



PE Disciplinary Knowledge

Games and Athletics

EYFS	Year 1	Year 2
<ul style="list-style-type: none">• Understand games have rules that need to be followed.• In games people compete against each other.• There are often winners and losers.	<ul style="list-style-type: none">• Use the terms 'opponent' and 'team-mate'.• Use rolling, hitting, running, jumping, catching and kicking skills in combination.• Develop tactics.• Lead others when appropriate.	<ul style="list-style-type: none">• Use the terms 'opponent' and 'team-mate'.• Use rolling, running, jumping, catching and kicking skills in combination.• Develop tactics.• Lead others when appropriate.



PE Disciplinary Knowledge

Games and Athletics

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. • Lead others and act as a respectful team member. 	<ul style="list-style-type: none"> • Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. • Lead others and act as a respectful team member. 	<ul style="list-style-type: none"> • Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). • Work alone, or with team mates in order to gain points or possession. • Strike a bowled or volleyed ball with accuracy. • Use forehand and backhand when playing racket games. • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team. 	<ul style="list-style-type: none"> • Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). • Work alone, or with team mates in order to gain points or possession. • Strike a bowled or volleyed ball with accuracy. • Use forehand and backhand when playing racket games. • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team.



PE Disciplinary Knowledge

Dance		
EYFS	Year 1	Year 2
<ul style="list-style-type: none">• Understand that people respond to music.• They can create shapes and patterns with their bodies.	<ul style="list-style-type: none">• Copy and remember moves and positions.• Move with careful control and coordination.• Link two or more actions to perform a sequence.• Choose movements to communicate a mood, feeling or idea.• To perform dance sequences travelling across pathways.	<ul style="list-style-type: none">• Copy and remember moves and positions.• Move with careful control and coordination.• Link two or more actions to perform a sequence.• Choose movements to communicate a mood, feeling or idea.• Select appropriate movements and body shapes to communicate ideas in relation to texture and shapes.



PE Disciplinary Knowledge

Dance			
Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Create dances and movements that convey a definite idea. • Change speed and levels within a performance. • Develop physical strength and suppleness by practising moves and stretching. • Work in a duet to express character and explore patterns and timing. 	<ul style="list-style-type: none"> • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Create dances and movements that convey a definite idea. • Change speed and levels within a performance. • Develop physical strength and suppleness by practising moves and stretching. • Create a duet by using increased choreographic skills. 	<ul style="list-style-type: none"> • Compose creative and imaginative dance sequences. • Perform expressively and hold a precise and strong body posture. • Perform and create complex sequences. • Express an idea in original and imaginative ways. • Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece. • Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands). 	<ul style="list-style-type: none"> • Compose creative and imaginative dance sequences. • Perform expressively and hold a precise and strong body posture. • Perform and create complex sequences. • Express an idea in original and imaginative ways. • Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece. • Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).



PE Disciplinary Knowledge

Gymnastics		
EYFS	Year 1	Year 2
<ul style="list-style-type: none"> • Copy actions demonstrated by the teacher. • Move from one position to another. • Know that positions have different names. 	<ul style="list-style-type: none"> • Copy and remember actions. • Move with some control and awareness of space. • Link two or more actions to make a sequence. • Show contrasts (such as small/tall, straight/curved and wide/narrow). • Travel by rolling forwards, backwards and sideways. • Hold a position whilst balancing on different points of the body. • Climb safely on equipment. • Stretch and curl to develop flexibility. • Jump in a variety of ways and land with increasing control and balance. 	<ul style="list-style-type: none"> • Copy and remember actions. • Move with some control and awareness of space. • Link two or more actions to make a sequence. • Show contrasts (such as small/tall, straight/curved and wide/narrow). • Travel by rolling forwards, backwards and sideways. • Hold a position whilst balancing on different points of the body. • Climb safely on equipment. • Stretch and curl to develop flexibility. • Jump in a variety of ways and land with increasing control and balance.



PE Disciplinary Knowledge

Gymnastics

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Show changes of direction, speed and level during a performance. • Show a kinaesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). • Travel in a variety of ways, including flight, by transferring weight to generate power in movements. • Swing and hang from equipment safely (using hands). 	<ul style="list-style-type: none"> • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Show changes of direction, speed and level during a performance. • Show a kinaesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). • Travel in a variety of ways, including flight, by transferring weight to generate power in movements. • Swing and hang from equipment safely (using hands). 	<ul style="list-style-type: none"> • Compose creative and imaginative dance sequences. • Perform expressively and hold a precise and strong body posture. • Perform and create complex sequences. • Express an idea in original and imaginative ways. • Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece. • Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands). • Practise and refine the gymnastic techniques used in performances (listed above). • Demonstrate good kinaesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions). • Use equipment to vault and to swing (remaining upright). 	<ul style="list-style-type: none"> • Create complex and well-executed sequences that include a full range of movements including: travelling, balances, swinging, springing, flight, vaults, inversions, rotations, bending, stretching and twisting, gestures and linking skills. • Hold shapes that are strong, fluent and expressive. • Include in a sequence set pieces, choosing the most appropriate linking elements. • Vary speed, direction, level and body rotation during floor performances. • Practise and refine the gymnastic techniques used in performances (listed above). • Demonstrate good kinaesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions). • Use equipment to vault and to swing (remaining upright).



PE Disciplinary Knowledge

Athletics		
EYFS	Year 1	Year 2
<ul style="list-style-type: none">• To begin to throw and catch objects• To begin to hop on either leg and jump with two feet• To move safely when walking or running	<ul style="list-style-type: none">• To demonstrate throwing underarm with some accuracy.• To demonstrate jumping as far as possible and landing safely with control.• To show a hopping skill with rhythm.• To show running and changing direction quickly.	<ul style="list-style-type: none">• Choose movements to communicate a mood, feeling or idea.



PE Disciplinary Knowledge

Athletics

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Sprint over a short distance up to 60 metres. • Run over a longer distance, conserving energy in order to sustain performance. • Use a range of throwing techniques (such as under arm, over arm). • Throw with accuracy to hit a target or cover a distance. • Jump in a number of ways, using a run up where appropriate. • Compete with others and aim to improve personal best performances 	<ul style="list-style-type: none"> • Sprint over a short distance up to 60 metres. • Run over a longer distance, conserving energy in order to sustain performance. • Use a range of throwing techniques (such as under arm, over arm). • Throw with accuracy to hit a target or cover a distance. • Jump in a number of ways, using a run up where appropriate. • Compete with others and aim to improve personal best performances. 	<ul style="list-style-type: none"> • Combine sprinting with low hurdles over 60 metres. • Choose the best place for running over a variety of distances. • Throw accurately and refine performance by analysing technique and body shape. • Show control in take off and landings when jumping. • Compete with others and keep track of personal best performances, setting targets for improvement 	<ul style="list-style-type: none"> • Combine sprinting with low hurdles over 60 metres. • Choose the best place for running over a variety of distances. • Throw accurately and refine performance by analysing technique and body shape. • Show control in take off and landings when jumping. • Compete with others and keep track of personal best performances, setting targets for improvement



PE Disciplinary Knowledge

Outdoor and Adventurous Activities

EYFS	Year 1 & Year 2
<ul style="list-style-type: none">• To work as part of a team• To follow simple instructions• To Move forwards and backwards safely• To show understanding of the need for being safe	<ul style="list-style-type: none">• To cooperate and work together as a team.• Can work with others to complete a journey within the school grounds.• To be able to respect, trust and care for each other.• Can work with a partner to undertake an adventurous journey.



PE Disciplinary Knowledge

Outdoor and Adventurous Activities

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Use maps, compasses and digital devices to orientate themselves. • Arrive properly equipped for outdoor and adventurous activity. • Understand the need to show accomplishment in managing risks. • Show an ability to both lead and form part of a team. • Support others and seek support if required when the situation dictates. • Show resilience when plans do not work and initiative to try new ways of working. • Remain aware of changing conditions and change plans if necessary. 	<ul style="list-style-type: none"> • Use maps, compasses and digital devices to orientate themselves. • Arrive properly equipped for outdoor and adventurous activity. • Understand the need to show accomplishment in managing risks. • Show an ability to both lead and form part of a team. • Support others and seek support if required when the situation dictates. • Show resilience when plans do not work and initiative to try new ways of working. • Remain aware of changing conditions and change plans if necessary. 	<ul style="list-style-type: none"> • Can review performance and apply learning. • Can recognise the important role played by all team members. • Can organise time and resources within a team. • Can listen attentively, record information accurately and apply strategies for remembering important information. • I can work effectively as part of a team to solve problems. 	<ul style="list-style-type: none"> • Select appropriate equipment for outdoor and adventurous activity. • Identify possible risks and ways to manage them, asking for and listening carefully to expert advice. • Embrace both leadership and team roles and gain the commitment and respect of a team. • Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt. • Remain positive even in the most challenging circumstances, rallying others if need be. • Use a range of devices in order to orientate themselves. • Quickly assess changing conditions and adapt plans to ensure safety comes first.

