

**Knowledge Organisers for the priority subject for each concept to be issued 2-3 weeks before the learning block is taught.**

Metacognition: Metacognition can take many forms; it includes knowledge about when and how to use particular strategies for learning or problem-solving. *These will vary depending on the needs of each class.*

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Knowledge</b>	How can I negotiate space? Can I look out for others when I am moving?	How do I support my body? How many different ways can I move my body? Can I be safe whilst moving?	Do I understand good posture? Can I adapt between fine and gross motor skills? Can I demonstrate good control?	Can I show good body strength? Can I apply skills I have learnt to a range of sports?	Do I know how to use different tools? Do I know how to use a range of ball skills?	Do I know how to look after my body? How can I be healthy? Why do I need enough sleep?
<b>Skills</b>	Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene	Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility	Progress towards a more fluent style of moving, with developing control and grace. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop the foundations of a handwriting style which is fast, accurate and efficient.	Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Combine different movements with ease and fluency.  Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.	Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian

Year A Owls	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concept	<b>Civilisation and Democracy</b>	<b>Culture</b>	<b>All Around the World</b>	<b>Exploration and Discoveries</b>	<b>Natural Wonder</b>	<b>Community</b>
NC Objectives	<p>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>participate in team games, developing simple tactics for attacking and defending</p>	<p>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>participate in team games, developing simple tactics for attacking and defending</p>	<p>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>participate in team games, developing simple tactics for attacking and defending</p>	<p>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>participate in team games, developing simple tactics for attacking and defending</p>	<p>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>participate in team games, developing simple tactics for attacking and defending</p>	<p>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>participate in team games, developing simple tactics for attacking and defending</p>
Knowledge	<p>Do you understand what good control means?</p> <p>Do you understand how to improve your balance?</p> <p>Do you know how to make movements smooth?</p> <p>Do you understand why you keep your standing foot still?</p> <p>Can you keep your non-standing foot off the floor?</p>	<p>Do you know how to do a good take off and get height?</p> <p>Do you know how to gain balance and control on landing?</p> <p>Do you know how to achieve a soft landing?</p> <p>Do you know how to hold a balance without strain?</p>	<p>Do you know how to create smooth movements and minimum wobble?</p> <p>Can you stay on the line with your head up?</p> <p>Can you use your opposite arm and leg when moving forwards?</p> <p>Can you keep both feet facing forwards?</p> <p>Can you keep your feet still?</p> <p>Can you keep a minimum wobble (control)?</p>	<p>Can you maintain control of the ball?</p> <p>Are you able to move the ball in both directions?</p> <p>Can you use smooth movements with the ball?</p> <p>Can you stay in balance?</p> <p>Can you use smooth, controlled movements?</p> <p>Can you coordinate your movements with a partner?</p>	<p>Can you use accuracy and weight when sending?</p> <p>Can you get in a good position to receive?</p> <p>Can you collect the ball safely?</p>	<p>Can you start and stop quickly?</p> <p>Can you use timing to get in the right position?</p> <p>Can you use balance/control when collecting the ball?</p>

Skill Progression	<p>Keep your head up. Bend your knees to help balance. Work off the balls of your feet. Keep your head up and still. Keep your tummy tight. Keep your back straight.</p>	<p>Keep your feet shoulder width apart. Bend your knees on take-off and on landing. Keep your head up.</p>	<p>Keep your head up and still. Keep your back straight. Swing your arms to help move and balance. Keep your head still and look forward. Use your arms to help you move and balance as you walk (opposite arm and leg). Work off the balls of your feet. Keep your feet a shoulder width apart. Bend your knees. Keep your back straight and head up.</p>	<p>Keep your tummy tight and your weight through your bottom. Use your fingers to move the ball. Focus on moving the ball smoothly rather than on speed. Keep your tummy tight. Keep your back straight and head up. Hold on to your partner's forearms.</p>	<p>Use backswing and follow through. Keep your eyes focused on the ball. Adopt a good 'ready position' (weight on balls of feet, wide base). Keep your eyes focused on the ball. Move your feet to get in line with the ball when receiving. Try to have 'soft hands' when catching. Accuracy and weight when sending Getting in a good position to receive Collecting the ball safely</p>	<p>Take up a good ready position and push off hard. Keep your head steady and watch the ball. Try rolling the ball at different speeds to get the right challenge. Keep your hands in line with your shoulders. Keep your knees in line with your hips. Keep your back straight and tummy tight. Maintaining balance throughout Holding correct position Control when changing balance/position</p>
Meta Cognition	<p><b>Pose questions</b> pose questions to identify and clarify issues, and compare information in their world</p> <p><b>Identify and clarify information and ideas</b> Identify and explore information and ideas from source materials</p>	<p><b>Organise and process information</b> organise information based on similar or relevant ideas from several sources</p> <p><b>Imagine possibilities and connect ideas</b> build on what they know to create ideas and possibilities in ways that are new to them</p>	<p><b>Consider alternatives</b> identify and compare creative ideas to think broadly about a given situation or problem</p> <p><b>Seek solutions and put ideas into action</b> investigate options and predict possible outcomes when putting ideas into action</p>	<p><b>Think about thinking (metacognition)</b> describe the strategies used in given situations and tasks</p> <p><b>Reflect on processes</b> outline the details and sequence in a whole task and separate it into workable parts</p>	<p><b>Transfer knowledge into new contexts</b> use information from a previous experience to inform a new idea</p> <p><b>Apply logic and reasoning</b> identify reasoning used in choices or actions in specific situations</p>	<p><b>Draw conclusions and design a course of action</b> identify alternative courses of action or possible conclusions when presented with information</p> <p><b>Evaluate procedures and outcomes</b> evaluate whether they have accomplished what they set out to achieve</p>

		develop and/or produce spoken or written texts in print or digital forms				
Year B Owls	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>Civilisation and Democracy</b>	<b>Culture</b>	<b>All Around The World</b>	<b>Exploration and discoveries</b>	<b>Natural Wonder</b>	<b>Community</b>
NC Objectives	<p>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>participate in team games, developing simple tactics for attacking and defending</p>	<p>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>participate in team games, developing simple tactics for attacking and defending</p>	<p>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>participate in team games, developing simple tactics for attacking and defending</p>	<p>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>participate in team games, developing simple tactics for attacking and defending</p>	<p>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>participate in team games, developing simple tactics for attacking and defending</p>	<p>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>participate in team games, developing simple tactics for attacking and defending</p>
Knowledge	<p>Can you use good control?</p> <p>Can you use good balance?</p> <p>Can you use smooth movements?</p>	<p>Can you use good take off and height?</p> <p>Can you use balance and control on landing?</p> <p>Can you achieve a soft landing?</p>	<p>Can you use smooth movements and minimum wobble?</p> <p>Can you stay on the line with your head up?</p>	<p>Can you maintain control of the ball?</p> <p>Are you able to move the ball in both directions?</p> <p>Can you use smooth movements with the ball?</p> <p>Can you stay in balance?</p>	<p>Can you use accuracy and weight when sending?</p> <p>Can you get in a good position to receive?</p> <p>Can you collect the ball safely?</p>	<p>Can you start and stop quickly?</p> <p>Can you use timing to get in the right position?</p> <p>Can you use balance/control when collecting the ball?</p>

	Can you keep your standing foot still? Can you keep your non-standing foot off the floor? Can you use minimum wobble?	Can you hold a balance without strain?	Can you use your opposite arm and leg moving forwards? Can you use both feet facing forwards? Can you keep your feet still? Can you use minimum wobble (control)?	Can you use smooth, controlled movements? Can you coordinate your movements with a partner?		
Skills	Keep your head up. Bend your knees to help balance. Work off the balls of your feet. Keep your head up and still. Keep your tummy tight. Keep your back straight.	Keep your feet shoulder width apart. Bend your knees on take-off and on landing. Keep your head up.	Keep your head up and still. Keep your back straight. Swing your arms to help move and balance. Keep your head still and look forward. Use your arms to help you move and balance as you walk (opposite arm and leg). Work off the balls of your feet. Keep your feet a shoulder width apart. Bend your knees. Keep your back straight and head up.	Keep your tummy tight and your weight through your bottom. Use your fingers to move the ball. Focus on moving the ball smoothly rather than on speed. Keep your tummy tight. Keep your back straight and head up. Hold on to your partner's forearms.	Use backswing and follow through. Keep your eyes focused on the ball. Adopt a good 'ready position' (weight on balls of feet, wide base). Keep your eyes focused on the ball. Move your feet to get in line with the ball when receiving. Try to have 'soft hands' when catching. Accuracy and weight when sending Getting in a good position to receive Collecting the ball safely	Take up a good ready position and push off hard. Keep your head steady and watch the ball. Try rolling the ball at different speeds to get the right challenge. Keep your hands in line with your shoulders. Keep your knees in line with your hips. Keep your back straight and tummy tight. Maintaining balance throughout Holding correct position Control when changing balance/position
Metacognition	<b>Pose questions</b> pose questions to identify and clarify issues, and compare information in their world	<b>Organise and process information</b> organise information based on similar or relevant ideas from several sources	<b>Consider alternatives</b> identify and compare creative ideas to think broadly about a given situation or problem	<b>Think about thinking (metacognition)</b> describe the strategies used in given situations and tasks  <b>Reflect on processes</b> outline the details and sequence in a	<b>Transfer knowledge into new contexts</b> use information from a previous experience to inform a new idea	<b>Draw conclusions and design a course of action</b> identify alternative courses of action or possible conclusions when presented with information



	<b>Identify and clarify information and ideas</b> Identify and explore information and ideas from source materials	<b>Imagine possibilities and connect ideas</b> build on what they know to create ideas and possibilities in ways that are new to them develop and/or produce spoken or written texts in print or digital forms	<b>Seek solutions and put ideas into action</b> investigate options and predict possible outcomes when putting ideas into action	whole task and separate it into workable parts	<b>Apply logic and reasoning</b> identify reasoning used in choices or actions in specific situations	<b>Evaluate procedures and outcomes</b> evaluate whether they have accomplished what they set out to achieve
<b>Year A Buzzards</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Concept	<b>Civilisation and Democracy</b>	<b>Culture</b>	<b>All Around the World</b>	<b>Exploration and Discoveries</b>	<b>Natural Wonder</b>	<b>Community</b>
NC Objectives	Use running, jumping, throwing and catching in isolation and in combination  Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending  Compare their performances with previous ones and demonstrate	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.	Take part in outdoor and adventurous activity challenges both individually and within a team  Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Take part in outdoor and adventurous activity challenges both individually and within a team  Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Use running, jumping, throwing and catching in isolation and in combination  Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending  Compare their performances with previous ones and demonstrate	Use running, jumping, throwing and catching in isolation and in combination  Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending  Compare their performances with previous ones and demonstrate

	improvement to achieve their personal best.				improvement to achieve their personal best.	improvement to achieve their personal best.
Knowledge Jasmine Y4	<p>LKS2</p> <p>I know how to use balance and control</p> <p>I can use fluent and smooth movements</p> <p>I know how to perform movements in different ways</p> <p>Balance and control throughout</p> <p>Fluent, smooth movements</p> <p>Performing movements in both directions/on both sides</p> <p>UKS2</p> <p>Accuracy and weight of throws</p> <p>Fluency</p> <p>Consistency (repeatable)</p> <p>Able to turn over either shoulder</p> <p>Timing to get in the right position</p> <p>Balance/control when collecting ball</p>	<p>Swimming</p> <p>I know how to be safe around the pool.</p> <p>I know how to enter and exit the pool safely.</p> <p>I understand buoyancy and how to float to be safe.</p> <p>I understand being streamlined.</p> <p>I understand why swimming is good for me.</p>	<p>Understanding of ability</p> <p>Understanding of strengths and weaknesses</p> <p>Understanding of safety when taking part in different adventurous activities.</p>	<p>Understanding of ability</p> <p>Understanding of strengths and weaknesses</p> <p>Understanding of safety when taking part in different adventurous activities.</p>	<p>LKS2</p> <p>Reacting and moving quickly</p> <p>Catching the ball</p> <p>Slowing down with control after catch</p> <p>UKS2</p> <p>Good take off and height</p> <p>Balance and control on landing</p> <p>Soft landings</p> <p>Stability</p> <p>Smooth, controlled movements</p> <p>Repeatable performance</p>	<p>LKS2</p> <p>Starting and stopping quickly</p> <p>Timing to get in the right position</p> <p>Balance/control when collecting ball</p> <p>UKS2</p> <p>Staying on line/low beam</p> <p>Minimum wobble (control)</p> <p>Good posture (head up/back straight)</p> <p>Smooth, controlled movements</p> <p>Fluency and rhythm</p> <p>Performing consistently on both sides/in both directions</p>
Skill Progression	<p>LKS2</p> <p>Keep your head up and back straight.</p> <p>Work off the balls of your feet.</p>	See separate document	<p>LKS2</p> <p>Can work together with others to solve problems.</p> <p>Approach the task with a positive attitude.</p>	<p>LKS2</p> <p>Can work together with others to solve problems.</p> <p>Approach the task with a positive attitude.</p>	<p>LKS2</p> <p>Take up a ready position with your knees bent and your feet apart (front to back).</p>	<p>LKS2</p> <p>Start quickly and accelerate by pushing off hard with your feet.</p>

	<p>Bend your knees to push off and land. Use tricky footwork patterns - hop, side-step, gallop, skip skip with high elbows/knees, hop-scotch (same leg)</p> <p>Move through a slalom course</p> <p>Move in straight lines to collect and return the items</p> <p>Play with fewer pairs of items</p> <p>Include footwork patterns moving backwards</p> <p>Balance with support, for example using a wall or partner.</p> <p>Pick cones up from a raised surface, for example a bench or chair.</p> <p>Balance a ball while completing the challenge.</p> <p>Balance on dominant leg during challenge without support.</p>		<p>Begin to work with others.</p> <p>UKS2</p> <p>Be able to break a problem into steps.</p> <p>Use techniques to work effectively with others.</p> <p>Speak clearly and concisely to deliver information.</p> <p>Competently tackle adventurous tasks.</p>	<p>Begin to work with others.</p> <p>UKS2</p> <p>Be able to break a problem into steps.</p> <p>Use techniques to work effectively with others.</p> <p>Speak clearly and concisely to deliver information.</p> <p>Competently tackle adventurous tasks.</p>	<p>Start quickly and accelerate by pushing off hard with your feet. Bend your knees to help you slow down. Bend the knee on your 'catching leg' and take your weight back to enable you to stop quickly.</p> <p>UKS2</p> <p>Bend your knees before take-off and on landing. Swing your arms to get height and use them to help balance on landing. Land softly on the balls of your feet so there is no noise. Keep your tummy (core muscles) tight. Use your arms to help you balance. Use smooth, controlled movements. Keep your centre of gravity over your base of support on landing.</p>	<p>Drive your arms from 'hips to lips' to help you accelerate. Keep watching the ball and concentrate on your timing so you arrive at the right time.</p> <p>UKS2</p> <p>Keep your feet a shoulder width apart and bend your knees. Keep your head up looking forward. Use smooth, controlled movements. Bend your knees and use your arms to help your balance.</p>
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	<p>UKS2 Take up a balanced position, making sure your hands are in a good ready position. Vary the pace of the ball to find which is best. Keep your eyes focused on the ball(s). Start quickly by pushing off hard with your feet and by driving your arms Move your feet quickly to get into the collecting position. Run well past the ball to give you more time. Get into a stable position as early as you can. When facing your partner, turn with a reverse pivot, bend your knees and push off. When facing away from your partner, use your peripheral vision to spot the ball and then react quickly.</p>					
Cog development	<p>Y3 – Take control Y4 – Consistently try to improve Y5 – Embrace challenge</p>	<p>Y3 – Work well with others Y4 – Organise and guide others Y5 – Improve others</p>	<p>Y3 – Explain why Y4 – Describe how to improve Y5 – Make good decisions Y6 – Analyse performance</p>	<p>Y3 – Recognise and respond Y4 – Refine and change Y5 – Express adapt and adjust Y6 – Variety and disguise</p>	<p>Y3 – Perform with control Y4 – Link with quality Y5 – Combine with fluency</p>	<p>Y3 – Explain why Y4 – Explain how to exercise Y5 – Prepare myself for activity</p>

	Y6 – Take responsibility for my learning	Y6 – Lead others			Y6 – Apply with consistency	Y6 - Plan my own fitness
Meta Cognition	<p><b>LKS2</b></p> <p><b>Pose questions</b> pose questions to expand their knowledge about the world</p> <p><b>Identify and clarify information and ideas</b> identify main ideas and select and clarify information from a range of sources</p> <p><b>UKS2</b></p> <p><b>Pose questions</b> pose questions to clarify and interpret information and probe further to discover causes and consequences</p> <p><b>Identify and clarify information and ideas</b> identify and clarify relevant information and prioritise ideas</p>	<p><b>LKS2</b></p> <p><b>Organise and process information</b> collect, compare, and categorise facts and opinions found in a wide range of sources</p> <p><b>Imagine possibilities and connect ideas</b> expand on known ideas to create new and imaginative combinations</p> <p><b>UKS2</b></p> <p><b>Organise and process information</b> analyse, condense, and combine relevant information from multiple sources</p> <p><b>Imagine possibilities and connect ideas</b> combine ideas in a variety of ways and from a range of sources to create new possibilities</p>	<p><b>LKS2</b></p> <p><b>Consider alternatives</b> explore situations using creative thinking strategies to propose a range of alternatives</p> <p><b>Seek solutions and put ideas into action</b> experiment with a range of options when seeking solutions and putting ideas into action</p> <p><b>UKS2</b></p> <p><b>Consider alternatives</b> identify situations where current approaches do not work, challenge existing ideas, and generate alternative solutions</p> <p><b>Seek solutions and put ideas into action</b> assess and test options to identify the most effective solution and put ideas into action</p>	<p>LKS2</p> <p><b>Think about thinking (metacognition)</b> reflect on, explain and check the processes used to come to conclusions</p> <p><b>Reflect on processes</b> identify pertinent information in an investigation and separate into smaller parts or ideas</p> <p>UKS2</p> <p><b>Think about thinking (metacognition)</b> reflect on assumptions made, consider reasonable criticism, and adjust their thinking if necessary</p> <p><b>Reflect on processes</b> identify and justify the thinking behind choices they have made</p>	<p>LKS2</p> <p><b>Transfer knowledge into new contexts</b> transfer and apply information in one setting to enrich another</p> <p><b>Apply logic and reasoning</b> identify and apply appropriate reasoning and thinking strategies for outcomes</p> <p>UKS2</p> <p><b>Transfer knowledge into new contexts</b> apply knowledge gained from one context to another unrelated context and identify new meaning</p> <p><b>Apply logic and reasoning</b> assess whether there is adequate reasoning and evidence to justify a claim, conclusion, or outcome</p>	<p>LKS2</p> <p><b>Draw conclusions and design a course of action</b> draw on prior knowledge and use evidence when choosing a course of action or drawing a conclusion</p> <p><b>Evaluate procedures and outcomes</b> explain and justify ideas and outcomes</p> <p>UKS2</p> <p><b>Draw conclusions and design a course of action</b> scrutinise ideas or concepts, test conclusions and modify actions when designing a course of action</p> <p><b>Evaluate procedures and outcomes</b> evaluate the effectiveness of ideas, products, performances, methods, and courses of action against given criteria</p>

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Concept	<b>Civilisation and Democracy</b>	<b>Culture</b>	<b>All Around the World</b>	<b>Exploration and Discoveries</b>	<b>Natural Wonder</b>	<b>Community</b>
NC Objectives	Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	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.	Use running, jumping, throwing and catching in isolation and in combination  Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending  Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Use running, jumping, throwing and catching in isolation and in combination  Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending  Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	Use running, jumping, throwing and catching in isolation and in combination  Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending  Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Knowledge Games and sports Outdoor adventure	Gymnastics LKS2 Choose combinations that work in their sequences. Adapt their sequences to include apparatus	Swimming  I know how to be safe around the pool.  I know how to enter and exit the pool safely.	Invasion LKS2 I know where I am heading and how to direct the ball.  Know which passes are best, tactics to keep	LKS2 Accuracy and weight when sending Getting in a good position to receive Collecting the ball safely	Athletics LKS2 Choose skills and equipment to meet the challenges they are set. E.g by increasing the distance thrown.	Striking and Fielding LKS2  Choose and use a range of simple tactics and strategies

	<p>and to suit partner or small group.</p> <p>Compare and contrast similar performances.</p> <p>UKS2</p> <p>Move from floor to apparatus, change levels and move safely.</p> <p>Watch a performance and evaluate its success.</p> <p>Identify what was performed well and what needs improving.</p> <p>Choose a focus for improvement.</p> <p>Identify one or two aspects of their performance to practice and improve.</p> <p>Make up a sequence and adapt it to different apparatus layouts.</p> <p>Make up own rule for longer, more complex</p>	<p>I understand buoyancy and how to float to be safe.</p> <p>I understand being streamlined.</p> <p>I understand why swimming is good for me.</p>	<p>possession.</p> <p>Know what to think about when team has and hasn't got the ball.</p> <p>How to organise themselves differently to play each of the games successfully.</p> <p>Understand patterns of play- if ball is in a certain position where should players be.</p> <p>Know what rules are needed to make games fair.</p> <p>UKS2</p> <p>Watch and evaluate the success of the games they play in</p> <p>Identify parts of the game that are going well and parts that need improving.</p> <p>Explain how confident they feel in different positions.</p>	<p>UKS2</p> <p>Maintaining stability without strain</p> <p>Keeping hands and feet off the floor throughout</p> <p>Repeatable performance</p> <p>Good posture e.g. straight back.</p> <p>Holding balance without strain.</p> <p>Control, e.g. while transferring objects.</p> <p>Rotate slowly and with control.</p>	<p>UKS2</p> <p>Watch a partners athletic performance and identify the main strengths.</p> <p>Identify parts of the performance that need to be practised and refined, and suggest improvements.</p> <p>Knowhow to plan a run so they pace themselves evenly or unevenly.</p> <p>Plan to cover distances as a team to get the best results possible.</p>	<p>Keep, adapt and make rules for striking and fielding games.</p> <p>UKS2</p> <p>Use and adapt rules, strategies and tactics, using their knowledge of basic principles of batting and fielding.</p> <p>Know which throw is better in a given situation.</p>
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	<p>sequences.</p> <p>Use combinations of dynamics (pathways) to use space effectively.</p> <p>Plan a sequence and adapt it to limited equipment.</p> <p>Work as a group and share roles fairly.</p> <p>Investigate different ways of working with a partner or small group.</p> <p>Know how gymnastics promotes strength, power and suppleness.</p> <p>Set out and do risk assessments on apparatus.</p>		<p>Suggest what they need to practice to enjoy game more.</p> <p>Know how they support other players in attack and defence.</p> <p>Understand how to get ready for games.</p> <p>Understand that when team has ball they are attacking and when they haven't they are defending.</p>			
Skill Progression	<p>LKS2</p> <p>Develop and perform actions.</p> <p>Practice and concentrate on quality of movement.</p>	See separate document	<p>LKS2</p> <p>Partner using a number of sending and receiving techniques.</p> <p>Improve accuracy of passes and use space to keep possession better.</p>	<p>LKS2</p> <p>Can work together with others to solve problems.</p> <p>Approach the task with a positive attitude.</p> <p>Begin to work with others.</p>	<p>LKS2</p> <p>Use different techniques, speeds and effort to meet challenges set for running, jumping and throwing.</p>	<p>LKS2</p> <p>Consolidate and develop the range and consistency of their skills in striking and fielding games.</p>

	<p>Link different balances moving in and out of positions of stillness.</p> <p>Transfer weight smoothly from one part of body to another.</p> <p>Use actions on floor and over, through, across and along apparatus.</p> <p>Vary and apply actions on floor and apparatus.</p> <p>Copy a partner's sequence on floor and apparatus.</p> <p>Perform easy combinations of contrasting actions.</p> <p>Devise, perform and repeat sequences that include travel, body shapes and balances.</p> <p>Include changes of dynamics.</p> <p>Work with a partner</p>		<p>Remain in control of ball while travelling.</p> <p>Look when travelling and what happens after they have passed ball.</p> <p>Play games that involve keeping possession and scoring in targets. 3vs 1 and 4vs 1 games.</p> <p>Find space to receive and support.</p> <p>Score more regularly without making mistakes.</p> <p>UKS2</p> <p>Show ways to keep ball away from defenders.</p> <p>How to shield the ball.</p> <p>Change speed, direction with ball to get away from defender.</p> <p>Shoot accurately in a variety of ways.</p> <p>Mark an opponent.</p>	<p>UKS2</p> <p>Be able to break a problem into steps.</p> <p>Use techniques to work effectively with others.</p> <p>Speak clearly and concisely to deliver information.</p> <p>Competently tackle adventurous tasks.</p>	<p>Children will be taught how to use their bodies to:</p> <ul style="list-style-type: none"> <li>☑ Sprint 50m within 17-14secs develop to 13-10secs</li> <li>☑ Jump for height 20-24cm</li> <li>☑ Jump for distance 90 - 119cm</li> <li>☑ Leap hurdles 60m within 25-18 secs develop to 17-14 secs</li> <li>☑ Overarm throw 20-29m</li> <li>☑ Chest push 34-6m</li> <li>☑ Run for longer distance 400m 3:30-2:31 develop to 2:30-2:01</li> </ul> <p>UKS2</p> <p>Choose their favourite ways of running, jumping and throwing.</p> <p>Choose the best equipment for different activities.</p> <p>Mark a run up for jumping</p>	<p>Throw and catch a balls at different speeds, directions and heights.</p> <p>UKS2</p> <p>Develop the range and consistency of their skills, especially in specific striking and fielding games. E.g throwing, catching and striking a ball accurately to a static and moving partner at different distances.</p> <p>Develop and adapt their striking, fielding, throwing and catching skills to different heights, distances in small and large games.</p> <p>Thinking about when to use an</p>
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	<p>and small groups to create sequences.</p> <p>UKS2</p> <p>Explore range of symmetric and asymmetric actions, shapes and balances.</p> <p>Control actions and combine them fluently.</p> <p>Be aware of extension, body tension and control.</p> <p>Combine movements with other in a group (matching and mirroring).</p> <p>Use compositional ideas (contrasts and variation in shape, speed, level, timing and actions)</p>		<p>Change pitch size to make games better. E&amp;I</p> <p>Understand different ways of attacking and encourage them to use positions for their team carefully.</p> <p>Understand different ways to attack and defend.</p> <p>Choose right formations and tactics for attack and defence.</p>		<p>and throwing.</p> <p>Set themselves and others targets in different events.</p> <p>Children will be taught how to use their bodies to:</p> <ul style="list-style-type: none"> <li>☑ Sprint 75m within 20-16develop to 15-12secs</li> <li>☑ Jump for height 30-34cm</li> </ul> <p>Can take pulse, and name some muscles correctly, and they can explain the effects of exercise on their body.</p> <p>Can start to lead their own warm up using dynamic stretches in small groups, know what muscles to warm up effectively for different</p>	<p>over and under arm throw.</p>
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					<p>exercises. Understand why exercise is good for their fitness, health and wellbeing Created Summer 2019 speed about the court. E&amp;I (tennis, badminton) ☑ Jump for distance 150-179cm ☑ Leap hurdles 60m within 25-18 secs develop to 17-14secs ☑ Overarm throw 30-34m develop to 35+m ☑ Chest push 6-8m develop to 8+ ☑ Run for longer distance 600m 5:00-3:31 develop to 3:30-2:31 UKS2</p>	
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Cog development	Y3 – Stay on task. Keep trying Y4 – Take control Consistently try to improve Y5 – Embrace challenge Y6 – Take responsibility for my learning	Y3 – Understand others Help and encourage Y4 – Work well with others Organise and guide others Y5 – Improve others Y6 – Lead others	Y3 – Observe and describe Recognise and order Y4 – Explain why Describe how to improve Y5 – Make good decisions Y6 – Analyse performance	Y3 – Explore and describe Compare and develop Y4 – Recognise and respond Refine and change Y5 – Express adapt and adjust Y6 – Variety and disguise	Y3 – perform single skills Perform simple sequences Y4 – Perform with control Link with quality Y5 – Combine with fluency Y6 – Apply with consistency	Y3 – Explain benefits of exercise Practise safely Y4 – Explain why Explain how to exercise Y5 – Prepare myself for activity Y6 - Plan my own fitness
	<p><b>LKS2</b></p> <p><b>Pose questions</b> pose questions to expand their knowledge about the world</p> <p><b>Identify and clarify information and ideas</b> identify main ideas and select and clarify information from a range of sources</p> <p><b>UKS2</b></p> <p><b>Pose questions</b> pose questions to clarify and interpret information and probe further to discover causes and consequences</p>	<p><b>LKS2</b></p> <p><b>Organise and process information</b> collect, compare, and categorise facts and opinions found in a wide range of sources</p> <p><b>Imagine possibilities and connect ideas</b> expand on known ideas to create new and imaginative combinations</p> <p><b>UKS2</b></p> <p><b>Organise and process information</b> analyse, condense, and combine relevant information from multiple sources</p>	<p><b>LKS2</b></p> <p><b>Consider alternatives</b> explore situations using creative thinking strategies to propose a range of alternatives</p> <p><b>Seek solutions and put ideas into action</b> experiment with a range of options when seeking solutions and putting ideas into action</p> <p><b>UKS2</b></p> <p><b>Consider alternatives</b> identify situations where current approaches do not work, challenge existing ideas, and generate alternative solutions</p>	<p><b>LKS2</b></p> <p><b>Think about thinking (metacognition)</b> reflect on, explain and check the processes used to come to conclusions</p> <p><b>Reflect on processes</b> identify pertinent information in an investigation and separate into smaller parts or ideas</p> <p><b>UKS2</b></p> <p><b>Think about thinking (metacognition)</b> reflect on assumptions made, consider reasonable criticism, and adjust their thinking if necessary</p> <p><b>Reflect on processes</b> identify and justify the thinking</p>	<p><b>LKS2</b></p> <p><b>Transfer knowledge into new contexts</b> transfer and apply information in one setting to enrich another</p> <p><b>Apply logic and reasoning</b> - identify and apply appropriate reasoning and thinking strategies for outcomes</p> <p><b>UKS2</b></p> <p><b>Transfer knowledge into new contexts</b> apply knowledge gained from one context to another unrelated context and identify new meaning</p>	<p><b>LKS2</b></p> <p><b>Draw conclusions and design a course of action</b> draw on prior knowledge and use evidence when choosing a course of action or drawing a conclusion</p> <p><b>Evaluate procedures and outcomes</b> explain and justify ideas and outcomes</p> <p><b>UKS2</b></p> <p><b>Draw conclusions and design a course of action</b> scrutinise ideas or concepts, test conclusions and modify actions when designing a course of action</p>

	<b>Identify and clarify information and ideas</b> identify and clarify relevant information and prioritise ideas	<b>Imagine possibilities and connect ideas</b> combine ideas in a variety of ways and from a range of sources to create new possibilities	<b>Seek solutions and put ideas into action</b> assess and test options to identify the most effective solution and put ideas into action	behind choices they have made	<b>Apply logic and reasoning</b> - assess whether there is adequate reasoning and evidence to justify a claim, conclusion, or outcome	<b>Evaluate procedures and outcomes</b> evaluate the effectiveness of ideas, products, performances, methods, and courses of action against given criteria
<b>Year C Buzzards</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Concept	<b>Civilisation and Democracy</b>	<b>Culture</b>	<b>All Around the World</b>	<b>Exploration and Discoveries</b>	<b>Natural Wonder</b>	<b>Community</b>
NC Objectives	Use running, jumping, throwing and catching in isolation and in combination  Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending  Compare their performances with previous ones and demonstrate	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.	Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]  Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Use running, jumping, throwing and catching in isolation and in combination  Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending  Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Use running, jumping, throwing and catching in isolation and in combination  Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending  Compare their performances with previous ones and demonstrate	Use running, jumping, throwing and catching in isolation and in combination  Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending  Compare their performances with previous ones and demonstrate

	improvement to achieve their personal best.				improvement to achieve their personal best.	improvement to achieve their personal best.
Knowledge Jasmine Y3	<p>LKS2 Balance and control throughout Fluent, smooth movements Performing movements in both directions/on both sides</p> <p>UKS2 Accuracy and weight of throws Fluency Consistency (repeatable) <i>Able to turn over either shoulder</i> <i>Timing to get in the right position</i> <i>Balance/control when collecting ball</i></p>	See separate document	<p>Understanding of ability Understanding of strengths and weaknesses Understanding of safety when taking part in different adventurous activities.</p>	<p>Understanding of ability Understanding of strengths and weaknesses Understanding of safety when taking part in different adventurous activities.</p>	<p>LKS2 Reacting and moving quickly Catching the ball Slowing down with control after catch</p> <p>UKS2 Good take off and height Balance and control on landing Soft landings Stability Smooth, controlled movements Repeatable performance</p>	<p>LKS2 Starting and stopping quickly Timing to get in the right position Balance/control when collecting ball</p> <p>UKS2 Staying on line/low beam Minimum wobble (control) Good posture (head up/back straight) Smooth, controlled movements Fluency and rhythm Performing consistently on both sides/in both directions</p>
Skill Progression	<p>LKS2 Keep your head up and back straight. Work off the balls of your feet. Bend your knees to push off and land.</p> <p>UKS2 Take up a balanced position, making sure</p>		<p>LKS2 Can work together with others to solve problems.  Approach the task with a positive attitude.  Begin to work with others.</p> <p>UKS2</p>	<p>LKS2 Can work together with others to solve problems.  Approach the task with a positive attitude.  Begin to work with others.</p> <p>UKS2</p>	<p>LKS2  Take up a ready position with your knees bent and your feet apart (front to back). Start quickly and accelerate by pushing off hard with your feet. Bend your knees to help you slow down.</p>	<p>LKS2  Start quickly and accelerate by pushing off hard with your feet. Drive your arms from 'hips to lips' to help you accelerate. Keep watching the ball and concentrate on your timing so you arrive at the right time.</p>

	<p>your hands are in a good ready position. Vary the pace of the ball to find which is best. Keep your eyes focused on the ball(s). Start quickly by pushing off hard with your feet and by driving your arms Move your feet quickly to get into the collecting position. Run well past the ball to give you more time. Get into a stable position as early as you can. When facing your partner, turn with a reverse pivot, bend your knees and push off. When facing away from your partner, use your peripheral vision to spot the ball and then react quickly.</p>		<p>Be able to break a problem into steps.  Use techniques to work effectively with others.  Speak clearly and concisely to deliver information.  Competently tackle adventurous tasks.</p>	<p>Be able to break a problem into steps.  Use techniques to work effectively with others.  Speak clearly and concisely to deliver information.  Competently tackle adventurous tasks.</p>	<p>Bend the knee on your 'catching leg' and take your weight back to enable you to stop quickly.  UKS2  Bend your knees before take-off and on landing. Swing your arms to get height and use them to help balance on landing. Land softly on the balls of your feet so there is no noise. Keep your tummy (core muscles) tight. Use your arms to help you balance. Use smooth, controlled movements. Keep your centre of gravity over your base of support on landing.</p>	<p>UKS2  Keep your feet a shoulder width apart and bend your knees. Keep your head up looking forward. Use smooth, controlled movements. Bend your knees and use your arms to help your balance.</p>
<p>Cog development</p>	<p>Y3 – Stay on task. Keep trying Y4 – Take control Consistently try to improve Y5 – Embrace challenge Y6 – Take responsibility for my learning</p>	<p>Y3 – Understand others Help and encourage Y4 – Work well with others Organise and guide others Y5 – Improve others Y6 – Lead others</p>	<p>Y3 – Observe and describe Recognise and order Y4 – Explain why Describe how to improve Y5 – Make good decisions Y6 – Analyse performance</p>	<p>Y3 – Explore and describe Compare and develop Y4 – Recognise and respond Refine and change Y5 – Express adapt and adjust Y6 – Variety and disguise</p>	<p>Y3 – perform single skills Perform simple sequences Y4 – Perform with control Link with quality Y5 – Combine with fluency Y6 – Apply with consistency</p>	<p>Y3 – Explain benefits of exercise Practise safely Y4 – Explain why Explain how to exercise Y5 – Prepare myself for activity Y6 - Plan my own fitness</p>



	<p><b>LKS2</b></p> <p><b>Pose questions</b> pose questions to expand their knowledge about the world</p> <p><b>Identify and clarify information and ideas</b> identify main ideas and select and clarify information from a range of sources</p> <p><b>UKS2</b></p> <p><b>Pose questions</b> pose questions to clarify and interpret information and probe further to discover causes and consequences</p> <p><b>Identify and clarify information and ideas</b> identify and clarify relevant information and prioritise ideas</p>	<p><b>LKS2</b></p> <p><b>Organise and process information</b> collect, compare, and categorise facts and opinions found in a wide range of sources</p> <p><b>Imagine possibilities and connect ideas</b> expand on known ideas to create new and imaginative combinations</p> <p><b>UKS2</b></p> <p><b>Organise and process information</b> analyse, condense, and combine relevant information from multiple sources</p> <p><b>Imagine possibilities and connect ideas</b> combine ideas in a variety of ways and from a range of sources to create new possibilities</p>	<p><b>LKS2</b></p> <p><b>Consider alternatives</b> explore situations using creative thinking strategies to propose a range of alternatives</p> <p><b>Seek solutions and put ideas into action</b> experiment with a range of options when seeking solutions and putting ideas into action</p> <p><b>UKS2</b></p> <p><b>Consider alternatives</b> identify situations where current approaches do not work, challenge existing ideas, and generate alternative solutions</p> <p><b>Seek solutions and put ideas into action</b> assess and test options to identify the most effective solution and put ideas into action</p>	<p><b>LKS2</b></p> <p><b>Think about thinking (metacognition)</b> reflect on, explain and check the processes used to come to conclusions</p> <p><b>Reflect on processes</b> identify pertinent information in an investigation and separate into smaller parts or ideas</p> <p><b>UKS2</b></p> <p><b>Think about thinking (metacognition)</b> reflect on assumptions made, consider reasonable criticism, and adjust their thinking if necessary</p> <p><b>Reflect on processes</b> identify and justify the thinking behind choices they have made</p>	<p><b>LKS2</b></p> <p><b>Transfer knowledge into new contexts</b> transfer and apply information in one setting to enrich another</p> <p><b>Apply logic and reasoning</b> - identify and apply appropriate reasoning and thinking strategies for outcomes</p> <p><b>UKS2</b></p> <p><b>Transfer knowledge into new contexts</b> apply knowledge gained from one context to another unrelated context and identify new meaning</p> <p><b>Apply logic and reasoning</b> - assess whether there is adequate reasoning and evidence to justify a claim, conclusion, or outcome</p>	<p><b>LKS2</b></p> <p><b>Draw conclusions and design a course of action</b> draw on prior knowledge and use evidence when choosing a course of action or drawing a conclusion</p> <p><b>Evaluate procedures and outcomes</b> explain and justify ideas and outcomes</p> <p><b>UKS2</b></p> <p><b>Draw conclusions and design a course of action</b> scrutinise ideas or concepts, test conclusions and modify actions when designing a course of action</p> <p><b>Evaluate procedures and outcomes</b> evaluate the effectiveness of ideas, products, performances, methods, and courses of action against given criteria</p>
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Year D Buzzards	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concept	<b>Civilisation and Democracy</b>	<b>Culture</b>	<b>All Around the World</b>	<b>Exploration and Discoveries</b>	<b>Natural Wonder</b>	<b>Community</b>
NC Objectives	<p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>Perform safe self-rescue in different water-based situations.</p>	<p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>	<p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
Knowledge Jasmine 5/6	<p>LKS2 Balance and control throughout Fluent, smooth movements Performing movements in both directions/on both sides</p>	<p>Swimming</p>	<p>LKS2 Smooth movements and minimum wobble Staying on a line with head up Opposite arm and leg moving forwards</p>	<p>LKS2 Good take off and height Balance and control on landing Soft landings</p> <p>UKS2</p>	<p>LKS2 Reacting and moving quickly Catching the ball Slowing down with control after catch</p> <p>UKS2</p>	<p>LKS2 Starting and stopping quickly Timing to get in the right position Balance/control when collecting ball</p>

	<p>UKS2</p> <p>Accuracy and weight of throws</p> <p>Fluency</p> <p>Consistency (repeatable)</p> <p><i>Able to turn over either shoulder</i></p> <p><i>Timing to get in the right position</i></p> <p><i>Balance/control when collecting ball</i></p>		<p>UKS2</p> <p>Able to work the ball in both directions</p> <p>Smooth movements with the ball</p> <p>Fluidity when changing hands</p> <p>Quick reaction and good acceleration</p> <p>Catching the ball</p> <p>Balance and control after catch</p>	<p>Fluidity and minimum wobble</p> <p>Staying on the line with head up</p> <p>Opposite arm and leg driving forwards</p> <p>Staying in balance</p> <p>Smooth, controlled movements</p> <p>Coordinated movements</p>	<p>Good take off and height</p> <p>Balance and control on landing</p> <p>Soft landings</p> <p>Stability</p> <p>Smooth, controlled movements</p> <p>Repeatable performance</p>	<p>UKS2</p> <p>Staying on line/low beam</p> <p>Minimum wobble (control)</p> <p>Good posture (head up/back straight)</p> <p>Smooth, controlled movements</p> <p>Fluency and rhythm</p> <p>Performing consistently on both sides/in both directions</p>
<p>Skill Progression</p>	<p>LKS2</p> <p>Keep your head up and back straight.</p> <p>Work off the balls of your feet.</p> <p>Bend your knees to push off and land.</p> <p>UKS2</p> <p>Take up a balanced position, making sure your hands are in a good ready position.</p> <p>Vary the pace of the ball to find which is best.</p> <p>Keep your eyes focused on the ball(s).</p> <p>Start quickly by pushing off hard with your feet and by driving your arms</p>	<p>See separate document</p>	<p>LKS2</p> <p>Keep your head still and look forward.</p> <p>Use your arms to help you move and balance as you walk (opposite arm and leg).</p> <p>Work off the balls of your feet.</p> <p>UKS2</p> <p>Keep the ball moving and away from your body.</p> <p>Keep your head up, looking forward.</p> <p>Concentrate on performing the movements smoothly to begin with and then gradually increase their speed.</p>	<p>LKS2</p> <p>Bend your knees on take-off and on landing.</p> <p>Swing your arms to help gain height and use them to help balance on landing.</p> <p>Try to land softly so there is no noise.</p> <p>UKS2</p> <p>Keep your head still and back straight.</p> <p>Use your arms to help you balance as you walk, bringing them 'from hips to lips'.</p> <p>Practise the movement slowly at first.</p> <p>Keep your core muscles tight.</p> <p>Keep your body straight throughout.</p>	<p>LKS2</p> <p>Take up a ready position with your knees bent and your feet apart (front to back).</p> <p>Start quickly and accelerate by pushing off hard with your feet.</p> <p>Bend your knees to help you slow down.</p> <p>Bend the knee on your 'catching leg' and take your weight back to enable you to stop quickly.</p> <p>UKS2</p> <p>Bend your knees before take-off and on landing.</p>	<p>LKS2</p> <p>Start quickly and accelerate by pushing off hard with your feet.</p> <p>Drive your arms from 'hips to lips' to help you accelerate.</p> <p>Keep watching the ball and concentrate on your timing so you arrive at the right time.</p> <p>UKS2</p> <p>Keep your feet a shoulder width apart and bend your knees.</p> <p>Keep your head up looking forward.</p> <p>Use smooth, controlled movements.</p>

	<p>Move your feet quickly to get into the collecting position. Run well past the ball to give you more time. Get into a stable position as early as you can. When facing your partner, turn with a reverse pivot, bend your knees and push off. When facing away from your partner, use your peripheral vision to spot the ball and then react quickly.</p>		<p>React and move early so it gives you time to get balanced. Start quickly and accelerate by pushing off hard with your feet. Extend your front leg across your body and bend your knees to enable you to stop quickly and get into a balanced position. Keep your back straight throughout. Focus on using 'soft hands' throughout. Concentrate on performing the movements smoothly and with control. React and move early so it gives you time to get balanced. Start quickly and accelerate by pushing off hard with your feet. Extend your front leg across your body and bend your knees to enable you to stop quickly and get into a balanced position.</p>	<p>Start leaning in and then slowly lean back using smooth, controlled movements. Concentrate on keeping your centre of gravity over your base of support. Use smooth, controlled movements.</p>	<p>Swing your arms to get height and use them to help balance on landing. Land softly on the balls of your feet so there is no noise. Keep your tummy (core muscles) tight. Use your arms to help you balance. Use smooth, controlled movements. Keep your centre of gravity over your base of support on landing.</p>	<p>Bend your knees and use your arms to help your balance.</p>
Cog development	<p>Y3 – Stay on task. Keep trying Y4 – Take control Consistently try to improve Y5 – Embrace challenge</p>	<p>Y3 – Understand others Help and encourage Y4 – Work well with others Organise and guide others</p>	<p>Y3 – Observe and describe Recognise and order Y4 – Explain why Describe how to improve Y5 – Make good decisions Y6 – Analyse performance</p>	<p>Y3 – Explore and describe Compare and develop Y4 – Recognise and respond Refine and change Y5 – Express adapt and adjust Y6 – Variety and disguise</p>	<p>Y3 – perform single skills Perform simple sequences Y4 – Perform with control Link with quality</p>	<p>Y3 – Explain benefits of exercise Practise safely Y4 – Explain why Explain how to exercise</p>

	Y6 – Take responsibility for my learning	Y5 – Improve others Y6 – Lead others			Y5 – Combine with fluency Y6 – Apply with consistency	Y5 – Prepare myself for activity Y6 - Plan my own fitness
	<p><b>LKS2</b></p> <p><b>Pose questions</b> pose questions to expand their knowledge about the world</p> <p><b>Identify and clarify information and ideas</b> identify main ideas and select and clarify information from a range of sources</p> <p><b>UKS2</b></p> <p><b>Pose questions</b> pose questions to clarify and interpret information and probe further to discover causes and consequences</p> <p><b>Identify and clarify information and ideas</b> identify and clarify relevant information and prioritise ideas</p>	<p><b>LKS2</b></p> <p><b>Organise and process information</b> collect, compare, and categorise facts and opinions found in a wide range of sources</p> <p><b>Imagine possibilities and connect ideas</b> expand on known ideas to create new and imaginative combinations</p> <p><b>UKS2</b></p> <p><b>Organise and process information</b> analyse, condense, and combine relevant information from multiple sources</p> <p><b>Imagine possibilities and connect ideas</b> combine ideas in a variety of ways and from a range of sources to create new possibilities</p>	<p><b>LKS2</b></p> <p><b>Consider alternatives</b> explore situations using creative thinking strategies to propose a range of alternatives</p> <p><b>Seek solutions and put ideas into action</b> experiment with a range of options when seeking solutions and putting ideas into action</p> <p><b>UKS2</b></p> <p><b>Consider alternatives</b> identify situations where current approaches do not work, challenge existing ideas, and generate alternative solutions</p> <p><b>Seek solutions and put ideas into action</b> assess and test options to identify the most effective solution and put ideas into action</p>	<p><b>LKS2</b></p> <p><b>Think about thinking (metacognition)</b> reflect on, explain and check the processes used to come to conclusions</p> <p><b>Reflect on processes</b> identify pertinent information in an investigation and separate into smaller parts or ideas</p> <p><b>UKS2</b></p> <p><b>Think about thinking (metacognition)</b> reflect on assumptions made, consider reasonable criticism, and adjust their thinking if necessary</p> <p><b>Reflect on processes</b> identify and justify the thinking behind choices they have made</p>	<p><b>LKS2</b></p> <p><b>Transfer knowledge into new contexts</b> transfer and apply information in one setting to enrich another</p> <p><b>Apply logic and reasoning</b> - identify and apply appropriate reasoning and thinking strategies for outcomes</p> <p><b>UKS2</b></p> <p><b>Transfer knowledge into new contexts</b> apply knowledge gained from one context to another unrelated context and identify new meaning</p> <p><b>Apply logic and reasoning</b> - assess whether there is adequate reasoning and evidence to justify a claim, conclusion, or outcome</p>	<p><b>LKS2</b></p> <p><b>Draw conclusions and design a course of action</b> draw on prior knowledge and use evidence when choosing a course of action or drawing a conclusion</p> <p><b>Evaluate procedures and outcomes</b> explain and justify ideas and outcomes</p> <p><b>UKS2</b></p> <p><b>Draw conclusions and design a course of action</b> scrutinise ideas or concepts, test conclusions and modify actions when designing a course of action</p> <p><b>Evaluate procedures and outcomes</b> evaluate the effectiveness of ideas, products, performances, methods, and courses of</p>

**Princetown Primary School**  
**Knowledge and Skills Organiser**



						action against given criteria
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