



Himbleton CE Primary School and Nursery

Whole School Long-Term Curriculum Unit of Enquiry Overview for PE with Core Knowledge (Key Questions) and Vocabulary

EYFS		Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
	<b>Unit of Enquiry:</b>	Family Fortunes	The Spirit of Christmas	Knights and Castles	Helping Hands	Ticket to Ride	What A Wonderful World
	<b>Focus Concepts for PE:</b>	Introduction to PE	Fundamentals	Dance	Gymnastics	Ball Skills	Games
	<b>PE Core Knowledge</b>	<p>Agility: know that moving into space away from others helps to keep me safe. Balance: know that I can hold my arms out to help me to balance. Co-ordination: know that moving my arms and legs at the same time helps me to walk, run and jump. Speed: know that I use big steps to run and small steps to stop. Strength: understand that I can hold my weight on different parts of my body. Stamina: understand that moving for a long time can make me feel tired.</p>	<p>Running: know that I use big steps to run and small steps to stop. Know that moving into space away from others helps to keep me safe. Balancing: know that I can hold my arms out to help me to balance. Jumping: know that bending my knees will help me to land safely. Hopping: understand that I use one foot to hop. Skipping: know that if I hop then step that will help me to skip.</p>	<p>Actions: understand that I can move my body in different ways to create interesting actions. Dynamics: understand that I can change my action to show an idea. Space: know that if I move into space it will help to keep me and others safe. Performance: know that when watching others I sit quietly and clap at the end. Strategy: know that if I use lots of space, it helps to make my dance look interesting.</p>	<p>Shapes: understand that I can make different shapes with my body. Balances: know that I should be still when holding a balance. Rolls: know that I can change my body shape to help me to roll. Jumps: know that bending my knees will help me to land safely. Strategy: know that if I hold a shape and count to five people will see it clearly.</p>	<p>Sending: know to look at the target when sending a ball. Catching: know to have hands out ready to catch. Tracking: know to watch the ball as it comes towards me and scoop it with two hands. Dribbling: know that keeping the ball close will help with control.</p>	<p>Throwing: know to point my hand at my target when throwing. Catching: know to have hands out ready to catch. Tactics: make simple decisions in response to a task. Rules: know that rules help us to stay safe.</p> <p>Hitting: know to point my hand/object at my target when hitting a ball. Feeding and rallying: know to look at the target when sending a ball and watch the ball to receive it. Footwork: know to use big steps to run and small steps to stop.</p>

PE Focus Vocabulary:	follow • team • space • travel share • safely • path • listen	run • safely • space • jump hop • direction • stop • listen	move • space • safely • shape • copy around • sideways • forwards • backwards	copy • travel • space • shape • rock over • backwards • sideways • forwards	roll • team • space • kick • bounce throw • safely • stop • listen	run • safely • space • catch throw • team • stop • tag • score

CYCLE A YEAR 1/2		Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
	<b>Unit of Enquiry:</b>	Awesome Artists	Fire, Fire!	Around the World in 30 Days...	Innovative Inventors	Wonderful Worcester	Near and Far: Awesome Africa
	<b>Focus Concepts for PE:</b>	Fundamentals	Yoga	Gymnastics	Sending and receiving	Invasion	Target Games
	<b>Building upon:</b>	EYFS Autumn B Fundamentals	EYFS Autumn A Introduction to PE	EYFS Spring B Gymnastics	EYFS Summer A Ball skills	EYFS Summer B Games	EYFS Summer B Games
	<b>PE Core Knowledge</b>	Running: know that putting weight into the front of my feet helps me to stop in a balanced position. Know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster. Balancing: understand that squeezing my muscles helps me to balance. Jumping: know that swinging my arms forwards will help me to jump further. Hopping: know that if I look straight ahead it will stop me falling over when I land. Skipping: know that I should swing opposite arm to leg to help me balance when skipping without a rope.	Balance: understand that I can squeeze my muscles to help me to balance. Flexibility: know that flexibility helps us to stretch our muscles and increase the movement in our joints. Strength: know that strength helps us with everyday tasks such as carrying our school bag. Mindfulness: understand that I can use yoga to make me feel calm.	Shapes: know that some shapes link well together. Balances: understand that squeezing my muscles helps me to balance. Rolls: understand that there are different teaching points for different rolls. Jumps: understand that looking forward will help me to land with control. Strategy: know that if I use shapes that link well together it will help my sequence to flow.	Sending & receiving: know to control the ball before sending it. Dribbling: know that keeping my head up will help me to know where defenders are. Space: know that moving into space away from defenders helps me to pass and receive a ball. Attacking: know that when my team is in possession of the ball, I am an attacker and we can score. Defending: know that when my team is not in possession of the ball, I am a defender and we need to try to get the ball. Know that standing between the ball and the attacker will help me to stop them from getting the ball. Tactics:	Sending & receiving: know to control the ball before sending it. Dribbling: know that keeping my head up will help me to know where defenders are. Space: know that moving into space away from defenders helps me to pass and receive a ball. Attacking: know that when my team is in possession of the ball, I am an attacker and we can score. Defending: know that when my team is not in possession of the ball, I am a defender and we need to try to get the ball. Know that standing between the ball and the attacker will help me to stop them from	Throwing: know that stepping with opposite foot to throwing arm will help you to balance. Know that moving my arm quicker will give me more power. Striking: know to finish with my object/hand/foot pointing at my target. Tactics: understand and apply simple tactics. Rules: know how to score points and follow simple rules.

				understand and apply simple tactics for attack and defence. Rules: know how to score points and follow simple rules.	getting the ball. Tactics: understand and apply simple tactics for attack and defence. Rules: know how to score points and follow simple rules.	
PE Focus Vocabulary:	balance • direction • land fast • safely • jump • hop	• space • listen • copy • pose • breath • balance • slowly • breathe • stretch	action • travel • balance • jump direction • roll • point • shape speed • fast • slow • level	aim • throw • roll • kick catch • safely • racket	safely • defender • dribbling • pass attacker • space • points • score • team	• far • aim • team • throw • score • send • points • distance • overarm • underarm • target
CYCLE B YEAR 1/2	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Unit of Enquiry:	Down on the Farm	Our Place in the World	Poles Apart	Explorers	Wonder Women	Terrific Toys
Focus Concepts for PE:	Ball Skills	Fitness	Dance	Striking and Fielding	Net and Wall	Athletics
Building upon:	EYFS Summer A Ball skills KS1 C1 Spring B Sending and receiving	EYFS Autumn A Introduction to PE	EYFS Spring A Dance	KS1 C1 Spring B Sending and receiving	EYFS Summer A Ball skills KS1 C1 Summer B Target games	EYFS Autumn B Fundamentals
PE Core Knowledge	Sending: know that stepping with opposite foot to throwing arm will help me to balance. Catching: know to use wide fingers and pull the ball in to my chest to help to securely catch. Tracking: know that it is easier to move towards a ball to track it than chase it. Dribbling: know to keep my head up when dribbling to see space/opponents.	Agility: know using small quick steps helps me to change direction. Balance: understand that I can squeeze my muscles to help me to balance. Co-ordination: understand that some skills require me to move body parts at different times such as skipping. Speed: know that I take shorter steps to jog and bigger steps to run. Strength: know that strength helps us with everyday tasks such as carrying our school bag. Stamina: know that I need	Actions: know that sequencing actions in a particular order will help me to tell the story of my dance. Dynamics: understand that I can change the way I perform actions to show an idea. Space: know that I can use different directions, pathways and levels in my dance. Relationships: know that using counts of 8 will help me to stay in time with my partner and the music. Performance: know that using facial expressions helps to show the mood of my dance. Strategy: know that if I	Striking: understand the role of a batter. Know that striking quickly will increase the power. Fielding: understand that there are different roles within a fielding team. Know to move towards the ball to collect it to limit a batter's points. Throwing: know that stepping with opposite foot to throwing arm will help me to balance. Catching: know to use wide fingers and pull the ball in to my chest to help me to securely catch. Tactics:	Hitting: know to watch the ball as it comes towards me to help me to prepare to hit it. Feeding: know to place enough power on a ball to let it bounce once but not too much so that my partner can't return it. Rallying: know that sending the ball towards my partner will help me to keep a rally going. Footwork: know that using a ready position helps me to react quickly and return/catch a ball. Tactics: understand that	Running: know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster. Jumping: know that swinging my arms forwards will help me to jump further. Throwing: know that I can throw in a straight line by pointing my throwing hand at my target as I let go of the object. Rules: know how to follow simple

		to run slower if running for a long period of time.	practice my dance my performance will improve.	understand and apply simple tactics for attack (batting) and defence (fielding). Rules: know how to score points and follow simple rules.	applying simple tactics makes it difficult for my opponent. Rules: know how to score points and follow simple rules.	rules when working with others.
PE Focus Vocabulary:	<ul style="list-style-type: none"> <li>far</li> <li>aim</li> <li>safely</li> <li>throw</li> <li>send</li> <li>roll</li> <li>catch</li> <li>direction</li> <li>balance</li> </ul>	<ul style="list-style-type: none"> <li>exercise</li> <li>heart</li> <li>lungs</li> <li>oxygen</li> <li>mood</li> <li>health</li> <li>body</li> </ul>	<ul style="list-style-type: none"> <li>counts</li> <li>action</li> <li>travel</li> <li>pose</li> <li>move</li> <li>direction</li> <li>forwards</li> <li>backwards</li> <li>speed</li> <li>fast</li> <li>slow</li> <li>level</li> <li>shape</li> </ul>	<ul style="list-style-type: none"> <li>throw</li> <li>points</li> <li>target</li> <li>pass</li> <li>space</li> <li>score</li> <li>team</li> <li>hit</li> <li>catch</li> <li>send</li> <li>batter</li> <li>bowler</li> <li>fielder</li> </ul>	<ul style="list-style-type: none"> <li>safely</li> <li>ready position</li> <li>partner</li> <li>score</li> <li>racket</li> <li>net</li> <li>underarm</li> <li>space</li> <li>points</li> </ul>	<ul style="list-style-type: none"> <li>fast</li> <li>slow</li> <li>jump</li> <li>aim</li> <li>direction</li> <li>far</li> <li>bend</li> <li>improve</li> <li>hop</li> <li>safely</li> <li>travel</li> <li>balance</li> </ul>

CYCLE A YEAR 3/4		Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Unit of Enquiry:		A Tiny Island	Through the Ages	Impactful Invaders	Impactful Invaders	The Force of Nature	Living My Best Life
Focus Concepts for PE:		Fundamentals	Gymnastics	Yoga	Football	Cricket	Athletics
Building upon:		KS1 C1 Autumn A Fundamentals	KS1 C1 Spring A Gymnastics	KS1 C1 Autumn A Yoga	KS1 C1 Summer A Invasion	KS1 C1 Summer A Target games	KS1 Summer A/B Athletics
PE Core Knowledge		Running: understand that a change of direction and speed can help to get past or away from an opponent. Balancing: understand that I need to squeeze different muscles to help me to stay balanced in different activities. Jumping and hopping: know that swinging my non-hopping foot helps to create momentum. Skipping: understand that keeping my chest up helps me to stay balanced.	Shapes: understand how shapes can be used to improve my sequence. Inverted movements: know that inverted movements are actions in which my hips go above my head. Balances: know how to keep myself and others safe when performing partner balances. Rolls: understand that I can keep the shape of my roll using body tension. Jumps: know that I can control my landing by landing toes first, looking forwards and bending my knees. Strategy: know that if I use different directions it will help to make my sequence look interesting.	Balance: understand that if I move with my breath it will help me to balance. Flexibility: understand which body parts I am trying to extend in different poses. Strength: understand that people have different levels of strength. Mindfulness: understand that mindfulness is a personal journey.	Sending & receiving: know that cushioning a ball will help me to control it when receiving it. Dribbling: know that protecting the ball as I dribble will help me to maintain possession. Space: know that moving into space will help my team keep possession and score goals. Attacking: recognise when to pass and when to shoot. Defending: know when to mark and when to attempt to win the ball. Tactics: know that applying attacking tactics will help to maintain possession and score goals. Know that applying	Striking: know that using the centre of the bat will provide the most control and accuracy. Fielding: know that it is easier to field a ball that is coming towards me rather than away so set up accordingly. Throwing: understand that being balanced before throwing will help to improve the accuracy of the throw. Catching: know to track the ball as it is thrown to help to improve the consistency of catching. Tactics: know that applying attacking	Running: understand that I need to pace myself when running further or for a long period of time. Understand that a high knee drive, pumping my arms and running on the balls of my feet gives me power. Jumping: understand that transferring weight will help me to jump further. Throwing: understand that transferring weight will help me to throw further. Rules: know and understand the rules to be able to

					defending tactics will help to deny space, gain possession and stop goals. Rules: know and understand the rules to be able to manage our own game.	tactics will help to score points and avoid getting out. Know that applying defending tactics will help to deny space, get opponents out and limit points. Rules: know and understand the rules to be able to manage our own game.	manage our own events.
<b>PE Focus Vocabulary:</b>	<ul style="list-style-type: none"> <li>distance</li> <li>control</li> <li>pace</li> <li>technique</li> <li>momentum</li> <li>rhythm</li> <li>accelerate</li> <li>co-ordination</li> <li>tension</li> <li>decelerate</li> <li>stability</li> <li>transfer</li> </ul>	<ul style="list-style-type: none"> <li>matching</li> <li>contrasting</li> <li>sequence</li> <li>direction</li> <li>interesting</li> <li>flow</li> <li>explore</li> <li>control</li> <li>shape</li> <li>create</li> </ul>	<ul style="list-style-type: none"> <li>strength</li> <li>perform</li> <li>link</li> <li>flexibility</li> <li>mindfulness</li> <li>try</li> <li>stable</li> <li>grounded</li> <li>relax</li> <li>control</li> <li>down dog</li> <li>technique</li> </ul>	<ul style="list-style-type: none"> <li>goal keeper</li> <li>attacker</li> <li>outside</li> <li>opponent</li> <li>communicate</li> <li>possession</li> <li>opposition</li> <li>tracking</li> <li>inside</li> <li>dribbling</li> <li>control</li> <li>available</li> <li>defender</li> <li>tackle</li> </ul>	<ul style="list-style-type: none"> <li>runs</li> <li>technique</li> <li>wicket keeper</li> <li>strike</li> <li>retrieve</li> <li>bowl</li> <li>fielding</li> <li>stumped</li> <li>two-handed pick up</li> <li>stance</li> <li>wicket</li> <li>short barrier</li> </ul>	<ul style="list-style-type: none"> <li>speed</li> <li>accurately</li> <li>power</li> <li>personal best</li> <li>determination</li> <li>further</li> <li>faster</li> <li>control</li> <li>strength</li> <li>pace</li> </ul>	

CYCLE B YEAR 3/4	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
<b>Unit of Enquiry:</b>	Remarkable Rainforests	Dynamic Dynasties	Where in the World?	Enterprising Entrepreneurs	American Adventure	American Adventure
<b>Focus Concepts for PE:</b>	OAA	Dance	Fitness	Netball	Tennis	Rounders
<b>Building upon:</b>	KS1 C1 Autumn A Fundamentals	KS1 C2 Spring A Dance	KS1 C2 Autumn B Fitness	KS1 C1 Summer A Invasion	KS1 C2 Summer A Net and wall	KS1 C2 Spring B Striking and Fielding
<b>PE Core Knowledge</b>	<p>Problem solving: know that discussing the advantages and disadvantages of ideas will help to guide us to a conclusion about which idea to use. Navigational skills: understand how to use a key and use the cardinal points on a map to orientate it. Communication: understand that there are different types of communication and that I can communicate without talking. Reflection: with increased accuracy, critically reflect on</p>	<p>Actions: understand that some actions are better suited to a certain character, mood or idea than others. Dynamics: understand that some dynamics are better suited to a certain character, mood or idea than others. Space: understand that space can be used to express a certain character, mood or idea. Relationships: understand that some relationships are better</p>	<p>Agility: know that keeping my elbows bent when changing direction will help me to stay balanced. Balance: understand that I need to squeeze different muscles to help me to stay balanced in different activities. Co-ordination: understand that if I begin in a ready position I can react quicker. Speed: understand that a high knee drive, pumping my arms and running on the balls of my</p>	<p>Sending &amp; receiving: know that cushioning a ball will help me to control it when receiving it. Dribbling: know that protecting the ball as I dribble will help me to maintain possession. Space: know that moving into space will help my team keep possession and score goals. Attacking: recognise when to pass and when</p>	<p>Shots: understand when to play a forehand and a backhand and why. Rallying: know that moving my feet to the ball will help me to hit in a more balanced position therefore increasing the accuracy of my shot. Footwork: know that getting my feet in the right position will help me to</p>	<p>Striking: know that using the centre of the bat will provide the most control and accuracy. Fielding: know that it easier to field a ball that is coming towards me rather than away so set up accordingly. Throwing: understand that being balanced before throwing will help to improve the</p>

	when and why I am successful at solving challenges. Rules: understand the importance of working with integrity.	suited to a certain character, mood or idea than others. Performance: know that being aware of other performers in my group will help us to move in time. Strategy: know that I can select from a range of dance techniques to translate my idea.	feet gives me power. Strength: understand that strength comes from different muscles and know how I can improve my strength. Stamina: understand that I need to pace myself when running further or for a long period of time.	to shoot. Defending: know when to mark and when to attempt to win the ball. Tactics: know that applying attacking tactics will help to maintain possession and score goals. Know that applying defending tactics will help to deny space, gain possession and stop goals. Rules: know and understand the rules to be able to manage our own game.	balance before playing a shot. Tactics: know that applying attacking tactics will help me to score points and create space. Know that applying defending tactics will help me to deny space, return a ball and limit points. Rules: know and understand the rules to be able to manage our own game.	accuracy of the throw. Catching: know to track the ball as it is thrown to help to improve the consistency of catching. Tactics: know that applying attacking tactics will help to score points and avoid getting out. Know that applying defending tactics will help to deny space, get opponents out and limit points. Rules: know and understand the rules to be able to manage our own game.
PE Focus Vocabulary:	<ul style="list-style-type: none"> <li>navigate</li> <li>route</li> <li>collaborate</li> <li>inclusive</li> <li>grid</li> <li>discuss</li> <li>symbol</li> <li>effectively</li> <li>plan</li> <li>rules</li> <li>trust</li> <li>orientate</li> </ul>	<ul style="list-style-type: none"> <li>unison</li> <li>explore</li> <li>create</li> <li>feedback</li> <li>perform</li> <li>timing</li> <li>levels</li> <li>flow</li> <li>dynamics</li> <li>expression</li> <li>actions</li> </ul>	<ul style="list-style-type: none"> <li>fitness</li> <li>balance</li> <li>agility</li> <li>co-ordination</li> <li>speed</li> <li>pace</li> <li>control</li> <li>muscle</li> <li>strength</li> <li>steady</li> <li>progress</li> <li>stamina</li> </ul>	<ul style="list-style-type: none"> <li>footwork</li> <li>pivot</li> <li>opponent</li> <li>opposition</li> <li>receiver</li> <li>landing foot</li> <li>interception</li> <li>rebound</li> <li>obstruction</li> <li>possession</li> <li>attack</li> <li>defence</li> <li>contact</li> <li>mark</li> </ul>	<ul style="list-style-type: none"> <li>ready position</li> <li>control</li> <li>return</li> <li>opponent</li> <li>accurately</li> <li>racket</li> <li>track</li> <li>rally</li> </ul>	<ul style="list-style-type: none"> <li>strike</li> <li>Fielding</li> <li>stance</li> <li>technique</li> <li>rounder</li> <li>batting</li> <li>retrieve</li> <li>stumped</li> <li>backstep</li> <li>bow</li> <li>two-handed pick up</li> <li>short barrier</li> <li>post</li> </ul>
CYCLE A YEAR 5/6	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Unit of Enquiry:	Inspire me	Fun at the Fair -	The Home Front- WW1 and 2-	The Home Front- WW1 and 2-	Reduce, reuse, recycle-	Groovy Greeks-
Focus Concepts for PE:	Fundamentals	Gymnastics	Yoga	Football	Cricket	Athletics
Building upon:	KS1 C1 Autumn A Fundamentals	KS1 C1 Spring A Gymnastics	KS1 C1 Autumn B Yoga	KS1 C1 Summer B Invasion	KS1 C2 Autumn A Ball skills	KS1 C2 Summer B Athletics
PE Core Knowledge	Running: know that running develops stamina and speed and both can be improved by training over time. Balancing: know that balance underpins many skills in PE and everyday life and this feels different in different situations. Jumping and hopping:	Shapes: know which shapes to use for each skill. Inverted movements: understand that spreading my weight across a base of support will help me to balance. Balances: know where and when to apply	Balance: know where and when to apply force to maintain control and balance. Flexibility: know which of my muscles require more practice to increase my flexibility. Strength: understand that I can build	ending & receiving: understand and make quick decisions about when, how and who to pass to. Dribbling: choose the appropriate skill for the situation under pressure e.g. a V dribble	Striking: understand that the momentum and power for striking a ball comes from legs as well as arms. Fielding: know which fielding action to apply for the situation.	Running: understand that I need to prepare my body for running and know the muscle groups I will need to use. Jumping: understand that a run up builds speed and

	<p>understand when to jump for height or jump for distance in different activities and what to do to achieve this. Skipping: understand that skipping helps to develop co-ordination, stamina and balance.</p>	<p>force to maintain control and balance. Rolls: understand that I can use momentum to help me to roll and know where that momentum from. Jumps: understand that taking off from two feet will give me more height and therefore more time in the air. Strategy: know that if I use changes in formation it will help to make my sequence look interesting.</p>	<p>up my strength by practicing in my own time. Mindfulness: identify times in my everyday life when mindfulness activities would be helpful for my wellbeing.</p>	<p>in basketball to keep the ball away from a defender. Space: understand that transitioning quickly between attack and defence will help my team to maintain or gain possession. Tactics: know how to create and apply a tactic for a specific situation or outcome. Rules: understand, apply and use rules consistently in a variety of invasion games whilst playing and officiating.</p>	<p>Throwing and catching: consistently make good decisions on who to throw to and when to throw in order to get batters out. Know that accuracy, speed and consistency of throwing and catching will help to limit a batter's score. Tactics: understand and apply some tactics in the game as a batter, bowler and fielder. Rules: understand, apply and use rules consistently in a variety of striking and fielding games whilst playing and officiating.</p>	<p>power and enables me to jump further. Throwing: understand that I need to prepare my body for throwing and know the muscle groups I will need to use. Rules: understand and apply rules in events that pose an increased risk.</p>
	<p><b>PE Focus Vocabulary:</b></p> <ul style="list-style-type: none"> <li>distance</li> <li>control</li> <li>pace</li> <li>technique</li> <li>momentum</li> <li>rhythm</li> <li>accelerate</li> <li>co-ordination</li> <li>tension</li> <li>decelerate</li> <li>stability</li> <li>transfer</li> </ul>	<ul style="list-style-type: none"> <li>symmetrical</li> <li>asymmetrical</li> <li>extension</li> <li>rotation</li> <li>synchronisation</li> <li>canon</li> <li>inverted</li> <li>progression</li> <li>aesthetics</li> </ul>	<ul style="list-style-type: none"> <li>quality</li> <li>notice</li> <li>calm</li> <li>develop</li> <li>high lunge</li> <li>fluidity</li> <li>salutation</li> <li>transition</li> <li>practice</li> <li>collaboratively</li> <li>connected</li> <li>aware</li> </ul>	<ul style="list-style-type: none"> <li>control</li> <li>tactics</li> <li>opponent</li> <li>intercepting</li> <li>possession</li> <li>tracking</li> <li>consistently</li> <li>conceding</li> <li>outwit</li> <li>pressure</li> <li>foul</li> <li>touch</li> <li>possession</li> <li>outwit</li> </ul>	<ul style="list-style-type: none"> <li>strike</li> <li>batting</li> <li>wicket keeper</li> <li>fielding</li> <li>wicket</li> <li>tracking</li> <li>consistently</li> <li>tracking</li> <li>retrieve</li> <li>support</li> <li>obstruction</li> </ul>	<ul style="list-style-type: none"> <li>technique</li> <li>compete</li> <li>continuous pace</li> <li>flight</li> <li>determination</li> <li>personal best</li> <li>momentum</li> <li>stride</li> <li>downswEEP</li> <li>upswEEP</li> <li>officiate</li> <li>rhythm</li> </ul>
<b>CYCLE B YEAR 5/6</b>	<b>Autumn A</b>	<b>Autumn B</b>	<b>Spring A</b>	<b>Spring B</b>	<b>Summer A</b>	<b>Summer B</b>
<b>Unit of Enquiry:</b>	Out of this World	Take a picture-	Ancient Egypt	Ancient Egypt	Water World-	Mayan Mayhem-
<b>Focus Concepts for PE:</b>	OAA	Dance	Fitness	Netball	Tennis	Rounders
<b>Building upon:</b>	KS2 C2 Autumn A OAA	KS2 C1 Autumn A OAA	KS1 C2 Spring A Fitness	KS1 C2 Spring B Netball	KS1 C2 Summer A Tennis	KS1 C2 Summer B Rounders
<b>PE Core Knowledge</b>	<p>Problem solving: understand that being able to solve problems is an important life skill. Navigational skills: understand why having good navigational skills are important. Communication: know that good communication skills</p>	<p>Actions: understand that actions can be improved with consideration to extension, shape and recognition of intent. Dynamics: understand that selecting a variety of</p>	<p>Agility: understand that agility requires speed, strength, good balance and co-ordination. Balance: know where and when to apply force to maintain control and balance. Co-ordination:</p>	<p>ending &amp; receiving: understand and make quick decisions about when, how and who to pass to. Dribbling: choose the appropriate skill for the situation under</p>	<p>Shots: understand the appropriate skill for the situation under pressure e.g.choosing to play the ball short over the net if I have just moved my</p>	<p>Striking: understand that the momentum and power for striking a ball comes from legs as well as arms. Fielding: know which fielding action to apply</p>

are key to solving problems and working effectively as a team. Reflection: with increasing accuracy, reflect on when and how I am successful at solving challenges and alter my methods in order to improve. Rules: understand the rules and think creatively to solve the challenge whilst abiding by the rules.

dynamics in my performance can help to take the audience on a journey through my dance idea. Space and relationships: know that combining space and relationships with a prop can help me to express my dance idea. Performance: understand how a leader can ensure our dance group performs together. Strategy: know that if I keep in character throughout, it will help me to express an atmosphere or mood that can be interpreted by the audience.

understand that co-ordination also requires good balance and know how to achieve this. Speed: know that speed can be improved by training and know which speed to select for the distance. Strength: understand that I can build up my strength by practicing in my own time. Stamina: know which exercises can develop stamina and understand that it can be improved by training over time.

pressure e.g. a V dribble in basketball to keep the ball away from a defender. Space: understand that transitioning quickly between attack and defence will help my team to maintain or gain possession. Tactics: know how to create and apply a tactic for a specific situation or outcome. Rules: understand, apply and use rules consistently in a variety of invasion games whilst playing and officiating.

opponent to the back of the court. Serving: begin to apply tactics when serving e.g. aiming to serve short on the first point and then long on the second point. Rallying: understand how to play different shots depending on if a rally is co-operative or competitive. Footwork: know that using the appropriate footwork will help me to react to a ball quickly and give me time to prepare to play a shot. Tactics: understand when to apply some tactics for attacking and/or defending. Rules: understand, apply and use rules consistently in a variety of net and wall games whilst playing and officiating.

for the situation. Throwing and catching: consistently make good decisions on who to throw to and when to throw in order to get batters out. Know that accuracy, speed and consistency of throwing and catching will help to limit a batter's score. Tactics: understand and apply some tactics in the game as a batter, bowler and fielder. Rules: understand, apply and use rules consistently in a variety of striking and fielding games whilst playing and officiating.

**PE Focus Vocabulary:**

- tactical
- control card
- critical thinking
- co-operatively
- orienteering
- navigation
- location
- Symbol
- leader
- orientate
- strategy
- boundaries

- levels
- actions
- formation
- timing
- relationship
- performance
- expression
- unison
- posture
- dynamics
- canon

- agility
- balance
- generate force
- continuous
- co-ordination
- technique
- control
- strength
- stamina
- component
- speed
- power
- analyse
- measure
- record

- rebound
- contact
- contest
- consecutive
- possession
- obstruction
- conceding
- consistently
- attack
- defend
- interception
- turnover

- ready position
- control
- volley
- return
- opponent
- co-operatively
- serve
- forehand
- backhand
- continuously

- strike
- fielding
- co-operatively
- consistently
- pressure
- batting
- retrieve
- overtake
- stonit
- backing up
- continuous
- consecutive
- obstruction



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Focus Concepts for PE:</b>	<p>Swimming</p> <p>By the end of their education at Himbelton C of E primary School children will be able to:</p> <ul style="list-style-type: none"> <li>swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>perform safe self-rescue in different water-based situations</li> </ul>					
<b>PE Core Knowledge</b>	<p>Strokes: understand that using cupped hands will help me to swim as the water cannot escape between my fingers. Breathing: know that I need to take a big breath before submerging. Water safety: understand that floating can help me to stay safe. Rules: know that walking on poolside helps to keep me safe.</p>	<p>Strokes: understand that moving my arms quickly will help me to pass through the water. Breathing: know that when I swim, I inhale through my mouth when my face is above water and exhale through my mouth or nose when my face is underwater. Water safety: understand that floating uses less energy than swimming. Rules: know how to safely enter and exit the pool.</p>	<p>Strokes: know that lifting my hips will help me to stay afloat whilst swimming. Breathing: know that turning my head to the side to breathe will allow me to swim with good technique. Water safety: know that treading water enables me to keep upright and in the same space. Rules: know that the water should be clear of swimmers before entering.</p>	<p>Strokes: understand that keeping my legs together for crawl helps me to stay straight in the water. Breathing: know that breathing out with a slow consistent breath enables me to swim for longer before needing another breath. Water safety: know what to do if I fall in the water. Rules: understand the water safety rules.</p>	<p>Strokes: understand that pulling harder through the water will enable me to travel the distance in fewer strokes and travel faster. Breathing: know that breathing every three strokes helps to balance my stroke and allows me to practise breathing on both sides. Water safety: know that a group of people can huddle together to conserve body heat, support each other and provide a larger target for rescuers. Rules: understand rules in and around water.</p>	<p>Strokes: understand that making my body streamlined helps me to glide through the water. Breathing: understand that the more I practice my breathing in the water, the more my heart and lungs can work effectively and aid my muscles with the ability to utilise oxygen when swimming. Water safety: know which survival technique to use for the situation. Rules: understand that different environments have different rules to keep us safe around water.</p>
<b>PE Focus Vocabulary:</b>	Exit enter front back travel rules safely kicking back floating breathing surface pulling splash unaided gliding floating breathing Swimming pool signs		Skulling crawl breaststroke submersion rotation backstroke huddle alternate survival treading water buoyancy		Exhale flutter kick surface somersault personal best inhale endurance synchronised propel retrieve continuous streamline	

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Focus Concepts for PE:</b>	OAA – Forest school Provision						
<b>PE Core Knowledge</b>	<p>Problem solving: make simple decisions in response to a task.</p> <p>Navigational skills: know that moving into space away from others will help me to stay safe. Know to leave a gap when following a path will help me to stay safe. Communication: know that talking with a partner will help me to solve challenges e.g. 'let's go to the green hoop next'.</p> <p>Reflection: begin to identify when I am successful.</p> <p>Rules: know that rules help us to stay safe.</p>	<p>Problem solving: know that working collaboratively with others will help to solve challenges. Navigational skills: know that deciding which way to go before starting will help me.</p> <p>Communication: know that using short instructions will help my partner e.g. start/stop. Reflection: identify when I am successful and make basic observations about how to improve. Rules: know that rules help us to play fairly</p>	<p>Problem solving: know that listening to each other's ideas might give us an idea we hadn't thought of. Navigational skills: understand that the map tells us what to do. Communication: know to use encouraging words when speaking to a partner or group to help them to trust me.</p> <p>Reflection: verbalise when I am successful and areas that I could improve. Rules: know how to follow and apply simple rules.</p>	<p>Problem solving: know that trying ideas before deciding on a solution will help us to come up with the best idea.</p> <p>Navigational skills: know to hold the map so that the items on the map match up to the items that have been placed out. Communication: know to take turns when giving ideas and not to interrupt each other.</p> <p>Reflection: reflect on when and why I am successful at solving challenges. Rules: know that using the rules honestly will help to keep myself and others safe.</p>	<p>Problem solving: know that discussing the advantages and disadvantages of ideas will help to guide us to a conclusion about which idea to use.</p> <p>Navigational skills: understand how to use a key and use the cardinal points on a map to orientate it.</p> <p>Communication: understand that there are different types of communication and that I can communicate without talking. Reflection: with increased accuracy, critically reflect on when and why I am successful at solving challenges.</p> <p>Rules: understand the importance of working with integrity.</p>	<p>Problem solving: recognise that there may be more than one way to solve a challenge and that trial and error may help to guide me to the best solution.</p> <p>Navigational skills: use a key to identify objects and locations.</p> <p>Communication: know to be descriptive but concise when giving instructions e.g. 'two steps to the left'.</p> <p>Reflection: reflect on when I am successful at solving challenges and alter my methods in order to improve. Rules: know that abiding by rules will enable my classmates to complete the course e.g. not moving controls.</p>	<p>Problem solving: understand that being able to solve problems is an important life skill.</p> <p>Navigational skills: understand why having good navigational skills are important.</p> <p>Communication: know that good communication skills are key to solving problems and working effectively as a team. Reflection: with increasing accuracy, reflect on when and how I am successful at solving challenges and alter my methods in order to improve. Rules: understand the rules and think creatively to solve the challenge whilst abiding by the rules.</p>
<b>PE Focus Vocabulary:</b>	Share team path listen space travel follow safety explore	Leader lead team cooperate support solve instructions successful map direction communicate	Rules route trust navigate grid discuss plan leader effectively inclusive orientate symbol	Collaborate collective navigation tactical control orienteering location boundaries critical thinking cooperatively strategy			

