



Digby Tedder PE Two and Four Year Overview – Key Knowledge and Assessment points 2021 - 2024

A	Autumn Term	Spring Term	Summer Term
Key Stage 1	Gymnastics and Animals	Running and Jumping	Dance (Toys)
Key Knowledge and Assessment points	By the end of the unit children will know: - - That it is important to lift and carry equipment safely. - That control is needed to travel safely in different directions. - That we can move by bouncing, hopping, galloping, tiptoeing and running. - When jumping we will need to land with two feet together, safely. - When movements are put together this is called a sequence. - That rolling is also a way of moving and can be put in a sequence. - When jumping off equipment we will need to ensure the space is clear.	By the end of the unit children will know: - - That there are many different ways of travelling including jumps. - When travelling, there are different speeds i.e. walking, jogging, running and sprinting. - We can jump from objects or from the ground - There are different types of jump such as jumping for distance and height. - When jumping we will need to land with two feet together, safely. - Before exercising it is important to warm up to prepare mentally and physically. - After exercising it is important to cool down to gradually calm the heart rate.	By the end of the unit children will know: - - That dancing is moving to a rhythm - In dance you can use your imagination - In this unit you will think about how toys have changed over time – linked to History - In dance you can work in a formation and synchronize with a partner or a group. - Synchronize means to do something at the same time. - You will need to speed up, slow down and use your body to produce a rhythm. - It is important to evaluate you own and other's performances.
Themes	Running, jumping, co-ordination, flexibility, balance	Running, jumping, co-ordination, flexibility, balance	Co-ordination, flexibility, balance
Vocabulary	control, safely, bouncing, hopping, galloping, tiptoeing, running, sequence, rolling, equipment, space	Travelling, jumping, walking, jogging, running, sprinting, objects, distance, height, exercising, cool down, heart rate	Rhythm, imagination, formation, synchronize, speed, evaluate performances
	Throwing and Catching	Bat and Ball	Invasion Games
Key Knowledge and Assessment points	By the end of the unit children will know: - - It is important to control a ball when trying to roll, bounce, throw and catch it, either with a partner or on your own. - There are two different throws, under arm and over arm. - In order to catch a ball, you will need to move in different ways. - It is important to change direction and speed quickly. - Team games involving throwing and catching have rules which should be followed to enable to game to go well. - Before exercising it is important to warm up to	By the end of the unit children will know: - - A tennis racket is needed to hit a ball in tennis. - A cricket bat is needed to hit a ball in cricket. - When hitting the ball this is called striking. You can strike from a stationary ball. - You can also strike a ball after it has been rolled or thrown. - Wimbledon which is a high powered tournament. - A tennis racket should be held in one hand and use a forehand and back hand grip. - A cricket bat should be held in two hands with one hand above the other. - The dominant hand should be at the bottom. - Before exercising it is important to warm up to	By the end of the unit children will know: - - Invasion games include attacking, defending, scoring and teamwork. - Football is an invasion game. - Skills needed are dribbling, passing and receiving the ball in a variety of ways. - It is important to use space effectively. - If you get free from a defender, this is called dodging - If you dodge a defender, you are then free to receive the ball. - Marking is when you stay close to a member of the opposition team to prevent them from receiving the ball freely.



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	<i>prepare mentally and physically.</i> After exercising it is important to cool down to gradually calm the heart rate.	<i>prepare mentally and physically.</i> After exercising it is important to cool down to gradually calm the heart rate.	- Skills can be practiced in pairs and groups. - Invasion games can be played in a team.
Themes	Throwing, catching, flexibility, balance, jumping, co-ordination	Co-ordination, throwing catching, balance, flexibility	Running, co-ordination, jumping, throwing catching, flexibility, balance, kicking
Vocabulary	Roll, bounce, throw, catch, partner, under arm, overarm direction, speed, throwing, catching,	Tennis, racket, cricket, striking, stationary, forehand, backhand,	Attacking, defending, scoring, teamwork, skills, space, defender, dodge, receive, marking, invasion
B	Autumn Term	Spring Term	Summer Term
Key Stage 1	Gymnastics (Landscapes and Cityscapes)	Running and Jumping	Dance (plants)
Key Knowledge and Assessment points	By the end of the unit children will know: - - How to make long thin shapes with my body and balance on my own and with a partner. - How to make a straight jump. - What a hurdle step is and how to make a hurdle step on a springboard. - How to move and balance with agility and co-ordination. - How to roll with control and co-ordination. - How to distribute my weight on my hands and feet. - How to take my weight on my hands. - How to perform a sequence of movements. - I know how to perform, evaluate and improve my sequence of movements.	By the end of the unit children will know: - - That there are many different ways of travelling including jumps. - When travelling, there are different speeds i.e. walking, jogging, running and sprinting. - We can jump from objects or from the ground - There are different types of jump such as jumping for distance and height. - When jumping we will need to land with two feet together, safely. - Before exercising it is important to warm up to prepare mentally and physically. - After exercising it is important to cool down to gradually calm the heart rate.	By the end of the unit children will know: - - That dancing is moving to a rhythm - That in dance you can use your imagination - In this unit you will think about how plants grow – linked to Science. - In dance you can work in formation and - Synchronize with a partner or a group. - Synchronize means to do something at the same time. - You will need to speed up, slow down and use your body to produce a rhythm. - It is important to evaluate you own and other's performances.
Themes	Jumping, coordination, flexibility, balance	Running, jumping, co-ordination, flexibility, balance	Co-ordination, flexibility, balance
Vocabulary	Shapes, balance, straight jump, hurdle step, springboard, balance, agility, co-ordination, weight distribution, sequence, performance	Travelling, walking jogging, running, sprinting, distance, height, warm down, heart rate	Rhythm, imagination, formation, synchronise, partner, evaluate, performance, flexibility, balance
Key Stage 1	Throwing and Catching	Bat and Ball	Invasion Games
Key Knowledge and Assessment points	By the end of the unit children will know: - - It is important to control a ball when trying to roll, bounce, throw and catch it, either with a partner or on your own. - There are two different throws, under arm and over arm. - In order to catch a ball, you will need to move in different ways. - It is important to change direction and speed	By the end of the unit children will know: - - A tennis racket is needed to hit a ball in tennis. - A cricket bat is needed to hit a ball in cricket. - When hitting the ball this is called striking. You can strike from a stationary ball. - You can also strike a ball after it has been rolled or thrown. - A tennis racket should be held in one hand and use a forehand and back hand grip.	By the end of the unit children will know: - - Invasion games include attacking, defending, scoring and teamwork. - Football is an invasion game. - Skills needed are dribbling, passing and receiving the ball in a variety of ways. - It is important to use space effectively. - If you get free from a defender, this is called dodging



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	quickly. - Team games involving throwing and catching have rules which should be followed to enable to game to go well. - Before exercising it is important to warm up to prepare mentally and physically. - After exercising it is important to cool down to gradually calm the heart rate.	- A cricket bat should be held in two hands with one hand above the other. - The dominant hand should be at the bottom. - Before exercising it is important to warm up to prepare mentally and physically. - After exercising it is important to cool down to gradually calm the heart rate.	- If you dodge a defender, you are then free to receive the ball. - Marking is when you stay close to a member of the opposition team to prevent them from receiving the ball freely. - Skills can be practiced in pairs and groups. - Invasion games can be played in a team.
Themes	Throwing, catching, flexibility, balance, jumping, co-ordination	Co-ordination, throwing catching, balance, flexibility	Running, co-ordination, jumping, throwing catching, flexibility, balance, kicking
Vocabulary	Roll, bounce, throw, catch, partner, under arm, overarm direction, speed, throwing, catching,	Tennis, racket, cricket, striking, stationary, forehand, backhand,	Attacking, defending, scoring, teamwork, skills, space, defender, dodge, receive, marking, invasion
SEND strategies	SEND children are included in interschool's competitions. Awareness is given to groupings to provide support TAs support to give confidence where needed Equipment is adjusted to support skills Distances are closed to support for example throwing and catching	SEND children are included in interschool's competitions. Awareness is given to groupings to provide support TAs support to give confidence where needed Equipment is adjusted to support skills Distances are closed to support for example throwing and catching	SEND children are included in interschool's competitions. Awareness is given to groupings to provide support TAs support to give confidence where needed Equipment is adjusted to support skills Distances are closed to support for example throwing and catching
Challenge	Challenge Adjustments are made for example in height, distance and equipment to provide challenge. Pupils are given the opportunity to attend interschool's competitions in areas where they excel.	Challenge Adjustments are made for example in height, distance and equipment to provide challenge. Pupils are given the opportunity to attend interschool's competitions in areas where they excel.	Challenge Adjustments are made for example in height, distance and equipment to provide challenge. Pupils are given the opportunity to attend interschool's competitions in areas where they excel.
A	Autumn Term	Spring Term	Summer Term
Key Stage 2	Net and Wall games - Badminton	Gymnastics – Body, management, floor	Striking and Fielding Cricket
Key Knowledge and Assessment points	By the end of the unit children will know: - - that Badminton is played on an indoor court with a racket and shuttlecock. - That the racket is held in one hand and can be moved around freely. - Know how to serve and that it must be done diagonally. - That if the shuttlecock hits the floor or is 'out', the rally is over and points are awarded to the other player/team.	By the end of the unit children will know: - - how to start a sequence/ action with a partner e.g. which way to face i.e. each other, back to back, behind each other. - the meaning of key words such as linking, unison, cannon, pathway, wheeling etc. - how to perform jumps, rolls, and balances etc. accurately and safely. - how to self-evaluate and improve balances and sequences based upon body form, movement and	By the end of the unit children will know: - - how to intercept a moving ball from the floor with two hands. - How to intercept a bouncing ball with two hands. - How to intercept a ball in the air with two hands when stationary. - How to perform a moving pick up into an underarm throw. - How to perform a stationary overarm throw with accuracy.



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	- That players score points by hitting a shuttlecock over a net and on to the floor inside the opponent's court. - That shot can tactically be played quick or slow and hard or soft. - That badminton is a non-contact sport. - That on a court there are different lines shown according to whether the game is for singles or doubles.	- position. - the importance of cooperation when working with a partner.	- How to select the appropriate method of returning the ball (overarm, underarm, rolling). - How to strike a ball that has been drop fed towards a target or bowled. - How to underarm bowl a ball from a stationary or short approach. - How to overarm bowl a ball.
Themes	Running, jumping, co-ordination, throwing, catching, flexibility, balance	Running, jumping, co-ordination, flexibility, balance	Running, jumping, co-ordination, throwing, catching, kicking, striking, flexibility, balance
Vocabulary	Badminton, shuttlecock, rally, net, opponent's, diagonally, court	Sequence, action, back to back, linking, unison, cannon, pathway, wheeling, self-evaluate, co-operation	Overarm, accuracy, underarm, rolling, strike, drop fed, overarm bowl, wicket, stumps,
A	Autumn Term	Spring Term	Summer Term
Key Stage 2	Dance - Jazz	Invasion Games – Tag Rugby	Athletics – springing, relay, javelin, shot put, hammer throw, discus
Key Knowledge and Assessment points	By the end of the unit children will know: - - basic jazz body actions: step, gesture, travel, stillness, jump and turn. - That we can use our imagination to express emotions and ideas physically. - that movement memory is the recall of learned movement. - that another person, part of the music or 'cue' can be a trigger for movement. - that unison is when two or more people are doing a range of moves at the same time. - that a cannon is formed when 2 or more dancers perform the same move one after another. - what jazz music sounds like and be able to move to the beat or rhythm.	By the end of the unit children will know: - - that passes must be played level or backwards. The ball cannot travel forwards as this will result in possession turnover. - That you need 2 hands around the ball to grip it correctly. - That attacking players must remain behind the ball when it is active. - That a try is scored when the ball is placed over the try line with both hands pushing the ball down. - The aim is to remove a tag of the opposition player who has the ball. - That you must collect your tag and replace it before carrying on playing.	By the end of the unit children will know: - - That a good running technique is when you run tall with your head, neck, and shoulders in line with your hips. - That you must move your arms front-to-back; don't cross them over your torso and keep elbows bent 90 degrees. - To let your feet land directly beneath you; don't try to step too far forward. - How to run with a high knee lift. - That repetition improves reaction speed. - How to pass and receive the baton and work well with team members, - How to turn your body sideways 90 to support your throw. - How to step forward with the opposite foot from your throwing hand. - How to lift your non-throwing arm to 'point' at your target and shift your weight to your back foot. - During follow-through, follow the throw with your arm straight to the target.
Themes	Running, jumping, co-ordination, Flexibility, balance	Running, jumping, co-ordination, throwing, catching, flexibility, balance	Running, jumping, co-ordination, throwing, catching



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Vocabulary	Jazz, gesture, travel, stillness, jump, unison, cannon, rhythm	Passes, backwards, possession, turnover, attacking, try, opposition	Technique, reaction speed, baton, relay, throwing hand, springing, relay javelin hammer throw, discus
B	Autumn Term	Spring Term	Summer Term
Key Stage 2	Net and wall games - tennis	Gymnastics – Vault	Outdoor adventure – walking orienteering
Key Knowledge and Assessment points	By the end of the unit children will know: - • A tennis match is composed of points, games, and sets. • A game is won by the first side having won at least four points. • A set is won by the first side to win 6 games, with a lead of at least 2 games. • The ready position is when you are prepared as the ball approaches you. • Forehand is a shot with the palm of the hand facing in the direction of the target. • Backhand is a shot with the back of the hand facing the target. • A volley is to strike a ball before it bounces. • A rally is when the ball is hit continuously between each player before one player misses. • The service box is where your serve is allowed to bounce. • The alleys are used when playing doubles (two vs two) • You serve from behind the service line. • When you serve you must serve diagonally to the other person. • If the ball lands outside of the court lines this means the ball is 'out'.	By the end of the unit children will know: - • A vault is an action a gymnast performs by running down a runway and jumping over a 'box'. • That the jump is aided by a springboard, to create momentum and bounce up towards the vault - hands first. • Hurdle step onto, and rebound off the springboard to create height. • Your hands are used to control how you get over the vault. • Use your body strength to shape and control your movements. • Perform a jump landing safely on and off the vaulting box. • Know the 'Squat through vault'; drawing your legs into a tucked position, travelling over the vault through your arms to land on the mat. • Know the 'Straddle over vault'; placing your hands side by side on the top centre of the vaulting box, extending and straightening your legs out to the side into the straddle position as you vault. • Lift your hips and feet high enough to clear the vaulting box.	By the end of the unit children will know: - • Learn mechanics of running movement • Use equipment and read symbols and map key; including use of colour • Have spatial awareness and transfer information on a plan to reality • Understand importance of teamwork and competitive element • Gain physical skills needed for orienteering: agility, balance, co-ordination whilst holding or looking at the map. • Technique for clearing hurdles • Know and use orienteering equipment: control cards, punches, orienteering markers. • Develop hand-eye coordination
Themes	Running, jumping, co-ordination, throwing, catching, flexibility, balance	Running, jumping, co-ordination, flexibility and balance	Running, jumping, co-ordination, throwing, catching,
Vocabulary	Points, games, sets, forehand, backhand, volley, service box, alleys, out	Vault, gymnast, box, springboard, momentum, bounce, hurdle, squat vault, straddle vault	Mechanics, equipment, spatial awareness, teamwork, technique, orienteering, control cards, markers map, agility, balance
B	Autumn Term	Spring Term	Summer Term
Key Stage 2	Dance - Contemporary	Invasion Games – Hockey	Athletics – Long distance, hurdles, standing long jump, Triple jump



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Key Knowledge and Assessment points	By the end of the unit children will know: - - Know basic body actions: step, gesture, travel, stillness, jump and turn. - That we can use our imagination to express emotions and ideas physically. - Know that contemporary dance allows us to be creative, interpretative and have a free-flowing style. - Know that contemporary dance incorporates elements of ballet and jazz to produce meaningful routines. - Know that movement memory is the recall of learned movement. - Know that another person, part of the music or 'cue' can be a trigger for movement. - Know that unison is when two or more people are doing a range of moves at the same time. - Know that a cannon is formed when 2 or more dancers perform the same move one after another. - Know what contemporary music sounds like and be able to move to the beat or rhythm.	By the end of the unit children will know: - - The game is played over a set time period, after which the team with the highest number of goals wins. - There are several different types of hockey, for example field hockey and ice hockey. - Open and reverse stick dribbling is to move the ball with your stick keeping it in your possession. - A push pass is where you send the ball to a teammate by pushing rather than hitting. - Shooting is where you direct the ball towards the goal. - An open stick/jab tackle is where you stay close to an opposition player.	By the end of the unit children will know: - - That stamina is gained through practise and running at a consistent pace. - Know the importance of pacing yourself in a race, including speeding up at the end. - That repetition helps to improve reaction speed. - Use your preferred leg to lead with over the obstacles, this aids effectiveness and therefore speed. - Increasing coordination, speed and rhythm is important when hurdling. - That effective techniques when jumping lead to gaining good height and distance. - That false starts, crossing over lanes, dropping the baton and stepping over the throw/jump line are all fouls, as they are seen as an unfair advantage. - That knocking the bar off in high jump is a foul and that you receive three attempts.
Themes	Running, jumping, co-ordination, flexibility/balance	Running, co-ordination, striking, flexibility, balance	Running, jumping, co-ordination, throwing, catching, striking, flexibility, balance
Vocabulary	Gesture, travel, stillness, contemporary, trigger, range, imagination	Stick, jab, pass, team mate, defence, attack, pushing, centre forward	Stamina, pacing, repetition, lead leg, coordination, rhythm, false star, fouls,

C	Autumn Term	Spring Term	Summer Term
Key Stage 2	Net and wall games - volleyball	Gymnastics – body Management, Floor	Striking and Fielding - Rounders
Key Knowledge and Assessment points	By the end of the unit children will know: - - Know what a volleyball court looks like and understand the positions of the players. - Know that team rotates clockwise each time they win the serve. - Know how points are scored up to 25 points with a win by at least 2 points. - Know tactical skills when attacking and defending, such as finding a free space,	By the end of the unit children will know: - - Know how to start a sequence/ action with a partner e.g. which way to face i.e. each other, back to back, behind each other etc. - Know the meaning of key words such as linking, unison, cannon, pathway, wheeling etc. - Know how to perform jumps, rolls, balances etc. accurately and safely. - Know how to self-evaluate and improve balances	By the end of the unit children will know: - - How to hold your rounders bat in your dominant hand (one hand only), swing back then forward to make contact with the ball. - the correct positions to throw the ball when fielding. - how to control the pace and direction of each throw. - Get into the correct position to catch and field a



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	changing speed and decisive action. - Know the difference between a set shot, dig shot and spike shot. - Know the difference and effectiveness of underarm and overarm serves.	and sequences based upon body form, movement and position. Know the importance of cooperation when working with a partner.	ball. - Use a smooth underarm throw when bowling, where the ball is above the batter's knee and below the batter's head. - Know how to play tactically; changing speed, direction and awareness of others. - Know rules of play including how to eliminate players as well as be taken out yourself. - Know how scoring system works.
Themes	Running, jumping, co-ordination, throwing catching, flexibility/balance	Running, jumping, co-ordination, flexibility, balance	Running jumping co-ordination, throwing, catching, flexibility, balance
Vocabulary	Court, position, clockwise rotation, points, tactics, defending, attacking, free space, dig show spike shot	Linking, unison, cannon, pathway, wheeling, improve sequences, partner, co-operation	Bat, dominant hand, swing, fielding, underarm overarm, catch, batter, bowler, scoring
C	Autumn Term	Spring Term	Summer Term
Key Stage 2	Dance - Modern	Invasion Games - football	Athletics – Sprinting, relay, Javelin, Shot put, Discus, Hammer Throw
Key Knowledge and Assessment points	By the end of the unit children will know: - - Know basic body actions: step, gesture, travel, stillness, jump and turn. - That we can use our imagination to express emotions and ideas physically. - Know that modern dance is related to ballet and jazz, but is often performed in hip hop, lyrical, freestyle or fusion style. - Know that movement memory is the recall of learned movement. - Know that another person, part of the music or 'cue' can be a trigger for movement. - Know that unison is when two or more people are doing a range of moves at the same time. - Know that a cannon is formed when 2 or more dancers perform the same move one after another. - Know what modern music sounds like and be able to move to the beat or rhythm.	By the end of the unit children will know: - - Know what a good body position is which allows for good balance with weight moving towards the balls of your feet. - Know how to control when dribbling, passing and striking. - Know positions – goalkeeper, defender, midfielder, winger, attacker and what they do. - Know the basic rules of the game. - Know where the positions are on the pitch. - Know about marking players and finding space to allow good passing. - Know about tactics such as aiming away from the goalkeeper and into the corners of the net.	By the end of the unit children will know: - - That a good running technique is when you run tall with your head, neck, and shoulders in line with your hips. - Move your arms front-to-back; don't cross them over your torso. - Keep your elbows bent 90 degrees. - Let your feet land directly beneath you; don't try to step too far forward. - Run with a high knee lift. - That repetition improves reaction speed. - That using the learned technique for passing and receiving the baton and working well with team members, enables success in a relay race. - When throwing, turn your body sideways 90 degrees in the same direction as the hand you use for throwing. - Step forward with the opposite foot from your throwing hand. - Lift your non-throwing arm to 'point' at your target



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			<i>and shift your weight to your back foot.</i> <i>During follow-through, follow the throw with your arm straight to the target.</i>
Themes	<i>Running, jumping, co-ordination, flexibility/balance</i>	<i>Running, jumping, co-ordination, throwing, catching, kicking, striking, flexibility, balance</i>	<i>Running, jumping, co-ordination, throwing, catching, kicking, flexibility/balance</i>
Vocabulary	<i>Step, gesture, travel, stillness, jump, turn, imagination, ballet, jazz, hip hop, lyrical, freestyle, fusion style</i>	<i>Weight, balance, dribbling, passing, striking, goalkeeper, defender, midfielder, winger, attacker, passing,</i>	<i>Sprinting, javelin, shot put, discuss, hammer throw, baton, relay</i>

D	Autumn Term	Spring Term	Summer Term
Key Stage 2	Invasion Games - netball	Gymnastics – Vault	Outdoor adventure – outdoor challenges
Key Knowledge and Assessment points	By the end of the unit children will know: - - That a chest pass is a throw from chest height. Step forward with one foot as you throw. Point fingertips at your target. - That a bounce pass is as above, but push ball to floor, just over half way to partner. Point fingertips at your target. - That a shoulder pass is when the elbow is in line with shoulder. Throw the ball with one hand. Throwing hand finishes pointing at target. - That players cannot bounce or move with the ball (they can only step when they don't have the ball). - That they can also only hold onto the ball for three seconds. - C = Centre; WA = Wing Attack; WD = Wing Defence; GD = Goal Defence; GK = Goal Keeper; GS = Goal Shooter; GA = Goal Attack	By the end of the unit children will know: - - That a vault is an action a gymnast performs by running down a runway and jumping over a 'box'. - That the jump uses a springboard, to create momentum and bounce up towards the vault - How to perform a hurdle step and rebound off the springboard to create height. - That your hands are used to control how you get over the vault. - That the body strength is used to shape and control your movements. - How to perform a jump landing safely on and off the vaulting box. - How to perform a 'Squat through vault'; drawing your legs into a tucked position, travelling over the vault through your arms to land on the mat. - the 'Straddle over vault'; placing your hands side by side on the top centre of the vaulting box, extending and straightening your legs out to the side into the straddle position as you vault. - How to lift your hips and feet high enough to clear the vaulting box.	By the end of the unit children will know: - - Communicate through verbal and non-verbal sounds/actions. - Know how to work effectively in a team. - Know both cardinal and ordinal directions. - Know how to plot and follow coordinates. - Know that tactical thinking and planning strategically will help to achieve their goal.
Themes	<i>Running, jumping, co-ordination, throwing, catching, flexibility. Balance</i>	<i>Running, jumping, co-ordination, flexibility/balance</i>	<i>Running, jumping, co-ordination, flexibility. balance</i>
Vocabulary	<i>Chest, bounce and shoulder pass, centre, wing attack and defence, goal defence, goal keeper, goal shooter and attack</i>	<i>Vault, runway, box, springboard, momentum, hurdle step, rebound, squat through vault, straddle over vault,</i>	<i>Verbal and nonverbal communication, sounds 'actions, cardinal and ordinal directions, plot co-ordinates, tactical thinking and planning, strategic</i>



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D	Autumn Term	Spring Term	Summer Term
Key Stage 2	Dance – Street Dance	Invasion Games – Basketball	Athletics – Long distance, hurdles, standing long jump, Triple jump
Key Knowledge and Assessment points	By the end of the unit children will know: - - The key movements and terminology of street dance and apply it within taught choreograph. - Work with a partner to develop skills and adapt movements to travel across space. - How to carry out movements safely. - Know the terminology spotting and why it is important. - How to create choreography and apply key characteristics to others. - Work as a team and give feedback to others. - Evaluate a performance and explain how improve a performance.	By the end of the unit children will know: - - A bounce pass: push ball to floor, just over half way to partner. Point fingertips at your target. - That games start with a jump ball in the centre of the court. - When defending, stand as near as you wish to your opponent, using your hands to intercept a pass or knock the ball whilst they are dribbling. - You cannot move while holding the ball. You can have one step once you have caught the ball. - When moving with the ball, you may do so while dribbling (bouncing) one-handed. - To know how to score: two points per basket unless outside the 3-point line. - Know that shooting fouls will be given 2 free throws. Each worth one point. Know the rebound second shot is live to play again.	By the end of the unit children will know: - - That stamina is gained through practise and running at a consistent pace. - Know the importance of pacing yourself in a race, including speeding up at the end. - That repetition helps to improve reaction speed. - To use your preferred leg to lead with over hurdles. This aids effectiveness and therefore speed. - Increasing coordination, speed and rhythm is important when hurdling. - That effective techniques when jumping lead to gaining good height and distance. - That false starts, crossing over lanes, dropping the baton and stepping over the throw/jump line are all fouls, as they are seen as an unfair advantage. - That knocking the bar off in high jump is a foul and that you receive three attempts.
Themes	Running, co-ordination, flexibility, balance	Running, jumping, co-ordination, catching throwing, flexibility/balance	Running, jumping, co-ordination, throwing catching flexibility/balance
Vocabulary	Toprock, Camel Walks, street dance, kick ball change, cabbage patch, spotting, helicopter, shoulder balance, hip hop, unison, cannon	Bounce pass, push ball, centre, defending, opponent, knock ball, dribbling, foul, rebound,	Stamina, practise, repetition, obstacles, rhythm, hurdling, high jump, triple jump
SEND strategies	SEND children are included in interschool's competitions. Awareness is given to groupings to provide support TAs support to give confidence where needed Equipment is adjusted to support skills Distances are closed to support for example throwing and catching	SEND children are included in interschool's competitions. Awareness is given to groupings to provide support TAs support to give confidence where needed Equipment is adjusted to support skills Distances are closed to support for example throwing and catching	SEND children are included in interschool's competitions. Awareness is given to groupings to provide support TAs support to give confidence where needed Equipment is adjusted to support skills Distances are closed to support for example throwing and catching
Challenge	Challenge Adjustments are made for example in height, distance and equipment to provide challenge. Pupils are given the opportunity to attend interschool's competitions in areas where they excel.	Challenge Adjustments are made for example in height, distance and equipment to provide challenge. Pupils are given the opportunity to attend interschool's competitions in areas where they excel.	Challenge Adjustments are made for example in height, distance and equipment to provide challenge. Pupils are given the opportunity to attend interschool's competitions in areas where they excel.



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