

Euxton CE Primary School **PE Knowledge Organiser**

	EYFS
Physical Development	<p>Throughout the EYFS children will work on their physical development, including their gross motor skills. They will know how to:</p> <ul style="list-style-type: none"> - Negotiate space and obstacles safely, with consideration for themselves and others. - Demonstrate strength, balance and coordination when playing. - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

	Key Stage 1	
Fundamental Movements	<p>Throughout Key stage 1 children will develop and master their 10 fundamental movements. These are:</p> <ul style="list-style-type: none"> - running fast - hopping - skipping - jumping - underarm throw - overarm throw - rolling a ball - bouncing a ball - kicking a ball - catching <p>These fundamental movements will be used in games with simple tactics.</p>	
	Year 1	Year 2
Games	<p>Key Knowledge: Pretend to throw one way and then another. Look one way and roll the ball another. Throw away from the cones (fielders).</p>	<p>Key Knowledge: Move into a space to receive a ball and to pass a ball to a player in space. Throw the ball into space away from the opponent. Strike the ball away from fielders.</p>

	Year 3	Year 4	Year 5	Year 6
Invasion Games	<p>Children learn skills through:</p> <ul style="list-style-type: none"> • Three touch ball (netball) - running, dodging, chest pass, bounce pass, catching a ball. • Three touch ball (rugby) – running, dodging, swing pass, catching a ball. 	<p>Children learn skills through:</p> <ul style="list-style-type: none"> • On the Attack (basketball) - running, chest pass, bounce pass, dribbling a ball. • On the attack (rugby) – running, dodging, swing pass, Catching a ball. 	<p>Invasion Games skills through:</p> <ul style="list-style-type: none"> • Year 5 core task (netball) - running, dodging, chest pass, bounce pass, catching, shoulder pass, shooting. • Year 5 core task (rugby) - running, dodging, swing pass, catching a ball, kicking a ball. 	<p>Invasion games skills through:</p> <ul style="list-style-type: none"> • Calling the shots’ (netball): - running, dodging, chest pass, bounce pass, catching, shoulder pass, shooting. • Calling the shots’ (rugby) - running, dodging, swing pass, catching a ball, kicking a ball.

	<ul style="list-style-type: none"> • Three touch ball (handball) – running, dodging, one-handed pass, one handed Bounce pass, Catching a ball. <p>Key Knowledge: To move into a space to receive a ball. Pass a ball to a player in a space when playing an invasion game.</p>	<ul style="list-style-type: none"> • On the attack (handball) running, dodging, one-handed pass, one handed Bounce pass, catching a ball, shooting a ball. <p>Key Knowledge: To move into a space to receive a ball. To feint or disguise passing a ball to outwit a defender.</p>	<p>Key Knowledge: Attacking tactics – To use a range of passes. Pass ahead of players. To get away from a defender to receive a pass.</p>	<ul style="list-style-type: none"> • Calling the shots’ (hockey): - running, push pass, dribbling, receiving a pass, shooting. <p>Key Knowledge: Attacking tactics – use a range of passes. To get away from defenders to receive a pass. Send the ball wide/deep.</p>
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	Year 3	Year 4	Year 5	Year 6
Target and creative games.	<ul style="list-style-type: none"> • Dodging • Catching • Underhand throw • Rolling a ball • Overhand throw <p>Key Knowledge: Know how to apply tactics in game situations.</p>	<ul style="list-style-type: none"> • Propelling a ball • Rolling a ball • Underarm throw <p>Key Knowledge: know how to apply tactics e.g. throw near the jack, knock opponents ball out of the way.</p>	<ul style="list-style-type: none"> • One handed throw • Catching • Dodging <p>Key Knowledge: Know how to apply tactics e.g. keeping a ball. Communicate with team mates.</p>	<ul style="list-style-type: none"> • A range of sending and catching skills learnt throughout previous year groups. <p>Key Knowledge: To know a range of tactics without the ball, with the equipment and to know a range of defending tactics.</p>

	Year 3	Year 4	Year 5	Year 6
Net /Wall Games	<ul style="list-style-type: none"> • Ready position • Underarm throw • Overarm throw • Hold a racket • Strike a ball with a racket <p>Key knowledge: Know how to use simple tactics e.g. directing a ball to a space to make it difficult for their opponent.</p>	<ul style="list-style-type: none"> • Ready position • Underarm throw • Overarm throw • Hold a racket • Strike a ball with a racket <p>Key knowledge: Know how to use simple tactics e.g. directing a ball to a space to make it difficult for their opponent. Know how to use simple tactics in a game situation e.g. choose a good place to stand when receiving the ball.</p>	<ul style="list-style-type: none"> • Throwing a ball • Hold a racket correctly • Forehand • Backhand • Volley <p>Key Knowledge: Know how to use tactics effectively to help win the game.</p>	<ul style="list-style-type: none"> • Throwing a ball • Forehand • Backhand • Volley • Underhand serve <p>Key Knowledge: Know why we need different tactics e.g. hitting the ball with purpose, varying the speed, height and direction.</p>

	Year 3	Year 4	Year 5	Year 6
Striking/Fielding Games	<ul style="list-style-type: none"> • Bowl underarm • Strike a ball off a tee • Catch a ball • Field a ball and return it quickly <p>Key Knowledge: Batters/strikers - hit the ball into a space away from the fielders. Fielders – judge where the ball is going to be hit and try to intercept it.</p>	<ul style="list-style-type: none"> • Bowl underarm • Perform a straight drive • Catch a ball • Field a ball and return it quickly <p>Key Knowledge: Batters/strikers – run as quickly as possible and strike the ball into a space away from the fielders. Fielders – judge where the ball is going to be hit and try to intercept it.</p>	<ul style="list-style-type: none"> • Bowl underarm • Strike a ball off a tee • Strike a bowled ball • Field a ball and throw back overarm <p>Key Knowledge: Batters – to run as quickly as possible to score. To strike the ball into space away from the fielders. Fielders – retrieve the hit object as quickly as possible to limit the number of runs scored.</p>	<ul style="list-style-type: none"> • Bowl overarm • Strike a bowled ball • Field a ball and throw back overarm <p>Key Knowledge: Batters – run as quickly as possible to score. To strike the ball into space away from the fielders. Fielders - retrieve the hit object as quickly as possible to limit the number of runs scored.</p>

	Year 3	Year 4	Year 5	Year 6
OAA	<ul style="list-style-type: none"> • Orienteate a map. • Use a control card. • Navigate a course safely. <p>Key Knowledge: Map reading skills to complete the counting cones challenge. To know where they are on a map at all times using a variety of different routes.</p>	<ul style="list-style-type: none"> • Travel and balance safely when carrying out challenges. • Demonstrate teamwork skills during planning, doing and reviewing. <p>Key knowledge: To complete a series of challenges e.g. crossing the swamp, shepherd and sheep.</p>	<ul style="list-style-type: none"> • Know how to keep the map set and orientated when moving around a course. • Know the 8 compass points. • Record information accurately at the control marker. • Navigate to a control marker on a score event course. <p>Key Knowledge: Know how to complete an orienteering course in pairs or small groups.</p>	<ul style="list-style-type: none"> • To set a map using a compass. • Practise and set refine thumbing to set a map. • Set a direction of travel. • Follow instructions in order to complete an orienteering course. <p>Key Knowledge: Know which skills are needed to take part in different competitive orienteering activities e.g. sprint relays.</p>

	Year 3	Year 4	Year 5	Year 6
Athletics	<ul style="list-style-type: none"> • Throwing – push, pull and sling • Hop, step and jump • Combination of jumping actions <p>Key Knowledge:</p>		<ul style="list-style-type: none"> • Throwing – push, pull, sling and heave • Jumping and landing in different ways • Running for short and long distances • Passing a baton in a relay <p>Key Knowledge:</p>	

	<p>Throwing different pieces of equipment at targets using sling, push and pull throws.</p> <p>Using a run-up and performing the five basic jumps consecutively to reach the furthest distance.</p> <p>Running in a relay and trying to complete as many laps of the track as possible in three minutes.</p>	<p>Trying to score as many points as possible by throwing different pieces of equipment for distance using three different types of throws, sling, push and pull throws.</p> <p>Selecting and performing three consecutive jumps with the aim of travelling as far as possible.</p> <p>Selecting ways of running as far as possible in three different times (5 seconds, 30 seconds, 2 minutes).</p>		
	Year 1	Year 2		
Gymnastics	<ul style="list-style-type: none"> • Shape – Wide, thin • Travelling - feet - Jog, skip, gallop, hop, walk forwards, backwards. • Travelling – hand and feet - Frog, Bunny, Crab, Bear, Caterpillar, Crocodile, Monkey, etc. • Balancing - Front support, balance on 4 & 3 points, large body parts, tummy, back, bottom, shoulder. • Jumping and Landing – 2 -2 for height • Rolling - Rocking on back, pencil, egg rolls, • Apparatus <p>Key Knowledge: Create a gymnastic sequence on floor, mats and apparatus by joining two gymnastics shapes through rolling, travelling or jumping. Transfer the sequence to apparatus.</p>	<ul style="list-style-type: none"> • Shape – Wide, thin, dish, arch, tuck • Travelling - feet - Jog, skip, gallop, hop, walk forwards, backwards. • Travelling – hand and feet - Frog, Bunny, Crab, Bear, Caterpillar, Crocodile, Monkey, etc. • Balancing - Front support, balance on 4 & 3 points, large body parts, tummy, back, bottom, shoulder. • Jumping and Landing • Rolling - Rocking on back, pencil, egg rolls, dish roll, teddy / circle roll, forward roll. • Apparatus <p>Key Knowledge: Create a gymnastic sequence on floor, mats and apparatus of four actions by linking a roll, a balance, a jump and travel. Transfer the sequence to apparatus.</p>		
	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> • Travel – i.e Feet & hands and feet • Balance – i.e. small body parts • Jump – i.e 2 foot jump and land • Rolling – basic rolls • Apparatus <p>Key Knowledge: Create a sequence with six actions on floor, mats and apparatus.</p>	<ul style="list-style-type: none"> • Travel – i.e Feet & hands and feet • Balance – i.e. large body parts, dish and arch, one foot balance • Jump – different shapes when jumping. Jump ¼ & ½ turn • Rolling – basic rolls • Apparatus <p>Key Knowledge: Create a sequence of six skills, which must include one roll, one jump and one balance.</p>	<ul style="list-style-type: none"> • Travel – i.e. Feet & hands and feet • Balance – i.e. partner balance (counter balance) • Jump – different ways of jumping and landing with shape • Rolling – basic rolls • Apparatus <p>Key Knowledge: Create and perform a pair sequence on floor, mats and apparatus that includes three basic acrobatic balances and up to six other actions.</p>	<ul style="list-style-type: none"> • Travel – i.e. Feet & hands and feet • Balance – i.e. partner and group balance (counter balance) • Jump – different ways of jumping and landing with shape • Rolling – basic rolls • Apparatus <p>Key Knowledge: Work in groups of four to six to create and perform a sequence that shows their knowledge of gymnastic actions and compositional principles.</p>

	Year 1	Year 2			
Dance	<p>Body Actions</p> <ul style="list-style-type: none"> • Copy and explore basic body actions from a range of stimuli (words, poetry, pictures, sounds, objects) • Travel, Turn, Jump, Gesture, Stillness • Copy simple movement patterns • Show and tell using body actions to explore moods, ideas and feelings. • Vary speed, strength, energy and tension of their movements. <p>Key Knowledge: Choose movements to make their own simple dance phrase with beginning, middle and ending. Practice and repeat these short dance phrases so they can be performed in a controlled way.</p>		<p>Body Actions</p> <ul style="list-style-type: none"> • Copy and explore basic body actions from a range of stimuli (words, poetry, pictures, sounds, objects) • Travel, Turn, Jump, Gesture, Stillness • Copy simple movement patterns • Show and tell using body actions to explore moods, ideas and feelings. • Vary speed, strength, energy and tension of their movements. <p>Key Knowledge: Choose movements to make their own simple dance phrase with beginning, middle and ending. Practice and repeat these movements so they can be performed in a controlled way. Choose and link actions that express a mood, idea or feeling. Remember and repeat movements showing greater control, coordination and spatial awareness.</p>		
		Year 3	Year 4	Year 5	Year 6
		Perform freely, translating ideas from a stimulus into movement using dynamic, rhythmic and expressive qualities clearly and with control.	Perform dances clearly and fluently and show sensitivity to the dance idea and the accompaniment.	Perform different styles of dance clearly and fluently, adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance.	Perform dances fluently and with control and can perform to an accompaniment expressively and sensitively.
		<ul style="list-style-type: none"> • To perform dances expressively, using a range of performance skills. • To perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups. • To perform more complex dance phrases that communicates character and narrative. • To perform in a whole class performance. 			

Swimming	<p>Children should:</p> <ul style="list-style-type: none"> • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations
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