



KNOWLEDGE SEQUENCING DOCUMENT – PHYSICAL DEVELOPMENT ELG & PHYSICAL EDUCATION NC

NATIONAL CURRICULUM / EARLY LEARNING GOALS		Attainment Target	WHAT IS LEARNED – NATIONAL CURRICULUM BREAKDOWN		HOW WILL THEY LEARN THIS?	HOW DO WE KNOW IT HAS STUCK?	
FS	Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.		FS	To know some simple running, jumping, dancing, hopping, skipping and climbing techniques.	All PE lessons have a WALT and an academic input. This is where children will learn the theory and gain the knowledge then need in order to improve.	Children will be able to retain and recall knowledge evidenced in learning walks by SLT and PE Lead. Portfolio work will showcase knowledge children have developed through their PE lessons.	
KS1	Pupils should be taught about: Running, jumping, throwing and catching Developing simple tactics for attacking and defending. Simple movement patterns in dance.	Pupils are expected to know the matters, skills and processes specified in <i>subject content for each key stage</i> .	1	To know techniques in running, jumping, throwing and catching. To know some simple tactics for attacking and defending To know some simple movement in dance.			
			2	To know more techniques in running, jumping, throwing and catching. To know more tactics for attacking and defending To know more simple movements in dance.			
KS2	Pupils should be taught about: Running, jumping, throwing and catching in isolation and in combination. Apply basic principles suitable for attacking and defending. Dances using a range of movement patterns		3	To know some complex techniques in running, jumping, throwing, catching in isolation. To know some complex tactics for attacking and defending. To know a range of movements in dance.			
			4	To know more complex techniques in running, jumping, throwing, catching in isolation and in combination. To know more complex tactics for attacking and defending. To know a greater range of movements in dance.			
			5	To begin to master techniques in running, jumping, throwing, catching in isolation and in combination. To begin to master tactics for attacking and defending To have a secure knowledge of a range of movements in dance.			
			6	To master techniques in running, jumping, throwing, catching in isolation and in combination. To master techniques when developing simple tactics for attacking and defending To have a broad and deep knowledge of a range of movements in dance.			



APPENDIX I

Scaffolded Concept Sequencer of Words and Phrases – what the children and staff need to know NOT LIMITED TO BUT ESSENTIAL IN ORDER TO COVER ELGS & NC. Knowledge and understanding of these terms will enable children to articulate and answer questions based on ‘What Is Learned above’.

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Climbing		Continually revisited and revised					
Isolation					Continually revisited and revised		
Combination					Continually revisited and revised		
Invasion			Continually revisited and revised				
Running		Continually revisited and revised					
Throwing		Continually revisited and revised					
Catching		Continually revisited and revised					
Jumping		Continually revisited and revised					

Key

First Introduced
Concept yet to be introduced
Continually revisited and revised



APPENDIX II

Guidance for teachers to ensure appropriate knowledge of key terms and concepts.

Invasion	<p>Year 1/2 Invasion is running towards their opponent's half in order to gain some advantage, whilst being able to make simple defending actions, such as: tackling.</p> <p>Year 3/4 Running towards their opponent's area in order to gain the advantage within a game, whilst also defending their half by tackling or interception of a ball.</p> <p>Year 5/6 Movements in which the aim is to invade an opponent's territory and score a goal or point, but also knowing how to defend their own area using techniques such as tackling in football and rugby; and confidently knowing how to intercept the play by closing down their opponent's area.</p>
Combination	<p>Year 3 Combination is a simple pass whilst attacking a defending, such as: a chest pass.</p> <p>Year 4 Combination is making passes whilst attacking and defending in order to gain the advantage. Passes include, chest, bounce and shoulder.</p> <p>Year 5 Combining a range of passing and movement techniques in order to gain the advantage whilst attacking. Such as: chest, bounce and shoulder passing.</p> <p>Year 6 Combination is combining a range of passing and movement techniques in order to gain the advantage whilst attacking and defending.</p>
Isolation	<p>Year 3 Isolation is knowing how to make space within a game by moving away from your opponent.</p> <p>Year 4 Isolation is making space within a game in order to create some distance from your opponent in order to gain possession.</p> <p>Year 5 Making space within a game in order to create distance from your opponent and receive a pass to counter attacking confidently.</p> <p>Year 6 Mastering space within a game in order to create distance from your opponent so that you can receive a pass and execute your next action accurately by countering or passing a ball to a team member.</p>
Running	<p>EYFS Knowing some movement techniques in order to run.</p> <p>Year 1 Knowing where they are going and running in a straight line to a finish line.</p> <p>Year 2 Knowing where they are going and using arm movement to run in a straight line to a finish line.</p> <p>Year 3 Knowing some correct posture from the start in order to run faster to a finish line.</p>



	<p>Year 4 Knowing the correct posture at the start line in order to set off and run faster to a finish line, whilst starting to calculate their stride to run faster.</p> <p>Year 5 Positioning their body in order to develop their running technique by calculating stride length in order to achieve optimum speed.</p> <p>Year 6 Positioning their body appropriately in order to master their running technique, whilst using the power from their arms to thrust themselves forwards and calculate their stride length in order to achieve optimum speed.</p>
Throwing	<p>EYFS Knowing how to make a simple underarm throw with some control using their hands.</p> <p>Year 1 A simple underarm throw with some direction.</p> <p>Year 2 An underarm throw in the right direction towards another team member.</p> <p>Year 3 Knowing and developing throwing skills using some underarm and overarm movement and positioning.</p> <p>Year 4 Making underarm and overarm throws whilst standing in the correct position in order to connect a pass.</p> <p>Year 5 Propelling a ball or javelin with force through the air by underarm and overarm movements with confidence.</p> <p>Year 6 Mastering propelling a ball or javelin with force through the air using underarm and overarm movement at the correct trajectory.</p>
Catching	<p>EYFS Knowing how to make a simple catch using some control with their hands.</p> <p>Year 1 Knowing how to make a simple catch using their hands.</p> <p>Year 2 Knowing how to catch with their hands and being able to hold on to the ball.</p> <p>Year 3 Having the ability to receive the ball into their own possession via a pass from another teammate.</p> <p>Year 4 Having the ability to receive the ball into their own possession via a pass from another teammate using some correct positioning.</p> <p>Year 5 Receiving the ball into their own possession via a pass from another teammate using correct positioning, spacing and movement in many sports.</p> <p>Year 6 Mastering receiving the ball into their own possession via a pass from another teammate using correct positioning, spacing and movement in most sports.</p>
Jumping	<p>EYFS A jump up and down from a short height and landing appropriately.</p> <p>Year 1</p>



	<p>Knowing how to run and make a simple jump onto a mat landing safely.</p> <p>Year 2</p> <p>Knowing how to run and make a simple jump onto a mat, landing on two feet.</p> <p>Year 3</p> <p>Making a run and a jumping onto a mat; or jumping with both feet together, from a short height and landing safely.</p> <p>Year 4</p> <p>Making a run and jumping onto a mat; or jumping with both feet together, from a higher position on a frame and landing safely in some sports.</p> <p>Year 5</p> <p>Being able to propel yourself through the air by running or from a higher position; landing safely into the correct position in many sports.</p> <p>Year 6</p> <p>Master propelling yourself through the air by running or from a higher position; landing safely into the correct position in most sports.</p>
Climbing	<p>EYFS</p> <p>Travelling with confidence and skills around, over, under and through balancing and climbing equipment.</p>

