






























		P.E.					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	P.E. 1	Resilience	Dribbling	Gymnastics	Net & Wall	OAA	Compassionate Competition
	P.E. 2	Passing & Space Dance Sending & Receiving			Striking & Fielding Flag Football Movement & Athletics		
		Substantive concepts: 	Substantive concepts: 	Substantive concepts: 	Substantive concepts: 	Substantive concepts: 	Substantive concepts:  
Year 4	P.E. 1	Resilience	Dribbling	Gymnastics	Net & Wall	OAA	Striking & Fielding
	P.E. 2	Dance Sending & Receiving			Athletics & Leadership Gym	Athletics & Leadership Passing & Space	
		Substantive concepts: 	Substantive concepts: 	Substantive concepts: 	Substantive concepts: 	Substantive concepts: 	Substantive concepts:  

Year 5	P.E. 1	OAA	Resilience	Gymnastics	Net & Wall	Sporting Values	Tennis	
	P.E. 2	Passing & Space Dance Sending & Receiving		Sending & Receiving Passing & Space Dance	Sending & Receiving Health & Wellbeing Athletics & Leadership	Flag Football Striking & Fielding Athletics & Leadership		
	Substantive concepts:		Substantive concepts:		Substantive concepts:		Substantive concepts:	
								
Year 6	P.E. 1	OAA	Resilience	Gymnastics	Net & Wall	Tennis	My Movement Journey	
	P.E. 2	Passing & Space Dance Sending & Receiving			Striking & Fielding Flag Football Athletics & Leadership			
	Substantive concepts:		Substantive concepts:		Substantive concepts:		Substantive concepts:	
								

3 substantive concepts	
Communicating	
Resilience	
Teamwork	





**P.E. Progression**

The aim of our P.E. curriculum at Baden-Powell is to support each and every child's understanding of their place in the diverse world in which they live; to become physically literate with the knowledge, skills, confidence and desire to continue a lifelong participation in physical activity; to learn about the impact that physical activity can have on their everyday lives; and to see the importance of our school values of Respect, Friendship, Compassion, Aspiration and Resilience within different, sporting contexts.  
 The knowledge and skills that we have chosen to include in our P.E. curriculum derive directly from the objectives set out in the National Curriculum (2014) and are in line with CLP guidance for P.E.  
 To make our P.E. curriculum as meaningful as possible, we have sequenced our P.E. units in a progressive and cyclical format.

	Autumn 1	Autumn 2	Spring 1
	Resilience	Dribbling	Gymnastics
	<b>Key Knowledge</b>	<b>Key Knowledge</b>	<b>Key Knowledge</b>
	I should use a taught strategy to keep emotions under control I can use multiple attempts, if needed, to learn a new skill I should welcome trying new things as it could be fun	I can change direction quickly to move away from other players and into space When dribbling, I need to keep the ball close to the body When dribbling, I need to use lots of little touches to keep the ball under control	Keep head up and back leg straight with pointed toes when leaping A balance is still and steady position for at least 5 seconds Be still when landing and bend knees slightly to cushion
	<b>Other Knowledge</b>	<b>Other Knowledge</b>	<b>Other Knowledge</b>
	Resilience is needed to achieve success By practising more, a skill can be learnt quicker	A hockey stick should be held with two split hands (one at the top and one in the middle) A handball should be bounced/dribbled with the fingers and not the palm of the hand. The more the head is up and looking around, the more aware a player will be of where the space is. I need to dribble into space quickly to receive the ball or create own space Standing between an opponent and the ball creates a barrier or shield for the ball	Movements in a sequence can be linked (e.g. with a chassis step, cat leap or jump half turn) Two balances are stork and arabesque There are 5 different types of jumps Hoops can be rotated around different body parts (ankle, wrist, arm, waist, neck)
Year 3	<b>Key Skills</b>	<b>Key Skills</b>	<b>Key Skills</b>
	Recognise different emotions. Apply a growth mindset to manage emotions. Maintain emotions to stay positive when not achieving success Understand and calculate 'personal best' Reflect upon personal performance	Dribbling with one hand under control Change direction when dribbling with one hand To be aware of what is around me Shield the ball from opponents	Perform a leap and create a space themed routine. Perform a range of balances including stork stand and arabesque. Perform 5 different jumps with control and precision. Show two different hoops skills in a mysterious Island themed routine.
	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>
	Resilience-to recover quickly from difficulties Strategy-a plan, method, or series of actions to achieve a goal Growth mindset-believing that your brain can grow and you can learn many new things Personal best-a person's best score or effort on a particular task or activity Determination-not giving up and wanting to succeed Personal growth-how much you have personally improved and avoiding comparisons with others	Dribble—moving an object from one area to another with control Direction —where the dribbling is moving to Space- an empty area without any opponents or interferences Shield—to block or protect your object from an opponent Awareness- to know what is happening around you Split hands—dribbling an object by changing each hand.	Tuck—knees raised together to the chest Straddle-body passes over the apparatus in a sitting position with the legs spread wide to each side. Straight-body and legs straight together in a 'pencil' shape Star-arms and legs spread wide shaped like a star Pike-jump into the air bent at the waist with straight legs out Tension-body is held tight than when it is a loose collection of individual parts Sequence-two or more skills which are performed together
cross curricular links			

**P.E. - Progression**

	Spring 2	Summer 1	Summer 2
	Net & Wall	OAA	Compassionate Competition
	<b>Key Knowledge</b>	<b>Key Knowledge</b>	<b>Key Knowledge</b>
	I need to use one flat hand to strike the ball I need to have my body facing the target before every strike or catch I need to have my eyes looking at the target before every strike or catch	Cardinal compass points are North, East, South and West When standing still, the map should be held so it is orientated. Different colours on a map stand for different feature types (e.g. black = buildings, green = growth, brown = ground, blue = water)	Moving into space to receive the ball will help maintain possession Winning with respect and compassion for others is important When you lose, you must do so with respect and compassion for others
	<b>Other Knowledge</b>	<b>Other Knowledge</b>	<b>Other Knowledge</b>
	I should strike the ball with one hand The ready position is arms raised above the waist	A control is always square shaped. A control will have a letter and a number written on it. It is more productive to share own ideas and thoughts in a respectful and confident manner Orienteering is a race so I should run from control to control A map is a birds eye view	Possession is when your team is in control of the ball. Moving into space away from opponents will help my team Staying focused and staying close to an opponent is effective defending
Year 3	<b>Key Skills</b>	<b>Key Skills</b>	<b>Key Skills</b>
	Consistently catch with two hands whilst on the move. Roll the ball to a target. Hit a ball using the palm of a hand	Acquire an understanding of maps as a birds eye view of the world Identify what the different colours on an orienteering map stand for Develop Map Awareness and understand what a line course is Learn what a score course is in Orienteering.	Understand the importance of maintaining possession. Winning with respect and compassion. Losing with respect and compassion. Explore strategies related to maintaining possession. Consider how to successfully attack a target or goal. Consider how to successfully defend a target or goal. Know the importance of moving into and using space. Know what tactics are.
	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>
	Strike—to hit a still or moving object with a deliberate action. Control—striking or moving an object so it goes where it was intended Ready position—a position used before the ball arrives. Hands out to side, palms facing forwards and knees slightly bent. Serve—the first strike or hit of the ball which begins each point. Forehand—a stroke played with the palm of the hand facing in the direction of the stroke.	Key- box of information about the different features on the map Control point—red and white square on a feature Cardinal points—a set of directions (north, south, east and west) Orientated—rotating the map so it shows what is in front of you	Possession—when you have control of the team or object Compassionate—kindness and thinking of other's feelings Respect—treating others how you would like to be treated
cross curricular links		Geography	

**Games Progression**

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Games Progression		
Autumn 1	Autumn 2	Spring 1
Sending & Receiving	Dance	Passing & Space
<b>Key Knowledge</b> I need to get feet and hands behind the ball to receive it I need to create 'cereal bowl' or 'W for winning' shape with hands before ball arrives Move away from opponents to find space to receive the ball in	<b>Key Knowledge</b> Dancing at different levels improves a dance. Mirroring is copying a partner's movements at the same time as them. A canon in a dance is performing the same movement after one another	<b>Key Knowledge</b> It is better to receive the ball in space I should scan around to be aware of where the space Use short and loud communication to make teammates aware you are ready to receive the ball
<b>Other Knowledge</b> Hold the ball underneath with one hand when rolling Lunge forward low to the ground to release the ball low to the ground to achieve a roll and not a bounce Hold the ball with one hand when throwing Throwing hand should point at the target when the ball is released Send/throw/roll the ball towards a team mate who has space around them	<b>Other Knowledge</b> Creating and using mind maps can help to develop dance ideas. The distance between partners in a sequence can be different. Sequences can follow different pathways.	<b>Other Knowledge</b> It is important to use communication to make teammates aware you are receiving or sending the ball I need to take up the 'ready' position of hands in front of the body and eyes on the ball before receiving the ball It is most effective to pass to a team member who is in the most amount of space
<b>Key Skills</b> Accurately roll a ball towards a target. Track & receive a rolling ball. Underarm throw accurately towards a target whilst static. Catch an underarm throw using two hands Throw a variety of different objects with control. Create space to receive the ball	<b>Key Skills</b> Perform a sequence on a variety of levels. Perform a sequence to include a canon and mirroring. Work with a partner to refine performance. Identify specific movements that need to be made clearer.	<b>Key Skills</b> Accurately pass the ball whilst static Receive the ball with control using hands whilst static Use effective communication to send and receive the ball Receive the ball in space
<b>Key Vocabulary</b> Send - arrange for the delivery or throw of an object Receive—catch, stop or trap an object which has been sent Awareness—know what is happening around you Space—an empty area without any opponents or interferences	<b>Key Vocabulary</b> Mirroring - copying a partner's movements at the same time as them. Canon - doing the same movement after one another Dance levels - how high the body is presented Timing - when a movement is performed. Often in relation to the music or other's movements.	<b>Key Vocabulary</b> Awareness-knowing where your opponents and teammates are around you Scanning-using a quick look to see what is happening all around you Weight- how 'heavy' or how much force to apply when passing a ball Possession-when you or your team are holding or 'in possession of the ball' Ready position-a position used before the ball arrives. Hands out to side, palms facing forwards and knees slightly bent.
cross curricular links	Creating and using mind maps can help to develop dance ideas. The distance between partners in a sequence can be different. Sequences can follow different pathways.	

**Games - Progression**

Games - Progression		
Spring 2	Summer 1	Summer 2
Striking & Fielding	Flag Football	Movement & Athletics
<b>Key Knowledge</b> When bowling/throwing, the ball should be released when it is at the correct height and pointing at the target When fielding, I need to keep my eyes and body aligned with the direction of the ball It is important to prepare short or long barrier before the ball arrives	<b>Key Knowledge</b> A touchdown is scored when the ball is caught or run into the end zone. Scanning lots helps know where the space is to receive the ball in. When the ball has been caught, sprint forwards or into space	<b>Key Knowledge</b> I need two feet together (without a run up) when completing a standing long jump When doing an endurance race, a runner should adopt a running speed which they can maintain throughout A howler should be held with one hand underneath the main body of the howler
<b>Other Knowledge</b> Accelerating/moving the arm quicker through the bowling/throwing technique will cause the ball to be thrown quicker but with less control An underarm throw is best to use over shorter distances and an overarm throw is more suited to further distances Hold a rounders bat with one hand whilst standing side on, head up looking at the bowler Hold a cricket bat with two hands whilst standing side on, head up looking at the bowler Strike the ball into space away from fielders Fielders should be spread out to cover the playing area as much as possible	<b>Other Knowledge</b> Once the offensive player holding the ball has been tagged, the attempt is over and restarts with the next snap Teams are given four downs to try and score a touchdown or advance the ball a specific distance. No contact, tackling or diving	<b>Other Knowledge</b> Swinging arms and bending knees slightly will create momentum to jump further Pumping arms forwards and backwards quickly in a smooth action will create more sprinting speed When doing a sprinting race, a runner must stand in their own lane throughout A 'standing start' should be used for an endurance race A howler should be released as close to the line as possible without moving over it A shotput should be held with one hand underneath whilst positioned under the jaw Bending knees back and forth (from low to high) will generate more shotput power and distance
<b>Key Skills</b> Catching a ball with two hands thrown from behind whilst standing still and facing thrower Overarm, one handed throw over a short distance Use changes of speed and direction to receive the ball in space and avoid getting tagged To know scanning lots helps know where the space is to receive the ball in. Using defensive strategies of good timing to stretch out when tagging and staying within arm's length of opponent.	<b>Key Skills</b>	<b>Key Skills</b>
<b>Key Vocabulary</b> Strike—hitting the object using a bat with purpose Short and long barriers—using your leg as a barrier to stop moving ball Fielding—playing against a batting team trying to bowl, stump or catch them out Bowling—throwing the ball towards the batter at the start of each point Stumped—hitting the stumps with the ball before the batter arrives	<b>Key Vocabulary</b> Offense—the team that has the ball and is attacking. Defence—the team without the ball and is defending Touchdown—when the ball is caught or run into the end zone Down—when the ball in possession is tagged Snap—a throw backwards between the legs which starts each attempt.	<b>Key Vocabulary</b> Endurance—continuous running over long distances without slowing down Sprinting—quick running over a short distance Momentum—quickly moving body weight from one side to the other to jump/throw further Standing start—the beginning of a race, competitors begin from an upright, standing position
cross curricular links		

**P.E. Progression**

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P.E. Progression		
Autumn 1	Autumn 2	Spring 1
Resilience	Dribbling	Gymnastics
<b>Key Knowledge</b> Periods of frustration or stress are normal in PE/life Failure provides an opportunity to learn. Persistence means not giving up and using endless attempts	<b>Key Knowledge</b> Bending the knees slightly to get lower to the ground, will allow for a quicker change of direction. Keep dribbling the ball with little touches as this will make it harder for the defender to know where the ball is when shielding. Pass to a teammate who has enough space around them and are in a better position to continue dribbling.	<b>Key Knowledge</b> Three types of gymnastics leaps are scissor, 2 to 1 and stag. All gymnastics moves should be performed with control and poise. Keep arms straight above the head to help rotate the body when doing a jump turn.
<b>Other Knowledge</b> I should use a couple of taught strategies to keep emotions under control and so they don't affect my performance. Marginal improvements add up to make one big improvement I should remain positive, whilst I use multiple attempts to learn a new skill	<b>Other Knowledge</b> When dribbling, it is important to spend time looking at the ball but also at what is in front and around A handball should be pushed when dribbling as opposed to hit or slapped When dribbling, if there is more space, I need to use a larger/bigger touch to travel through the space quicker	<b>Other Knowledge</b> A scissor and stag leaps are two types of leaps. Teddy bear, shoulder, log and egg are types of rolls 5 large body parts which can be used in a patch balance (side, shoulders, bottom, back, front) 5 small body parts for a point balance (head, knees, elbows, feet, hands). Moving one arm or one leg you can turn a symmetrical balance into an asymmetrical balance.
<b>Key Skills</b> Accurately send an object across different distances Understand and show persistence to improve striking technique. Send an object to outwit an opponent Use anticipation and movement to receive an object Use little improvements/changes to create one big improvement in performance	<b>Key Skills</b> Change multiply directions quickly when dribbling with one hand Find space and dribble the ball with control into it Constantly look around to identify space and opponents Shield the object whilst using touches to keep the object moving	<b>Key Skills</b> Perform scissors and stag leaps within an Egyptian themed routine. Show strength and flexibility when performing the teddy bear, shoulder and log/egg rolls. Perform a symmetrical and asymmetrical balances with control and fluidity. Perform jump turns in a create a flamenco themed routine. Show control when performing at least two different ball skills in a flamenco routine.
<b>Key Vocabulary</b> Reflection-thinking about the past and how you could improve performance Stress-normal response to life's changes, pressures, and challenges Honesty-tell yourself the truth about how you have performed Control-being able to feel a certain way without it being overpowering	<b>Key Vocabulary</b> Possession—when you or your team have the ball Advantageous-giving yourself an advantage over an opponent Spatial awareness-knowing if there is space around your body Centre of gravity-the point where the weight is even on all sides Touch strength-how much force to allow when touching the ball	<b>Key Vocabulary</b> Extension-the height of the leg when it is raised into the air Matching-Pupils perform exactly the same movements at the same time Mirroring-Pupils perform their movements in a mirror image of each other
cross curricular links		

**P.E. - Progression**

P.E. - Progression		
Spring 2	Summer 1	Summer 2
Net & Wall	OAA	Striking & Fielding
<b>Key Knowledge</b> I need to use the palm of the hand for greatest power and control In spikeball and 4square, the ball must bounce once before each strike Use sideways movements to be close enough to the ball and avoid over stretching	<b>Key Knowledge</b> Ordinal compass points are: North East, South East, South West and North West I need to search high and low at the feature to find a control Visit the nearest feature first followed by the second nearest and so on.	<b>Key Knowledge</b> When bowling/throwing, I need to receive the ball with greater speed to make it more challenging for the batter to hit the ball I need to hold a rounders or cricket bat in a slightly raised position behind the body as the ball is being released When fielding, I should step towards the ball to receive and pick up the ball quicker
<b>Other Knowledge</b> I need to strike the ball harder when further away from the target/net I need to strike the ball gently when closer to the target/net The ball is not allowed to hit the rim of the spikeball net The ball can only bounce once on the net/ground before it has to be struck	<b>Other Knowledge</b> Share own ideas and thoughts in a respectful and confident manner If a features can be moved, it will not be on the map All controls can be found without moving or lifting anything	<b>Other Knowledge</b> I need to hold a rounders or cricket bat in a split foot stance with non striking foot closer to the bowler When fielding, I should anticipate where you think the ball may be hit by beginning to move towards that space I should use a short barrier to receive a slower moving ball or long barrier for a quicker moving ball If a right handed batter, fielders should primarily be placed on the left hand side of the area and vice-versa for a left handed batter
<b>Key Skills</b> Understand the rules of disability sports, bocchia and goal ball. Mostly use a controlled hit to strike a moving object. Catch a ball after maintaining the ready position. Compete with respect and sportsmanship.	<b>Key Skills</b> Understand how to move in a direction and how this relates to all maps Navigate successfully to and from exact locations in the school grounds Independently navigate to specific locations using map memory	
<b>Key Vocabulary</b> Spatial awareness-knowing where the space is or where it is going to appear next. Use this knowledge to attempt to hit the ball into space and away from opponent. Anticipate-predicting where you think the ball is going to be hit and making subtle movements to prepare for this. Rally-continuous hitting of the ball without either player making a mistake. Sidesteps—a sideways step used to move towards the ball quickly.	<b>Key Vocabulary</b> Ordinal points- northeast (NE), southeast (SE), southwest (SW), and northwest (NW) Information - the letter or number written on the control point Feature-stand out points, lines, area or objects on a map Reflect-think back about something that has happened	<b>Key Vocabulary</b> Anticipate-before the strike, move slightly towards the area or space where you think the ball is going to go Run out-a batter is out because another batter arrives at the same base as them. Back stop-the fielder who stands directly behind the batter (or hitter)
cross curricular links		

**Games Progression**

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Autumn 1	Autumn 2	Spring 1
Sending & Receiving	Dance	Swimming
<b>Key Knowledge</b> I need to use small sidesteps or similar to get hands and body behind the ball I need to use 'cereal bowl' when below waist height and 'W for winning' when ball is above waist height Using different movements and speeds creates space to receive the ball	<b>Key Knowledge</b> Eyes forward and straight back is good posture in dance. Dancers should change their formation during a dance by changing where they are positioned. Dancers get their ideas and motivation from many different sources.	<b>Key Knowledge</b> When doing front crawl, arms enter the water and pull back to the 'pocket' Backstroke - arms pull back to 'pocket' underneath the water Breaststroke - both arms pull together when in the water towards the body
<b>Other Knowledge</b> I need to spread fingers underneath the ball when rolling I need to bend my knees so the body and hands are almost touching the ground when receiving a rolling ball Stepping towards target increases the distance of a throw I need to make the decision of who to send/throw/roll the ball to quickly	<b>Other Knowledge</b> Dance movements can link to the rhythm of the music. Dance movements can be interpreted in different ways. Having control over the movement and placement of our body leads to a better performance.	<b>Other Knowledge</b> In front crawl, legs kick slightly under the water In backstroke, arms enter the water little finger first When swimming backstroke, I need to maintain a steady kick underneath the water throughout When swimming breaststroke, arms enter the water with fingers and hands together When swimming breaststroke, I need to bring legs towards the body pressing my heels together Breathing out of the water should take place every 2-4 strokes Wearing additional clothes in the water will make your body a lot heavier which will make it harder to swim
<b>Key Skills</b> Track & receive a roll ball whilst on the move. Accurately throw a ball to partner/target. Throw a variety of different objects with control and consistency. Identify where the best space is to receive the ball	<b>Key Skills</b> Perform a sequence based on a theme. Keep in time with the count of the music. Show awareness of time and space when working in formation. Use feedback from others to improve performance	<b>Key Skills</b> Jump into the water, submerge, surface and swim back to the point of entry Perform a horizontal stationary scull on the back Kick 10 metres butterfly or breaststroke on the front or on the back. Travel on back and log roll 180 degrees in one continuous movement onto front. Travel on front and log roll 180 degrees in one continuous movement onto back. Give two examples of where it is safe to swim and why. Perform a head first scull for 5 metres. Swim 25 metres front crawl. Swim 25 metres backstroke. Swim 25 metres breaststroke. Tread water for 30 seconds. Swim 10 metres wearing clothes - as a minimum T-shirt and shorts. Exit deep water without the use of steps.
<b>Key Vocabulary</b> Spatial awareness—knowing if there is space around your body Consistency—sending or receiving the ball well repeated times Decision making—deciding when to send the object Tracking—watching a moving object	<b>Key Vocabulary</b> Compose—thinking and putting together a dance Tradition—local dancing tradition, often strongly connected with local musical forms and/or local beliefs. Good Posture - how the body is positioned. Pointed fingers and toes, straight head and back. Formation - how a group of dancers position themselves to create a different shape or image Sources - where ideas for dances or movements come from	<b>Key Vocabulary</b> Front crawl—swimmer faces downwards and moves their arms alternately Tread water—float in an upright position by moving their legs slightly Backstroke—performed on the back with the arms lifted alternately out of the water in a backward circular motion and the legs extended and kicking. Breaststroke—arms are pushed forwards and then swept back in a circular movement Feet first sculling - Streamline position, on your back. Flat body and making small hand movements to project forwards Head first sculling - Streamline position, on your back. Flat body and figure of 8 movement to move head first. Treading water - To keep your body vertical while staying on the spot
cross curricular links		

**Games - Progression**

Games - Progression		
Spring 2	Summer 1	Summer 2
Passing & Space	Striking & Fielding	Athletics & Leadership
<b>Key Knowledge</b> I should regularly scan around to be aware of where the space is in relation to defenders before receiving the ball Use quick movements to create space away from a defender Pass to a teammate who is in space and has a better chance to score.	<b>Key Knowledge</b> When bowling/throwing, I need to receive the ball with greater speed to make it more challenging for the batter to hit the ball I need to hold a rounders or cricket bat in a slightly raised position behind the body as the ball is being released When fielding, step towards the ball to receive and pick up the ball quicker	<b>Key Knowledge</b> Swinging arms forward when into the air will create momentum and drag the body forward more A 'sprinting start' involves a crouching down on a hands and feet with one foot in front of another After releasing a shotput, extend to tip-toes whilst balancing on one leg to generate as much height in throw and power as possible
<b>Other Knowledge</b> Using quick movements helps to create space away from a defender If possible, it is better to pass forward closer to the scoring area	<b>Other Knowledge</b> Hold a rounders or cricket bat in a split foot stance with non striking foot closer to the bowler When fielding, anticipate where you think the ball may be hit by beginning to move towards that space Use a short barrier to receive a slower moving ball or long barrier for a quicker moving ball If a right handed batter, fielders should primarily be placed on the left hand side of the area and vice versa for a left handed batter	<b>Other Knowledge</b> I need to jump leading with one leg when completing a running long jump I need to raise knees slightly higher and create a longer stride when sprinting When doing an endurance race, all runners can enter the most inside lane after 50m When doing an endurance race, a runner should adopt a running speed which they can maintain throughout whilst also allowing them enough energy for a sprint finish A howler should be released at a 45 degrees angle to get optimal distance
<b>Key Skills</b> Apply skills learnt into a competitive situation. Accurately pass and receive the ball whilst static Use quick movements to create space to receive the ball Use effective communication to send and receive the ball with feet	<b>Key Skills</b>	<b>Key Skills</b>
<b>Key Vocabulary</b> Defender—a player who's responsibility is to protect their own goal/area and make it hard for the other team to score Communication—using clear and loud instructions make teammates aware that you want to receive the ball Attack—attempting to pass the ball forward or so you are in a best position to score a point for your team Defend—standing near or 'marking' the opponents to make it harder for them to receive the ball and score a point.	<b>Key Vocabulary</b> Strike Back stop Batting Run out Fielding Short and long barriers Speed Stumped Anticipate	<b>Key Vocabulary</b> Stamina—being able to run from a long time at the same speed Sprinting start—a hips raised, hands on the floor position used at the start of a sprint race Extend—bending arm or legs to full position to help throw or jump further Crouching start—one leg in front of the other used at the start of a sprint race
cross curricular links	Geography	

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P.E. Progression		
Autumn 1	Autumn 2	Spring 1
OAA	Resilience	Gymnastics
<b>Key Knowledge</b>	<b>Key Knowledge</b>	<b>Key Knowledge</b>
Always keep the map orientated and move my body around the map instead of turning the map. A small feature near the control should be identified first to help find the control quicker. It is important to reflect upon your own and everyone's ideas to make the best informed decision possible	Personal growth/best is more important than comparing against others Having a growth mindset means you can improve at anything Reflecting after performance helps me to learn how to improve	I need to keep my head tucked under chin and close to knees when doing a forward roll. Counter tension is pulling away from partner and counter tension is leaning towards partner. On platforms and springboard, I need to bend my knees to jump off and not fall or step off.
<b>Other Knowledge</b>	<b>W</b>	<b>Other Knowledge</b>
It is important to study the map carefully when multiple controls are near each other All man-made features are black on a map	Periods of frustration, stress or disappointment are completely normal and are experienced by professional sportsmen and sportswomen regularly. A growth mindset uses the power of the word 'yet'	The distance between partners can be varied throughout a sequence for effect. Cannon is a technique that can be used when working with a partner / group. A 1 foot to 2 foot jump should be used for a springboard take off. Balances can be performed individually, with a partner or as part of a group. There are different types of gymnastic jumps e.g. stag jump, tuck and pike jumps. Rolls can be combined with different start and end positions to create more fluent sequences.
<b>Key Skills</b>	<b>Key Skills</b>	<b>Key Skills</b>
Move with a correctly orientated Map Differentiate between controls and solve maths problems Navigate a sequence of controls correctly from a much larger amount Correctly solve mathematical problems from a map Identify several exact features and locations to solve anagrams Keep map orientated whilst running large distances.	Use more than one strategy to manage emotions. Change a fixed mindset to a growth mindset by altering language used. Apply different strategies to achieve success. Learn from mistakes by making changes to performance	Perform a spin on point within a Bollywood theme short routine. Use a controlled forward roll within a Bollywood themed routine. Use control when performing counter tension and counter balances. Use control and accuracy performing turn jumps with a shape in a martial arts routine. Use a ribbon with style and control
<b>Key Vocabulary</b>	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>
Critically reflect-thinking in an honest way about what went well & what didn't Anagram - letters from a word spelt in the wrong order	Current ability-how well you can do a skill however this can improve with practise. Marvellous mistakes-doing something wrong allows us a chance to learn and improve Strategy-a plan or way of getting success. It's good to try different ways Present-thinking about what's happening now and not worrying about the past or future	Fluency-moving from one move to next without pausing or stops. Asymmetrical-A body shapes that is different on both sides of the centre line. Symmetrical-A body shape that is the same on both sides of the centre line.
cross curricular links		

**P.E. - Progression**

P.E. - Progression		
Spring 2	Summer 1	Summer 2
Net & Wall	Sporting Values	Tennis
<b>Key Knowledge</b>	<b>Key Knowledge</b>	<b>Key Knowledge</b>
Ready position should be held before playing every stroke The ready position is knees bent and arms slightly raised above the waist Striking underneath the ball will create backspin and a lower bounce	Respect is to treat someone in a fair way and in the same way which you would like to be treated. When dribbling, the ball should be kept within arms length Fairplay means to follow the rules and play with a respectful manner	When striking a forehand shot, I need to hold the racket with one hand at waist height When striking a backhand shot, I need to hold the racket with one or two hands at waist height Using a clear, loud voice will help participants understand what you are saying
<b>Other Knowledge</b>	<b>Other Knowledge</b>	<b>Other Knowledge</b>
Strike the ball so it moves into space away from opponent The ball is only allowed to bounce once on the ground/net so I must hit the ball hard enough to avoid it bouncing more than once.	Equality means everyone having the same opportunity to take part Patience is needed to choose the best teammate to share possession with Pressure should be used to make more tackles and interceptions Teamwork is when everyone is working together to achieve the same target	The ball should be struck with the centre of the racket to generate the purest and smoothest strike When striking any shot, the racket face/strings should go from low to high with the racket finishing over the opposite shoulder to the side from which the ball was hit To cover as much distance as possible, stay light footed and on your toes whilst using sidesteps to move towards the ball The ball should be served across the net and into the opposite service box When instructing participants, keep instructions simple, short and easy to understand
<b>Key Skills</b>	<b>Key Skills</b>	<b>Key Skills</b>
Use a consistent one handed technique to strike a moving object. Use striking technique to hit a ball into space Adopt an effective ready position before every strike. Strike under the ball to create spin on the ball	Understand components related to running/dribbling with a ball. Understand the importance of movement into space off the ball. Consider how to patiently launch an attack. Understand how to apply pressure on attackers to make a tackle/interception. Know the impact of working together to corner opposition. Understand strategies to evade opposition.	Consistently perform the basic forehand technique. Consistently perform the basic backhand technique. Work in a team to prepare/train for competitive situations. Apply skills trained into competitive situations.
<b>Key Vocabulary</b>	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>
Set-a shot used to 'set up' or have the ball move to a comfortable distance in front of your partner so they can make the next shot. Force-how hard or soft you strike the ball so it makes it harder for your opponent to return the ball Pace-how fast or slow you strike the ball in relation to your opponents' positions Collaboration-working with a partner effectively to cover all areas of the space	Equality—everyone having the same opportunity to take part in PE and sport Fairplay—following the rules and playing in a respectful manner Patience—waiting for the right moment to share possession with the ball Respect—treating someone with compassion and thinking about their thoughts	Forehand— a shot made by swinging across the body Backhand— a shot made with the back of the hand pointing in the direction of the movement Equipment manager-a person in charge of collecting and returning all equipment used by their group Light footed-standing on the balls of the feet to allow quick movements
cross curricular links		

**Games Progression**

The aim of our P.E. curriculum at Baden-Powell is to support each and every child's understanding of their place in the diverse world in which they live; to become physically literate with the knowledge, skills, confidence and desire to continue a lifelong participation in physical activity; to learn about the impact that physical activity can have on their everyday lives; and to see the importance of our school values of Respect, Friendship, Compassion, Aspiration and Resilience within different, sporting contexts. The knowledge and skills that we have chosen to include in our P.E. curriculum derive directly from the objectives set out in the National Curriculum (2014) and are in line with CLP guidance for P.E. To make our P.E. curriculum as meaningful as possible, we have sequenced our P.E. units in a progressive and cyclical format.

	Autumn 1	Autumn 2	Spring 1
	Sending & Receiving	Dance	Passing & Space
	<u>Key Knowledge</u>	<u>Key Knowledge</u>	<u>Key Knowledge</u>
	Using quick looks all around you helps you know where the space is Ready position of hands out in front and knees slightly bent should be used before the ball is travelling An overarm throw can be less accurate but better at travelling a further distance	Unison means dancing the same movement at the same time. A change in direction can create interest in a dance. The order of dance movements in a sequence can change its overall effect.	I should use varying movements to create space away from a defender I should pass to a teammate quickly when they are in space to avoid giving defenders time to take up effective defensive positions A frisbee is caught using the crocodile catch
	<u>Other Knowledge</u>	<u>Other Knowledge</u>	<u>Other Knowledge</u>
	I should step slightly or lean towards the ball when catching it An underarm throw can be more accurate but more effective for achieving a throw which travels a shorter distance	A sequence of movements can be repeated in a different order to create longer sequences. Dance sequences can be extended. Dance movements can happen in different directions. Chance choreo is when a dance is created by deciding the order of a sequence randomly. e.g. by rolling a dice.	It is important to use sharp and concise communication in advance to make teammates aware when you are ready to receive the ball It is effective to have a side on position when defending so you are aware of where the opposition and ball both are
Year 5			
	<u>Key Skills</u>	<u>Key Skills</u>	<u>Key Skills</u>
	Pass the ball accurately over varying lengths. Receive a ball on the move with a hockey stick Release the ball whilst on the move Throw and catch a variety of different objects with control and consistency. Recognise where the space is on the pitch and utilise it. Self-lead a tournament of end ball	Perform a sequence to include unison. Perform a sequence to include several changes of direction. Evaluate a performance against a set criteria. Evaluate throughout the dance process, not just at the end.	Use effective communication to send and receive the ball using hands. Receive the frisbee in space away from teammates and opponents Use quick & varied movements to create space to receive the ball Use basic defending tactics.
	<u>Key Vocabulary</u>	<u>Key Vocabulary</u>	<u>Key Vocabulary</u>
	Lean-move body and hands towards the ball when receiving Body position-where your body is facing Effective-a throw which is sent with the correct amount of force, speed and direction Decisive-choosing what to do quickly	Repetition-movement or motif are repeated exactly for emphasis or to gain interest Gesture-body moved (especially hands or feet) to share feeling Motif-A single movement or short phrase of movement which expresses the style or the theme of the dance. Structure-the way in which movement is organised and shaped to create a dance (for example, ABA) Sequence - the order of different dance movements Unison-Two or more dancers performing the same movement at the same time	Pass selection-choosing to pass to a teammate who is in space away from opponents and/or a better position than yourself to score a goal/point Positional awareness-knowing how to use your ball to increase your chances of receiving the ball Spread out-as a team moving so that each player has their own space and is away from teammates but not too far away so they won't be involved with the ball Side on-standing so a side of your ball is facing the ball. This allows you to know where the ball and your opponent are at the same time.
cross curricular links		Music	

**Games - Progression**

	Spring 2	Summer 1	Summer 2
	Flag Football	Athletics & Leadership	Striking & Fielding
	<u>Key Knowledge</u>	<u>Key Knowledge</u>	<u>Key Knowledge</u>
	In defence, each player should stay within arm's length of their opponent to be close enough to intercept the pass or make a tag. Tagging with one hand is better than trying to tag with both hands Before a snap, the offensive team should agree on which play/tactic to do	Use a steady pace when completing long distance running which can be maintained until the end The relay baton must be passed through one pupil to the next within the exchange space provided It is important to plan what instructions to use when explaining an activity to someone else	When fielding, stepping towards the ball to receive and pick it up will mean I can release it as quickly as possible When fielding, I need to throw the ball towards the post/stump which the batter is going to next visit When a ball is received by a fielder at a post, a back up fielder should be stood behind the original field in case they miss the ball
	<u>Other Knowledge</u>	<u>Other Knowledge</u>	<u>Other Knowledge</u>
	Stopping and accelerating quickly is a good way to avoid getting tagged Overarm throws are better to achieve longer distances Pull the tag at the top of the flag (near hip) A player cannot move until the ball has been snapped to the quarterback (otherwise it is offside)	I need to allow the throwing arm to pass straight over the shoulder, brushing past the air to create a straight throw Accelerating the throwing arm through the throwing motion will maximise distance Using a sprinting run-up will maximise throwing and jumping distances Accurately measure sprinting up in long jump will ensure the jump is released before the end of the take off Use easy to understand instructions when explaining	When fielding, I need to constantly look up and be aware of the movements of the batters A batter can be 'stumped out' by touching the post/wicket with the ball or by catching the ball whilst having a foot on the base of the post/wicket Clear and simple instructions need to be shared for participants to understand an activity A confident and loud voice will help participants hear and understand instructions An activity should be set up before sharing instructions with participants Reflecting upon leadership skills after event will help us be more aware of what to improve upon within our delivery
Year 5			
	<u>Key Skills</u>	<u>Key Skills</u>	<u>Key Skills</u>
	Using good timing to tag the ball carrier from any direction Defending effectively by staying within arm's length of opponent Catching the ball with two hands thrown from behind whilst standing still & slide on to the thrower Use quick stop/start movements to avoid getting tagged Create, understand and apply attacking tactics		
	<u>Key Vocabulary</u>	<u>Key Vocabulary</u>	<u>Key Vocabulary</u>
	Offside—if a player moves before the snap is made. This is not allowed. Line of scrimmage-imaginary line which runs across the pitch to show when the snap is taking place Quarterback—a position in flag football. Normally the person throwing the ball Accelerating-increasing speed quickly and suddenly	Differentiate-changing an activity or skill to promote enjoyment and learning for a child or group STEP—a way of differentiating. Stands for Space, Time, Equipment, People Change over-the moment when the relay baton is moved from one runner's hand to the next. Accelerate-increasing speed quickly	Back up— fielding behind the base or stumps where the ball is being thrown towards Shot selection-choosing the correct shot to hit based upon where the fielders are Awareness-knowing where the fielders are hitting the ball into space and away from fielders Step towards-moving towards the ball when fielding to gather the ball as quick as possible
cross curricular links			



Games Progression			
Year 6	The aim of our P.E. curriculum at Baden-Powell is to support each and every child's understanding of their place in the diverse world in which they live; to become physically literate with the knowledge, skills, confidence and desire to continue a lifelong participation in physical activity; to learn about the impact that physical activity can have on their everyday lives; and to see the importance of our school values of Respect, Friendship, Compassion, Aspiration and Resilience within different, sporting contexts. The knowledge and skills that we have chosen to include in our P.E. curriculum derive directly from the objectives set out in the National Curriculum (2014) and are in line with CLP guidance for P.E. To make our P.E. curriculum as meaningful as possible, we have sequenced our P.E. units in a progressive and cyclical format.		
	Autumn 1	Autumn 2	Spring 1
	Sending & Receiving	Dance	Passing & Space
	<b>Key Knowledge</b> Receiving a rolling ball by lunging forward with one hand is much quicker than squatting down with both legs bent Use someone's name before sending a ball to ensure the person receiving is ready Looking around before receiving the ball helps you make a quick decision about who should receive the ball next.	<b>Key Knowledge</b> Facial expression can communicate emotion and character in a dance. Contrast in a dance creates interest for the audience. A dance sequence should have a clear start and finish point.	<b>Key Knowledge</b> Using double movements can create space from the opponent Both verbal communication (calling for the ball) or non verbal (hands up) should be used I have a side-on position when defending so I am aware of where both opposition and ball are
	<b>Other Knowledge</b> Using both slow, quick, long, short movements to create space makes it harder for an opponent to predict where you are going to move to	<b>Other Knowledge</b> Dance movements can be sequenced to tell a story. Characters can interact within a dance. Transitions are used to link one dance movement to another. Professional dancers maintain and improve their skills by practising regularly.	<b>Other Knowledge</b> I need to constantly scan around and behind to be aware of where the space is in relation to defenders It is important to use sharp and concise communication, before entering space, to make teammates aware when you are ready to receive the ball
	<b>Key Skills</b> Receive and send a ball accurately over different distances with a hockey ball Self-lead a tournament of end ball putting all skills learnt into practice.	<b>Key Skills</b> Demonstrate character and emotion using facial expressions. Perform a sequence to include contrast. Create clear start and finish poses to a dance. Reflect on personal performance and its impact on the dance as a whole.	<b>Key Skills</b> Use effective communication to send and receive the ball using hands. Receive the ball in advantageous space away from teammates and opponents
<b>Key Vocabulary</b> Lunge - a movement with one leg in front of the other, stepping towards the ground Accurately—reaching an intended target Ready position—knees slightly bent, body faced ball and hands cushioned in front	<b>Key Vocabulary</b> Facial expressions - making expressions on your face to share a certain feeling Contrast - including changes in a dance sequence e.g a change of movement speed, or a change in types of movements Start point - a still pose held by the dancer at the beginning of the sequence Finish point - a still pose held by the dancer at the end of the sequence	<b>Key Vocabulary</b> Disguise—Pretending to do one thing when in fact you are going to do another. Communication—sharing and receiving ideas and feelings Double movement - doing two movements in different directions in quick succession	
cross-curricular links			

Games - Progression			
Year 6	Spring 2	Summer 1	Summer 2
	Striking & Fielding	Flag Football	Athletics & Leadership
	<b>Key Knowledge</b> When fielding in rounders, if unsure of which post to throw the ball towards, always throw towards the last post to avoid opponents achieving a full rounder When bowling overarm, the bowling arm must remain straight throughout to avoid bending the arm and 'throwing' the ball STEP principle stands for space, task, equipment and people	<b>Key Knowledge</b> Use fake steps or body movements to beat an opponent and avoid getting tagged. Throw the ball in front of the receiver so they catch it without having to slow down their forwards movement. Side on defending position allows us to know where both the ball and opponent are	<b>Key Knowledge</b> The correct triple jump sequence is hop, step, jump Creating as much speed as possible by sprinting will help complete a further triple jump further Use the STEP principle to differentiate for pupils who need support/challenge
	<b>Other Knowledge</b> Release the ball as arm/hand is directed at the wicket when bowling overarm When batting, raise the bat above and behind as bowler is moving to prepare yourself to strike the ball STEP principle is a way to make an activity easier or harder for participants to succeed in A method of making an activity easier or harder for each S.T.E.P strand A designed activity should be engaging and fun whilst also including a specific skill for participants to improve upon	<b>Other Knowledge</b> A bullet throw is good because it is flat and fast to the receiver and gives opponents less time to intercept. A bullet throw can only be done when there is no opponent between thrower and receiver Attacking plays/tactics should be varied to avoid the opponents being able to predict what might happen Sinking hips, bending knees and lifting heels up creates better explosive movements	<b>Other Knowledge</b> There are different ways of winning along distance race Choosing which way (leading from the front or waiting until the sprint finish to take the lead) which works best for each child is best The 'hop' section involves leading with your stronger leg out in front and in the air A triple jump technique is landed on two feet with both feet together Relay baton should be passed from one person to the next on the same side of the body, using the same hands
	<b>Key Skills</b>	<b>Key Skills</b> Use fake steps & body movements to avoid being tagged or to create space away from opponent 'Bullet throw' a ball quickly overarm, one handed with spin to a teammate in front Catching a ball whilst facing away from thrower and using double movements to create space. Create, understand and apply more advanced attacking tactics Use side on defending position to know where both the ball and opponent are.	<b>Key Skills</b>
	<b>Key Vocabulary</b> STEP principle—a way of making an activity easier or hard to increase enjoyment and learning Design—creating an activity which child will enjoy and learn from which being able to deliver the activity in the time given Specific—giving instructions when leading which focus on 1 or 2 points and not too hard for someone to understand.	<b>Key Vocabulary</b> Bullet Throw—an overarm, one handed throw which travels fast and straight through the air with the ball spinning Double movement—moving to one side and then the other one quickly after the other to create space Hand off—when the ball is given (not thrown) to a teammate like the giving of a present	<b>Key Vocabulary</b> Triple Jump—a hop, step and jump technique is used into a sand pit Differentiation—changing an activity to make it easier or harder for the child or a group Tactics—different ways of running a long distance race to give greatest chance of success
cross-curricular links			