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| 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. |

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| **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. |

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

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| **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. |

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| **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. |

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| **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:** |