|  |
| --- |
| PE Knowledge Map |
| **Year 3** |
| Autumn Term 1 – Invasion Games (Netball, Hockey and Tag Rugby) |
| **Vocabulary:*** Invasion games
* Throwing and catching
* Passing and receiving
* Attacking and defending
* Scoring goals/ points
* When to travel with a ball
* Using space

**Skills:*** I know that an invasion game involves attacking an opponent’s territory with the aim of scoring a goal or point.
* I can keep my eye on the ball and move my body and hands to the right place so that I can catch a ball with greater control and accuracy.
* I can throw a ball in different ways (e.g. high, low, fast and slow.)
* I can use my catching and throwing skills to pass and receive in an invasion game.
* I can travel forwards, backwards and sideways, changing direction as part of an invasion game.
* I know which way my team are attacking.
* I can find a useful space and get into it to support my team mates.
* I can participate in invasion games in a controlled manner.

**Equipment:*** I know the different types of equipment used for the Year 3 invasion games and how to use them safely.
 |
| **Year 4** |
| Autumn Term 1 – Invasion Games (Netball, Hockey and Tag Rugby) |
| **Vocabulary:*** Invasion games
* Pass and receive
* Different types of passes, e.g. overhead pass, chest pass, shoulder pass, push pass
* Keeping possession
* Using space
* Scoring goals/ points and keeping score
* Rules
* Tactics

Invasion Games (Netball, Hockey and Tag Rugby**Skills:*** I know that an invasion game involves attacking an opponent’s territory with the aim of scoring a goal or point.
* I know that invasion games usually consist of a team of equal players with a focus on team work, keeping possession, attacking and defending.
* I can demonstrate different passes and am beginning to use them with increasing speed and accuracy during an invasion game.
* I can travel forwards, backwards, sideways and diagonally, changing directions as appropriate as part of an invasion game.
* I can make the best use of space to pass and receive the ball and help my team mates.
* I know that when a team has gained possession of the ball, it means they have control of the ball and a better chance of scoring.
* I can keep or win back possession of a ball an invasion game.
* I know that tactics are a game plan made before the start of the game to help you try to win.
* I can show an awareness of tactics when playing invasion games.
* I know some basic rules of Year 4 invasion games and can apply them fairly.
* I can participate in invasion games in a controlled manner.

**Equipment:*** I know the different types of equipment used for the Year 4 invasion games and how to use them safely.
 |

|  |
| --- |
| **Year 3** |
| Autumn Term 2 – Dance |
| **Vocabulary:*** Space
* Stillness
* Travel
* (Changing) speed
* (Changing) direction
* (Changing) levels
* Improvise
* Motif
* Pattern/ sequence
* Repetition
* Stimulus
* Perform

**Skills:*** I can use the space around me to move forwards and backwards and up and down.
* I can use stillness as part of a dance sequence.
* I can travel across the floor as part of my dance sequence, becoming more confident at changing speed, direction. and level.
* I know that a motif in a dance is a movement within a dance.
* I am beginning to improvise and collaborate with a partner or a group to create simple motifs that I can use in a dance sequence.
* I know that a dance sequence is a set pattern of movements performed using an idea as a stimulus, e.g. some music or a poem.
* I can use simple repetition to develop a simple dance motif.
* I can perform with some awareness of rhythm and expression.
* I am beginning evaluate the quality of my movements and links to improve them.
* I am beginning to evaluate a peer performance.

**Equipment:*** I am able to work sensibly and safely in the dance space with an awareness of others around me.
 |
| **Year 4** |
| Autumn Term 2 – Dance |
| **Vocabulary:*** Space
* Stillness
* Travel
* (Changing) speed
* (Changing) direction
* (Changing) levels
* Improvise
* Motif
* Pattern/ sequence
* Repetition
* Stimulus
* Perform

**Skills:*** I can use the space around me to confidently move forwards and backwards and up and down.
* I can successfully use stillness as part of a dance sequence.
* I can confidently travel across the floor as part of my dance sequence, at changing speed, direction. and level.
* I know that a motif in a dance is a movement within a dance.
* I can improvise and collaborate with a partner or a group to create simple motifs that I can use in a dance sequence.
* I know that a dance sequence is a set pattern of movements performed using an idea as a stimulus, e.g. some music or a poem.
* I can use repetition to develop a dance motif.
* I can perform with increasing awareness of rhythm and expression.
* I can evaluate the quality of my movements and links to improve them.
* I can evaluate a peer performance.

**Equipment:*** I am able to work sensibly and safely in the dance space with an awareness of others around me.
 |

|  |
| --- |
| **Year 3** |
| Spring Term 1 – Swimming |
| **Vocabulary:****Skills:****Equipment:** |
| **Year 4** |
| Spring Term 1 – Swimming |
| **Vocabulary:****Skills:****Equipment:** |

|  |
| --- |
| **Year 3** |
| Spring Term 2 – Gymnastics |
| **Vocabulary:*** Sequence
* Jumps
* Rolls
* Shapes
* Balances
* Travel
* Links
* Speed and Level
* Apparatus
* Perform
* Evaluate

**Skills:*** I know that a sequence is a number of movements put together.
* I can perform an increasing range of jumps, rolls and shapes as part of a sequence of 2-3 movements.
* I can perform an increasing range of balances as part of a sequence of 2-3 movements.
* I am beginning to travel and link my skills with actions such as tiptoes, steps, jumps and hops.
* I am beginning to show my awareness of speed and levels when I perform a sequence.
* I can perform individually, with a partner and in a group with increasing confidence.
* I can evaluate and give feedback on a performance to my peers with increasing confidence.

**Equipment:*** I can move with control and care when using the space around me and when using gymnastic apparatus.
* I can safely carry, set up and put away apparatus with my teacher’s help.
 |
| **Year 4** |
| Spring Term 2 – Gymnastics |
| **Vocabulary:*** Sequence
* Jumps
* Rolls
* Shapes
* Balances
* Handstands/ cartwheels
* Direction/ Speed/ Level
* Travel
* Linking actions
* Apparatus
* Perform
* Evaluate

**Skills:*** I know that a sequence is a number of moves or steps put together.
* I can perform a wider range of jumps, rolls and shapes as part of a sequence.
* I can perform 1,2 ,3 and 4-point balances as part of a sequence.
* I can perform balances on simple apparatus.
* I can balance with or against a partner.
* I am beginning to be able to perform handstands and cartwheels.
* I can travel and link my skills with a wider range of linking actions such as half turn and leaps.
* I can show my awareness of speed, direction and levels when I perform a sequence.
* I can perform confidently individually, with a partner and within a group.
* I can evaluate and give feedback on a performance to my peers.

**Equipment:*** I can move with control and care when using the space around me and when using gymnastic apparatus.
* I can safely carry, set up and put away apparatus with my teacher’s help.
 |

|  |
| --- |
| **Year 3** |
| Summer Term 1 – Games (Cricket, Rounders, Racket sports) |
| **Vocabulary:*** Throwing
* Underarm throw
* Catching
* Striking
* Batting
* Fielding
* Rally (to self)
* Ready stance
* Forehand
* Backhand
* Points/runs

**Skills:*** I can keep my eye on the ball and move my body and hands to the right place so that I can catch a ball with greater control and accuracy.
* I can throw a ball in different ways (e.g. high, low, fast and slow.) with increasing confidence.
* I can use my catching and throwing skills with increasing confidence as part of the games I am learning.
* I can demonstrate an underarm throw and use it as part of the games I am learning.
* I can strike a ball with increasing confidence when playing the games I am learning.
* I can use a wall to help me practise my rally skills.
* I can demonstrate a ready stance.
* I can field a ball with increasing confidence.
* I understand how to my team or I can win points/runs in the games I am learning.

**Equipment:*** I know the different types of equipment used for the Year 3 games and how to use them safely.
* I can safely carry, set up and put away equipment with my teacher’s help.
 |
| **Year 4** |
| Summer Term 1 – Games |
| **Vocabulary:*** Throwing
* Underarm throw
* Overarm throw
* Catching
* Striking
* Hitting
* Batting
* Fielding
* Forearm
* Backhand
* Rally (with partner feeding the ball)
* Volley
* Points and scoring
* Rules
* Tactics

**Skills:*** I can keep my eye on the ball and move my body and hands to the right place so that I can catch a ball confidently with control and accuracy.
* I can confidently throw a ball in different ways (e.g. high, low, fast and slow.).
* I can confidently use my catching and throwing skills as part of the games I am learning.
* I can demonstrate overarm and underarm throws and use them as part of the games I am learning.
* I can strike a ball with confidence when playing the games I am learning.
* I can field a ball with confidence.
* I can demonstrate a ready stance.
* I can work with a partner to confidently demonstrate my forehand and backhand.
* I am becoming more confident at volleying a ball with a racket.
* I know that tactics are a game plan made before the start of the game to help you try to win.
* I can show an awareness of tactics when playing games.
* I understand how to my team or I can win points/runs in the games I am learning.
* I know some basic rules of Year 4 games and can apply them fairly.

**Equipment:*** I know the different types of equipment used for the Year 4 games and how to use them safely.
* I can safely carry, set up and put away equipment with my teacher’s help.
 |

|  |
| --- |
| **Year 3** |
| Summer Term 2 – Athletics |
| **Vocabulary:*** Running
* Sprint and starting stance
* Middle distance and starting stance
* Running Technique
* Jumping
* Jumping technique
* Standing long jump
* Throwing
* Throwing technique
* Push throw
* Evaluate and improve performance

**Skills:*** I am beginning to focus on my arm and leg action to improve my running technique.
* I can show a starting stance that is appropriate for the distance I am running.
* I can show an awareness of adjusting my running pace to the distance I am running, when reminded.
* I can demonstrate a standing long jump, with an awareness of take-off, flight phase and a safe, controlled landing.
* I can throw with a greater degree of accuracy.
* I can demonstrate a basic throwing technique and perform a push throw.
* I am becoming more confident at understanding how I can improve my own and my peer’s athletics performance and can offer basic feedback when evaluating performances.
* I can compete against myself and others in a controlled manner.

**Equipment:** |
| **Year 4** |
| Summer Term 2 – Athletics |
| **Vocabulary:*** Running
* Sprint and starting stance
* Middle distance and starting stance
* Running Technique
* Jumping
* Jumping technique
* Triple jump
* Throwing
* Throwing technique
* Pull throw
* Evaluate and improve performance

**Skills:*** I can confidently run with an awareness of my arm and leg action to demonstrate an improved running technique.
* I can show a starting stance that is appropriate for the distance I am running.
* I can adjust my running pace to the distance I am running.
* I can demonstrate a standing triple jump combining a hop, step and jump
* I can perform a standing triple jump with a good awareness of take-off, the flight phase and a safe, controlled landing.
* I can throw with a greater degree of accuracy and for a longer distance.
* I can demonstrate a good throwing technique and perform a pull throw.
* I understand how I can improve my own and my peer’s athletics performance and can offer feedback when evaluating performances.

**Equipment:** |