit 2 - Cycle Two – PE Hub – Year 1 – Run, Jump, Throw – Unit 1 Unit 2 - Cycle Two – PE Hub – Year 2 – Run, Jump, Throw – Unit 1 Unit 2 - Cycle Two – PE Hub – Year 1 – Send and Return – Unit 1 Unit 2 - Cycle Two – PE Hub – Year 2 – Send and Return – Unit 1 Unit 2 - Cycle One – All units of Real PE – Year 1 - Cycle Two – All units of Real PE – Year 2 | <p><u>POWERFUL KNOWLEDGE:</u> Our children will: <i>PE16</i> - Explore unison, levels and canon. They know which movements are best for paired mirroring, which should involve turn-taking and imitation. <i>PE17</i> - Vary the size of their body and can use space well. <i>PE18</i> - Explore rhythm, space, speed, level and direction in dance whilst making a sequence by linking sections together. <i>PE19</i> - Perform with expression demonstrating an exploration of ideas, moods and feelings.</p> <p><u>HOW DOES THIS LOOK AT TRANMERE?</u> This will be taught in the following units:</p> <ul style="list-style-type: none"> - Cycle Two – PE Hub – Year 1 - Dance – Unit 1 (plus Starters from Lesson 2 and 3 and Activity 1 from Lesson 4 – Year 1 – Dance – Unit 2) - Cycle Two – PE Hub – Year 2 - Dance – Unit 1 (plus Lesson 2 and 3 – Year 2 – Dance – Unit 2) |



Knowledge Progression

Year 3/4 PE



| | Athletics | Competitive Games | Gymnastics | O and A Activity | Evaluation | Dance |
|-------------------------------------|---|--|--|---|--|--|
| Key Vocabulary | Run, jump, throw, agility, power, speed, track, force, distance, curve, accelerate, hurdles, pull, record, pace, approach, combine, height, accuracy, field event, take-off, baton, target, javelin, sling throw, pull throw, exchange, decelerate, shuttle | Netball – Space, pass, accurate passing, mark, dodge, attack, defend, footwork, possession, rules, improve, chest pass, bounce pass, shoulder pass, getting free, shooting, teamwork, High 5, foul, free pass, GS, GA, C, GD, GK, thirds Tag Rugby - Backward Pass, evading, close down, tag, non-contact, intercept, touch, send, receive, W grip, handling, space, dodge, attack, defend, possession Tennis – Hit, return, court, forehand, backhand, bounce, points, score, net, tactics, underarm, overarm, target, umpire, boundaries, rally, serve, doubles, position Football – score, shoot, Intercept, inside of the foot, trapping the ball, touch, possession, accuracy, dribble, passing, moving, control, direction, tackle, goal side, side foot Cricket – batting, fielding, bowling, pull shot, bat, wicket, ground ball, stump, crease, boundary, strike, wicketkeeper, run, innings, forward drive, long barrier, overarm, singles, over, intercept | Fluency, contrasting, unison, low, combinations, full turn, half turn, flexibility, body control, shape, sequence, pathways, direction, rhythm, strength, contrast, flow, roll, arch, bridge, counter balance, crab, dish, straddle, pike, tuck, extension, routine, suppleness, floor, balances, muscles, core, sustained, bounce, box splits, dynamic, static, half lever, levels, transitions, speed, composition, Japana, Arabesque balance, leap, tension, travel | Map, clues, follow, symbols, route, appropriate equipment, safety, familiar, risk, problem | Comment, improve, performance, feedback, watch, describe, accurate, suggestions, similarities, differences, coach, observe | Improvisation, rehearse, facial expression, formation, stimuli, repeat, motif, prop, jazz square, character, communication, choreography, performance, canon, unison, accumulation, features, timing, rhythm, dynamics, travel, pathway, direction, pose, speed, control, phrases, slide, freeze frame, routine, levels, Arabesque, gallop |
| Previous knowledge/ Learning | <u>In KS1, our children will have:</u> - 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. | <u>In KS1, our children will have:</u> - Participated in team games, following the rules whilst developing simple tactics for attacking and defending. - Thrown and kicked in different ways. - Used hitting, kicking and/or rolling 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. | <u>In KS1, our children will have:</u> - Developed balance, agility and co-ordination, and began to apply these in a range of activities. - Made their bodies curled, tensed, stretched and relaxed. - Copied and repeated sequences. - Planned and performed a sequence of movements. - Travelled and balanced in different ways. | N/A | <u>In KS1, our children will have, even though it is not a curricula expectation:</u> - Commented on their own and others' performances. - Gave comments on how to improve performances and use appropriate vocabulary when giving feedback. | <u>In KS1, our children will have:</u> - 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. |
| 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 and gymnastics). | Take part in outdoor and adventurous activity challenges both individually and within a team. | Compare their performances with previous ones and demonstrate improvement to achieve their personal best. | Perform dances using a range of movement patterns. |

Swimming and Water Safety

Year 4

| | | | | | | |
|----------------------------------|--|---|---|--|--|--|
| Key Vocabulary | stroke, aerobic, back crawl, backstroke, breaststroke, freestyle, dolphin, length, swivel, butterfly | | | | | |
| N.C. Objectives | <ul style="list-style-type: none"> • Pupils should be taught to swim competently, confidently and proficiently over a distance of at least 25 m. • To use a range of strokes effectively (EG: front crawl, backstroke and breaststroke). • Perform safe self-rescue in different water-based situations. | | | | | |
| Powerful Knowledge | <ul style="list-style-type: none"> • I can kick 10m Backstroke (equipment can be used to help). • I can kick 10m Freestyle (front crawl) (equipment can be used to help). • I can kick 10m Butterfly or Breaststroke (equipment can be used to help). • I can travel on my back and roll in one continuous movement onto my front. I can also do this in reverse. • I can swim 10m using the stroke of my choice. • I can answer three questions on the water safety code. | <ul style="list-style-type: none"> • I can enter the water safely (steps, swivel entry or a jump). • I can perform a shout and signal rescue. • I can exit the water safely (without using the steps). • I can perform horizontal and feet first sculling action on my back. • I can perform a sculling sequence with a partner for 30-45 seconds. • I can tread water for 30 seconds. • I can perform a tuck float for 5 seconds. | <ul style="list-style-type: none"> • I can jump in and submerge (minimum of 0.9m). • I can perform three different jumps into deep water (one of these must be straddle jump). • I can perform a handstand for a minimum of 3 seconds. • I can perform a somersault, tucked within the water. • I can swim with clothes on for 10m. • I can perform a rotation from the front to the back and gain an upright position. | | | |
| Evidence of greater depth | <ul style="list-style-type: none"> • I can push from a wall and glide on my front and back. • I can push and glide from the wall to the pool floor. • I can swim 10m Freestyle, breaststroke or backstroke. • I can swim 25m using the stroke of my choice. • I can participate in a mini game of polo. • I can swim 100m retaining a floating object. | <ul style="list-style-type: none"> • I can float or scull, waving one arm and shouting for help. • I can demonstrate the HELP position (6minutes). • I can demonstrate the Huddle position (2minutes). • I can swim using the long front paddle (survival stroke). • I can tread water for 3 minutes. | <ul style="list-style-type: none"> • I can submerge and pick up an object. • I can exit the pool from the deep end without using steps. • I can swim underwater for 5m. • I can perform a movement sequence in a group. This will last a minute and will incorporate/demonstrate different skills (sculling, treading water, floating, rotation). | | | |



Powerful Knowledge Year 3/4 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>POWERFUL KNOWLEDGE: Our children will:</p> <p>PE1 - Run, with consistent technique, at fast, medium and slow speeds; changing speed and direction.</p> <p>PE2 - Sprint over a short distance on the playground and show stamina when running over a long distance.</p> <p>PE3 - Begin to perform running jumps (triple - showing understanding of stride patterns) including hurdles.</p> <p>PE4 - Throw a javelin/discus with power and accuracy and hit a target when needed.</p> <p>PE5 - Jump over objects including hurdles with control and co-ordination.</p> <p>PE6 - With support, record peer's performance and evaluate it.</p> <p>HOW DOES THIS LOOK AT TRANMERE? This will be taught in the following units:</p> <ul style="list-style-type: none"> - PE Hub – Year 3 - Athletics - PE Hub – Year 4 – Athletics - All units of Real PE – Year 3 - All units of Real PE – Year 4 | <p>POWERFUL KNOWLEDGE: Our children will:</p> <p>PE7 - Be aware of space and use it to support team-mates and to cause problems for the opposition.</p> <p>PE8 - Know how to use rules fairly and score games/matches where appropriate.</p> <p>PE9 - Vary tactics and adapt skills depending on what is happening in a game.</p> <p>Netball – Use different passes in game scenarios (chest pass, shoulder pass, bounce pass), start to understand the footwork rule, identify space and how to get free, intercept and begin to understand High 5 positions, develop a basic shooting technique.</p> <p>Tag Rugby – Move and change direction at speed with the ball in hand, pass backwards in both directions, tag the person who has the ball, send and receive the ball, explore a range of techniques to avoid being tagged.</p> <p>Tennis – strike the ball over a net allowing one bounce, hit a ball with a tennis racquet accurately with control, use an underarm serve to begin a game, play within boundaries, use 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>HOW DOES THIS LOOK AT TRANMERE? This will be taught in the following units:</p> <ul style="list-style-type: none"> - PE Hub – Year 3 - Netball - PE Hub – Year 4 - Netball - PE Hub – Year 3 – Tag Rugby - PE Hub – Year 4 – Tag Rugby - PE Hub – Year 3 – Tennis - PE Hub – Year 4 – Tennis - PE Hub – Year 3 – Football - PE Hub – Year 4 – Football - PE Hub – Year 3 – Cricket - PE Hub – Year 4 – Cricket - All units of Real PE – Year 3 - All units of Real PE – Year 4 | <p>POWERFUL KNOWLEDGE: Our children will:</p> <p>PE10 - Adapt sequences to suit different types of criteria.</p> <p>PE11 - Explain how strength and suppleness affect performance.</p> <p>PE12 - Move in a controlled way including change of speed and direction and transfer this onto the floor.</p> <p>PE13 - Work with a partner to create, repeat and improve a sequence of at least 3 phrases, using various compositional ideas.</p> <p>HOW DOES THIS LOOK AT TRANMERE? This will be taught in the following units:</p> <ul style="list-style-type: none"> - PE Hub – Year 3 - Gymnastics Unit 1 Unit 2 - PE Hub – Year 4 – Gymnastics Unit 1 Unit 2 - All units of Real PE – Year 3 - All units of Real PE – Year 4 | <p>POWERFUL KNOWLEDGE: Our children will:</p> <p>PE14 - Follow a map in increasingly demanding familiar contexts and use clues to follow a route safely.</p> <p>PE15 - Identify appropriate equipment for a given activity.</p> <p>PE16 - Follow a route within a time limit.</p> <p>PE17 - Identify and manage problems/risks in an activity.</p> <p>HOW DOES THIS LOOK AT TRANMERE?</p> <p>Please see Outdoor Learning Progression.</p> | <p>POWERFUL KNOWLEDGE: Our children will:</p> <p>PE18 - Provide support and advice to others.</p> <p>PE19 - Use judging systems in Gymnastics to develop own routines.</p> <p>PE20 - Listen to the ideas of others and will recognise their own improvements in ball games and athletic activities.</p> <p>HOW DOES THIS LOOK AT TRANMERE?</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>POWERFUL KNOWLEDGE: Our children will:</p> <p>PE21 - Improvise freely and translate ideas from a stimulus (based on Matilda/Spies) into movement.</p> <p>PE22 - Share and create phrases with a partner and small group.</p> <p>PE23 - Remember and repeat dance performance phrases.</p> <p>PE24 - Contribute ideas to the structure of a dance.</p> <p>PE25 - Use a dance to communicate an idea.</p> <p>PE26 - Demonstrate rhythm and spatial awareness.</p> <p>PE27 - Use different formations and transitions to convey ideas within a dance.</p> <p>PE28 - Perform routines within a group that use set starting positions.</p> <p>HOW DOES THIS LOOK AT TRANMERE? This will be taught in the following units:</p> <ul style="list-style-type: none"> - PE Hub – Year 3 – Dance Unit 1 - PE Hub – Year 4 - Dance – Unit 1 |



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, 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 and 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). PE2 - Throw a ball, javelin and discus with increasing accuracy, using different techniques e.g. push, sling, pull. PE3 - Demonstrate stamina during long-distance running (600m) and increased strength when throwing. 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. PE6 - Choose a specific tactic for defending and attacking. PE7 - Use several techniques to pass, dribble and shoot (see below). PE8 - Agree and explain rules to others. PE9 - Work as a team and communicate a plan. 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. PE12 - Mount and dismount apparatus and take weight on their hands. PE13 - Combine action, balance and shape in a 10-element sequence. PE14 - Combine their own work with that of others. PE15 - Perform symmetrically and asymmetrically individually, in pairs and in groups. PE16 - Use canon and unison within group sequences. 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. PE19 - Use clues and a compass to navigate a route. PE20 - Change the route to overcome a problem or because of new information. 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. PE23 - Know which sports they are good at. PE24 - Learn from others about how they can improve performances. PE25 - Coach others on their performance.</p> <p><u>HOW DOES THIS LOOK AT TRANMERE?</u> 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. PE27 - Perform dances, to an accompaniment, that show clarity, various levels, ways of travelling, fluency, accuracy and consistency. (Bangra, Line Dancing, Street Dance) PE28 - Develop sequences in a specific style clearly and fluently. PE29 - Exaggerate dance movements and motifs (using expression when moving). PE30 - Use recognised dance actions, adapting them to create motifs and movement patterns. (Hakka) 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 |