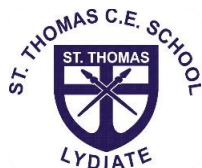


Core Physical Education Knowledge Overview

Below is an overview of all of the core Physical Education knowledge gained during the Foundation Stage, Key Stage One and Two at St Thomas'.
For more detailed knowledge, please refer to the Knowledge Organisers for each class.

Year Group	Core Knowledge: (Communication)	Assessment Outcome
Reception	Fundamental Movement Skills 1 To negotiate space successfully and show control over an object To use fine motor skills to manipulate objects To show spatial awareness when moving in groups To balance themselves and objects with increasing control To take turns in a team To apply the skills I have learnt in competitive games.	To be able to take turns and cooperate in games, showing control and spatial awareness.
	Dance – “Seasons” To experiment with different ways of moving. To use movement to express feelings evoked from poetry. To travel safely in a space. To create actions which reflect pictures. To remember movements as part of a sequence. To perform a basic dance sequence from memory.	To remember and perform a basic dance routine.
	Gymnastics R – “Rocking and Rolling” To rock on different body parts. To travel from a rock into an egg or log roll. To prepare my body to roll sideways and forwards safely and with control. To jump off and land from apparatus safely. To perform a sequence of rolls in canon with a partner . To sequence and perform 3 different rolls and rocks with good control on apparatus.	To develop the skills to combine 3 rolls and rocks together to perform a simple gymnastics sequence on apparatus.
	Target Games 1 To know the technique required for an underarm throw. To develop the accuracy of my underarm throw. To kick a ball with accuracy. To kick a ball with power. To roll a ball with accuracy. To know how to stop a rolling ball.	To refine gross motor skills required to move a ball with control and accuracy.



Jesus said, 'Come follow me, live your lives the way God wants you to.'



Year 1	Athletics R To share space and run with my head up. To jump with power and control. To understand that there are different ways to throw a ball. To know how I can make my body move faster. To know how to improve the distance and height of a jump. To know how to improve the distance of a throw.	To run, jump and throw with confidence and increasing skill.
	Swimming R (The following may be completed with a buoyancy aid) To make a supervised entry To submerge the face in water and blow bubbles for 3 seconds To move freely around the pool using a combination of hop, jump and skip etc.	
	Fundamental Movement Skills 2 To know the technique needed to balance and hop effectively. To show increased spatial awareness when travelling in different directions. To know the basic skills required for an effective jump. To begin to use spatial awareness as a tactical advantage (dodging) To work and communicate as a team to control spaces within a game. To know the basic skills required to kick and punt an object.	To develop basic gross motor skills of kicking, jumping and balancing whilst considering spatial awareness.
	Dance – “Animals” To perform a simple motif in unison, focused on timing. To generate ideas to complete a simple motif. To use a variety of levels within a travel section of a dance. To share ideas to turn a poem into different ways of moving. To work with a partner to choreography a pairs section of the dance. To perform a dance sequence in time to the music.	To perform a dance, including paired choreography, in time to the music.
	Gymnastics- “Wide, Narrow, & Curled Rolling and Balancing” To travel and balance with my body in wide controlled shapes. To create a sequence of curled movements. To form a sequence of long shapes whilst in balance, motion and flight. To move from narrow shapes to tight curled shapes to form a contrasting sequence. To provide constructive feedback on a sequence. To perform a sequence of moves with a partner which includes curled, long and narrow shapes and moves.	To safely create and perform a sequence of moves with a partner which includes curled, long and narrow shapes and moves.
	Target Games 2 (3 lessons) To improve the accuracy of punting with both feet. To improve the accuracy and power of kicking a ball. To develop an accurate over-arm throw.	To improve gross motor skills required to manipulate the movement of an object.

	Fencing (3 lessons) TBC	
	Swimming (The following can be completed with a buoyancy aid) To demonstrate a horizontal back floating position for 10 seconds To push and glide on front To travel for 5 metres	
	Athletics 1 To know how to position by body to react effectively to a cue. To develop the coordination of a combined run and jump. To discover and develop different styles of jumping. To understand different objects require different techniques in order to throw them a long distance. To develop the over-arm technique required for a long distance throw. To use my skills and determination to record my best running, jumping and throwing performance.	To understand the techniques required for effective running, throwing and jumping.
Year 2	Fundamental Movement Skills 3 To anticipate and react to the movement of a rope when skipping. To know the technique needed for an effective vertical and long jump. To understand how to use my feet to manipulate the movement of a ball. To explore different ways to pass an object with our hands To refine techniques for catching and understand when and how to signal for a pass To apply fundamental movements within a game situation ('end-ball').	To apply fundamental movement skills in a games situation, whilst demonstrating our sporting values.
	Dance- "Pirates" To choreograph and perform a motif in unison , focused on timing. To generate ideas to complete a motif. To choreograph a variety of levels within a travel section of a dance, with a partner . To choreograph the use of level, direction and unison within a pairs section of a dance. To refine the use of level, direction and unison to complete a pairs section of a dance. To confidently perform a dance sequence in time to the music.	To confidently perform a dance, including varied paired choreography, in time to the music.
	Gymnastics- "Spinning, Turning and Twisting" To create a controlled sequence of balances and spins on patches. To know the technique needed to safely perform a twist, then a roll. To develop fluent transitions between balances by twisting. To counter balance using the apparatus. To work in synchronisation with a partner to perform different balances and twists. To create a sequence with a clear start and controlled twists, spins and turns.	To learn the techniques needed create a sequence with a clear start and controlled twists, spins and turns with fluent transitions.
	Target Games 3 (3 lessons) To refine the skills needed to throw, catch and roll with accuracy. To know what technique to use when striking a ball with a racket or bat.	To apply target game skills in a games situation, whilst

	To apply target game skills within a game situation. Fencing (3 lessons) TBC	demonstrating our sporting values.
	Swimming 2 To jump unaided into the water (min. depth 0.9m) from the side with confidence and without support To sink and pick up a ring from the bottom of the pool (min. depth 0.9m) To star float for 5 seconds To swim 5 metres unaided To push and glide from the wall on the front maintaining a streamline position with face in the water To push and glide from the wall on the back maintaining a streamline position with arms by the side	
	Athletics 2 To know how to anticipate and react to enable an effective start of a race. To apply jumping skills within a hurdle based activity. To use my knowledge of jumping to improve height and distance of jumps. To develop various techniques to throw various objects further. To use my knowledge of an over-arm throw to increase the distance of throws. To use my skills and determination to improve last year's record for running, jumping and throwing.	To understand how I can improve my techniques for running, jumping and throwing.
Year 3	Invasion Games – Netball To pass a netball in a variety of ways and use feinting to bypass a defender. To use well-timed passes to help my team attack. To know the rules of netball for attacking and defending. To use the correct technique for shooting in netball. To understand the various attacking and defending positions in invasion games, including netball. To demonstrate sporting values and apply skills and knowledge in a competitive game of netball.	To begin to understand and undertake the role of attacking and defending in invasion games, through netball.
	Gymnastics – “Linking Movements Together” To turn through 90, 180, 270 and 360 degrees with control and grace. To find ways of moving out of one balance and into another smoothly. To develop contrasts in my work by linking symmetric and asymmetric moves gracefully. To create a sequence of rolls and balances with control and precision. To understand the importance of and incorporate good starting and finishing positions. To evaluate performances using the correct technical language .	To create a sequence of movements and shapes which are linked seamlessly.
	Swimming 3 To perform both a pencil and star jump entering feet first and showing control in flight and landing (min. depth 0.9m) To scull head first for a distance of 5 metres To mushroom float for 3 seconds extending to glide for a further 3 seconds To tread water using hands and feet for a minimum of 20 seconds To push and glide rotating 180* to log roll To sink, push and glide, swim underwater through a submerged hoop	

Year 4	Striking and Fielding – Rounders To demonstrate effective throwing and catching techniques. To know the rules and effective technique when taking on the role of bowler within rounders. To know an effective batting stance and technique and understand when to run in rounders. To understand how to work as part of a fielding team , including long and short barriers. To communicate with my team and how to catch high balls when defending. To demonstrate sporting values and apply skills and knowledge in a competitive game of rounders.	To begin to understand and undertake the role of striking, fielding and bowling in striking and fielding games, through rounders.
	Athletics 3 To explore the most effective body position to start a sprint race. To know how to use a step jump to clear a hurdle. To enjoy self-competing and improving my own jumping length and height. To develop my understanding of pull, push and sling throwing. To understand the teamwork and communication skills required for an effective team race. To use my skills and determination to improve last year's record for running, jumping and throwing and set a time for hurdling.	To refine skills of running, jumping and throwing and learn the skills required for hurdling.
	Net and Wall games – Dodgeball To powerfully and accurately throw, and know the basic rules of net and wall games, including dodgeball. To pay attention to my opponents and make myself a difficult target to hit. To use decision making to decide when to use my catching skills to get my opponent out. To work as a team to make tactical decisions. To work with my team to create different versions of the game with different rules, and present to another group. To demonstrate sporting values and apply skills and knowledge in a competitive game of dodgeball.	To understand the objective in net and wall games, and develop skills, strategies and creativity within dodgeball.
	Gymnastic- "Partner Work, Pushing and Pulling" To work in synchrony with a partner to balance of different points and patches. To compose a contrasting sequence with a partner . To match and contrast my partner with poise. To create a sequence with my partner to show matching and contrasts. To evaluate and improve a sequence with a partner using technical vocabulary. To improve and confidently perform a sequence as a group .	To create, perform and evaluate a sequence which involves a variety of contrasts and matching moves and shapes.
	Swimming 4 To enter the water of at least full reach depth using a straddle entry To surface dive head first from swimming To surface dive feet first from treading water To swim 10 metres propelling a ball without touching it with the hands To swim 5 metres front crawl, rotate and continue for a further 5 metres on back To scull head first for 5 metres	

	Invasion Games- Hockey To dribble and stop a ball with a hockey stick. To develop dribbling skills to enable effective attacking and protect the ball from defenders. To pass and control a ball with a hockey stick. To use a variety of passes and time them to meet the run of a team mate. To understand how to safely and effectively defend in hockey. To demonstrate sporting values and apply skills and knowledge in a competitive game of hockey.	To develop an understanding of invasion games, through hockey, and learn the various techniques required to be an effective member of the team in this sport.
	Athletics 4 To refine my starting position for a sprint race. To develop my hurdling technique. To provide technical feedback to a peer regarding their technique for vertical and long jump. To apply my knowledge of throwing to specific athletics events. To understand how to receive and transfer the baton safely and effectively within a team race. To use my skills and determination to improve last year's record for running, jumping, throwing and hurdling.	To develop a self-competitive approach to athletics events.
Year 5	Swimming 5 To push and glide into a forward somersault To perform a handstand showing good control To scull head first on the back for 10 metres, perform a back somersault and return sculling feet first To swim 5 metres into a piked surface dive and retrieve a brick from water of full reach depth: carry the brick a further 15 metres using an inverted breaststroke To tread water for two minutes To climb out in deep water unaided and without using the steps Diving option: Dive into 1.8 metres of water and hold glide for 5 metres	
	Gymnastics: "Partner Work, Under and Over" (3 weeks) To use an arch and a bridge within a sequence safely. To travel over (leapfrog) and under others safely. To create and perform a sequence involving arches, bridges and travelling over and under others with seamless transitions.	To create and perform a sequence involving arches, bridges and travelling over and under others with seamless transitions.
	Dance: "Dance through the Ages" To focus on timing and dynamics within a 1920's Charleston style motif, in unison . To include changes of level and direction within a 1950's Rock and Roll style motif. To select movements for a 1970s Disco style paired section of the dance. To work within a group to create a canon section with a 1990's Hip Hop style. To refine choreography within a group to ensure use of changes in formation, dynamics, canon, unison, direction and level. To perform review and improve our final performance piece.	To showcase a range of dance styles and techniques through a group choreographed performance.

	Striking and Fielding – Cricket To throw, catch and stop balls when in a fielding position. To use good anticipation and skill to strike a ball in different directions. To communicate and make tactical decisions with a partner to decide when to run. To bowl overarm and underarm with accuracy. To work within a group to create our own version of cricket with our own rules. To demonstrate sporting values and apply skills and knowledge in a competitive game of cricket.	To develop an understanding of striking and fielding games, through cricket, and learn the various knowledge and skills required to be an effective member of the team in this sport.
	Net and Wall Games – Tennis To position myself in order to defend my side, and attack the opponents side, of the court effectively. To know how to grip a tennis racket and hit a forehand and backhand shot. To learn to volley with my forehand and backhand. To learn how to smash, lob, drop-shot and serve the ball. To target spaces and manipulate my opponent, using the various techniques for striking the ball. To demonstrate sporting values and apply skills and knowledge in a competitive game of tennis.	To develop an understanding of net and wall games, through tennis, and learn the various knowledge and skills required to outwit your opponent.
	Athletics 5 To experiment with different paces for longer running events. To improve my pull style throw (javelin). To improve my push style throw (shot put). To understand the sequence of hop-step-jump required for a triple jump. To know how to mark a run up for various athletics events. To use my skills and determination to improve last year's record for running, jumping, throwing and hurdling.	To apply my skills to specific athletics events.
Year 6	Swimming 6 To swim competently, confidently and proficiently over a distance of at least 25 metres To use a range of strokes effectively To perform safe self-rescue in different water-based situations.	
	Gymnastics – “Group Sequencing” To create and perform a varied sequence in unison with a group . To include flight within a varied sequence safely. To time my moves within a group sequence which includes pathways that cross.	To work with a group to create a sequence which includes a variety of seamlessly linked levels, jumps, formations and pathways and perform them with good timing and control.
	Striking and Fielding – Danish Longball To apply my knowledge and skills of throwing to accurately hit a target. To act decisively under pressure to retrieve and pass the ball accurately and efficiently to team mates . To take responsibility when making tactical decisions when fielding. To use tactical decisions to outwit opponents and find space. To understand how to communicate and implement decisions effectively within a team.	To apply striking and fielding skills and knowledge in a tactical manner to outwit opponents in a competitive game of Danish longball.

	To demonstrate sporting values and apply skills and knowledge in a competitive game of Danish longball.	
	Invasion Games – Basketball To dribble a basketball with control and understand the rules of double dribble and travelling. To pass the ball using various techniques and how to create space to receive a pass. To use a combination of passing and dribbling to get past defenders. To legally and safely defend and tackle players in basketball. To use the correct technique to shoot at a basketball net. To demonstrate sporting values and apply skills and knowledge in a competitive game of basketball.	To refine and apply my understanding of invasion games, through basketball, and learn the various techniques required to be an effective member of the team in this sport.
	Outdoor Adventurous Activities (OAA) - Orienteering To work as a team and use non-verbal communication to solve problems. To think creatively and provide clear instructions when working with a partner. To plan as a team to find effective solutions to problems. To navigate a simple map to complete a route. To work as a team to find a series of controls using a map. To demonstrate sporting values and apply skills and knowledge of orienteering in a race.	To apply map reading skills, and sports values to work as a team to find controls on a map in an orienteering race.
	Athletics 6 To optimise my pace to enable effective endurance running. To perform an effective javelin and provide technical feedback to a peer on their performance. To perform an effective shot put and provide technical feedback to a peer on their performance. To perform an effective long, vertical and triple jump. To transfer a relay baton efficiently as part of a team. To use my skills and determination to improve last year's record for running, jumping, throwing and hurdling.	To combine my sports values and technical skills to record personal best scores in athletics events.