



PE

Chaddlewood Primary School's PE Progression Grid Years 3 and 4

	Year 3			Year 4		
Coverage	Autumn Term Gymnastics and Health and related exercise (HRE)	Spring Term Dance, Basketball, Multi skills, Netball	Summer Term Rounders, Tennis, Athletics	Autumn Term Basketball, Multi skills, Dance	Spring Term Gymnastics, Tennis, Hockey	Summer Term Athletics, Swimming
Substantive themes	<p>Demonstrates a clear understanding of how the body changes/functions during exercise</p> <p>Gymnastics: Moves in a fluent and expressive manner.</p> <p>Plan, perform and repeat sequences of movements in a group</p> <p>Health Related Exercise (HSE): Demonstrate changes of direction, speed & level. Competent in the FUNdamentals of</p>	<p>Demonstrates a clear understanding of how the body changes/functions during exercise</p> <p>Dance: Moves in a fluent and expressive manner.</p> <p>Plan, perform and repeat sequences of movements in a group to create a dance routine to the theme of the NutCracker.</p> <p>Multi-Skills: Competent in the FUNdamentals of movement (Jog, Sprint, Hop, Weight on</p>	<p>Demonstrates a clear understanding of how the body changes/functions during exercise</p> <p>Rounders: Throw and catch displaying with accuracy, in isolation and varied environments.</p> <p>Displays an understanding of fair play, respect and working well with others</p> <p>Basketball: Throw and catch displaying with</p>	<p>Demonstrates a clear understanding of how the body changes/functions during exercise</p> <p>Basketball: Throw and catch displaying with accuracy, in isolation and varied environments.</p> <p>Multi-skills: Competent in the FUNdamentals of movement (Jog, Sprint, Hop, Weight on Hands, Jump, Balance & Coordination)</p>	<p>Demonstrates a clear understanding of how the body changes/functions during exercise</p> <p>Gymnastics: Moves in a fluent and expressive manner.</p> <p>Plan, perform and repeat sequences of movements in a group</p> <p>Tennis: Demonstrate changes of direction, speed & level in competitive environments.</p> <p>Displays an understanding of fair</p>	<p>Demonstrates a clear understanding of how the body changes/functions during exercise</p> <p>Athletics: Demonstrate changes of direction, speed & level in competitive environments.</p> <p>Competent in the FUNdamentals of movement (Jog, Sprint, Hop, Weight on Hands, Jump, Balance & Coordination)</p> <p>Use FUNdamentals of movement to employ</p>

	<p>movement (Jog, Sprint, Hop, Weight on Hands, Jump, Balance & Coordination)</p> <p>Use FUNdamentals of movement to employ simple tactics in competitive environments</p>	<p>Hands, Jump, Balance & Coordination)</p> <p>Netball: Throw and catch displaying with accuracy, in isolation and varied environments.</p> <p>Demonstrate changes of direction, speed & level in competitive environments.</p> <p>Displays an understanding of fair play, respect and working well with others.</p> <p>Use FUNdamentals of movement to employ simple tactics in competitive environments</p>	<p>accuracy, in isolation and varied environments.</p> <p>Demonstrate changes of direction, speed & level in competitive environments.</p> <p>Competent in the FUNdamentals of movement (Jog, Sprint, Hop, Weight on Hands, Jump, Balance & Coordination)</p> <p>Displays an understanding of fair play, respect and working well with others</p> <p>Tennis: Demonstrate changes of direction, speed & level in competitive environments.</p> <p>Displays an understanding of fair play, respect and working well with others</p> <p>Athletics: Demonstrate changes of direction, speed & level in competitive environments.</p>	<p>Dance: Moves in a fluent and expressive manner.</p> <p>Plan, perform and repeat sequences of movements in a group to create a dance routine to the style of country dance.</p>	<p>play, respect and working well with others</p> <p>Hockey: Demonstrate changes of direction, speed & level in competitive environments.</p> <p>Displays an understanding of fair play, respect and working well with others</p> <p>Utilise changes of direction, speed & level during performances/competition to succeed</p>	<p>simple tactics in competitive environments</p> <p>Displays an understanding of fair play, respect and working well with others</p> <p>Swimming: Swim 25m unaided, demonstrates proficiency in a range of strokes at the surface and below.</p>
--	--	--	--	--	--	--

			<p>Competent in the FUNdamentals of movement (Jog, Sprint, Hop, Weight on Hands, Jump, Balance & Coordination)</p> <p>Use FUNdamentals of movement to employ simple tactics in competitive environments</p> <p>Displays an understanding of fair play, respect and working well with others</p>			
Cross curricular connections		Nutcracker Dance unit linking to English		Dance - link to Saxons and Vikings		
Overlap of learning: which other areas in other year groups or topics does this relate to?	<p>Links to KS1 units: Gymnastics HRE</p> <p>Links to Year 4, 5 and 6: Gymnastics</p>	<p>Links to KS1 units: Multi skills</p> <p>Links to Year 5 units: Netball</p> <p>Links to Year 4, 5 and 6: Dance</p>	<p>Links to KS1 units: Athletics Tennis</p> <p>Links to Year 5 units: Rounders</p> <p>Links to Year 4, 5 and 6: Athletics Tennis</p>	<p>Links Year 3: Multi skills Dance</p> <p>Links to Year 6 units: Basketball</p> <p>Links to Year 5 and 6: Dance</p>	<p>Links Year 3: Gymnastics</p> <p>Links to Year 6 units: Hockey</p> <p>Links to Year 5 and 6: Gymnastics Tennis</p>	<p>Links Year 3: Tag Rugby Athletics</p> <p>Links Years 5 and 6: Athletics</p>
Knowledge content	<p><u>Will know...</u> <u>Gymnastics:</u> That we use balances in gymnastics and</p>	<p><u>Will know...</u> <u>Dance:</u> A dance stimulus is needed in order to create a dance.</p>	<p><u>Will know...</u> <u>Rounders:</u> When stopping the ball we stop the ball with-fingers apart,</p>	<p><u>Will know...</u> <u>Basketball:</u> To use the 'W' position when catching a ball</p>	<p><u>Will know...</u> <u>Gymnastics:</u> To know that a 1 – 4 point indicates the points of</p>	<p><u>Will know...</u> <u>Athletics:</u> <u>Swimming:</u></p>

	<p>these can be: 2, 3 and 4 point balances.</p> <p>We can work with a partner or as a group and can perform in unison (when everyone moves at the same time).</p> <p>Health Related Exercise (HSE): When you exercise the heart pumps oxygen around the body to the muscles quicker and you tell this by feeling your pulse. Muscles need oxygen-the job of the heart and lungs.</p> <p>There are different groups of muscles: deltoids, biceps, quadriceps, abdominals.</p> <p>When muscles are doing the same exercise repeatedly it is known as muscle endurance.</p>	<p>How to create a routine in dance.</p> <p>We can perform movements together in canon timing (move one after another)</p> <p>A gesture is a defined body movement to express an opinion or theme.</p> <p>Multi-Skills: When you are running you need to stop with a space between feet.</p> <p>When changing direction you must keep balance by bending knees slightly.</p> <p>When catching hands need to be close together, fingers outstretched.</p> <p>Netball: The footwork means that we only take one step when holding the ball, pivot on foot which you land on first</p>	<p>outstretched fingers, soft hands.</p> <p>The different ways of stopping the ball when fielding: the ball-long barrier, short barrier.</p> <p>Tennis: When holding the racket there is a special racket grip-V.</p> <p>The ready position for hitting the ball is -knees bent body balanced, racket in front.</p> <p>There are forward and backhand ways to hit the ball.</p> <p>Athletics: When performing the long jump: bend knee's & push with quadriceps Swing your arms, Look forwards Bend knees on landing Take off on one, land on two.</p>	<p>To use either a javelin, overhead, chest or bounce pass How to make their body wider to defend and block attackers</p> <p>Multi-Skills: To know that communication is an important part of team work Select and utilise appropriate tactics and techniques to cause problems for opponents To know how the body changes/functions during exercise To know that different throwing techniques will ensure success in a variety of activities</p> <p>Dance: To know left and right To know what a beat is A dance stimulus is needed in order to create a dance.</p>	<p>contact with the mat. i.e – 3 Point balance = 2 arms, 1 leg. To know that a patch balance is one that involves the trunk of the body. To know that a balance shows control. To know that a routine contains balances with control and extension AND fluency from one balance to the other. Tennis: To know that the equipment needed for tennis are a tennis racquet, tennis ball, net and court. to know that the correct grip for a tennis racquet is to place your hand on the racket so that the V formed by your thumb and forefinger are at roughly 11 o'clock (or one o'clock if you're left-handed). That the ready position should be adopted when waiting to return a shot.</p>	<p>To know what a float is. To know the difference between swimming on your front and on your back.</p>
--	---	---	--	--	--	---

	<p>Develop coordinated movements.</p> <p>Energy balance in the relationship between energy in (calories in food) and energy out (calories used for daily requirements)</p>	<p>We will know the main rules of High 5 Netball and begin to start using them.</p> <p>We know the three types of passes: chest, bounce and overhead.</p> <p>Begin to practise using the shooting technique: bend knees and release the ball when legs are straightened.</p>	<p>When changing over the batton in relay we must: face away from team-mate Arm behind body, and parallel to floor, Palm up, fingers outstretched. Split feet, bent knees.</p> <p>When sprinting: Start low Slice through the air w/ hands Move arms 'Hip to lip, not across the zip' Keep head facing forwards always.</p>	<p>How to create a routine in dance.</p>	<p>To know that if a right handed player moves to play a forehand shot, their left foot should be furthest forward when they hit the ball. Backhand shots Need their right foot furthest forward upon impact. Reverse this for left handed players! To know that you should stand side on as you hit the ball, you should aim to hit the ball with the centre of the strings of the racket & push through in a line towards where you want the ball to go.</p> <p><u>Hockey:</u> To know that to stop the ball you should bend your knees to get close to the floor, place the stick parallel to the floor, use the largest part of the stick and allow the ball to hit the stick with a soft grip.</p>	
--	---	--	---	--	--	--

					<p>To know that to dribble the ball you should keep the flat side of the stick in contact with the ball, keep the ball close, glance at the ball and where you are travelling.</p> <p>To know that to push pass you should keep the flat side of the stick in contact with the ball, drag the ball from outside of the right foot until level with the left foot and push the ball softly to target.</p>	
<p>Gymnastics</p> <p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Power of PE - Gymnastics</p> <p>To develop pupils' knowledge of gymnastics balances.</p> <p>To develop pupils ability to hold a balance.</p> <p>To develop pupils ability to travel in a variety of ways</p> <p>To develop children's knowledge of Mirror/Match & Canon</p>				<p>Power of PE - Gymnastics</p> <p>To develop pupils' knowledge of gymnastics balances.</p> <p>To develop pupils ability to hold a balance.</p> <p>To develop pupils ability to travel in a variety of ways</p> <p>To develop children's knowledge of</p>	

	& Unison				Mirror/Match & Canon & Unison	
<p>Dance</p> <p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>perform dances using a range of movement patterns</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>		<p>Power of PE - Dance</p> <p>Can children respond in the correct manner to commands (Inside, Outside, Freeze etc)</p> <p>Can children repeat some simple sequences of movements</p> <p>Can children repeat some simple sequences of movements relating to a stimulus</p>		<p>Power of PE - Dance</p> <p>Can children respond in the correct manner to commands (Inside, Outside, Freeze etc)</p> <p>Can children repeat some simple sequences of movements</p> <p>Can children repeat some simple sequences of movements relating to a stimulus</p>		
<p>Games</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</p>	<p>Power of PE - Health and related exercise (HRE)</p> <p>Develop children's knowledge of how the body functions/changes during exercise</p> <p>Develop children's ability to exercise at different intensities</p> <p>Develop children's knowledge of how the food & drink we</p>	<p>Power of PE - Multi Skills</p> <p>To develop children's Agility</p> <p>To develop children's coordination</p> <p>Power of PE - Netball</p> <p>Develop pupils ability to show the correct footwork for Netball</p> <p>Develop pupils ability to throw & catch effectively</p>	<p>Power of PE - Rounders</p> <p>Develop children's understanding of the rules of Rounders</p> <p>Develop children's co-ordination & ability to field & strike effectively</p>	<p>Power of PE - Basketball</p> <p>To develop pupils understanding of the rules of Basketball</p> <p>To develop pupils ability to dribble legally in Basketball</p> <p>To develop pupils ability to pass effectively in Basketball</p> <p>Develop pupils ability</p>	<p>Power of PE - Hockey</p> <p>Develop pupil's control of the hockey ball</p> <p>Develop pupil's ability to dribble with stick</p> <p>Develop pupil's ability to pass the Hockey ball to teammates</p> <p>Develop pupil's ability to apply skill in a competitive environment</p>	

<p>principles suitable for attacking and defending</p> <p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>consume affects our body</p>			<p>to shoot effectively in Basketball</p> <p>Power of PE - Multi Skills</p> <p>To develop children's Agility</p> <p>To develop children's coordination</p>	<p>Power of PE - Tennis</p> <p>To develop children's knowledge of the rules of Tennis</p> <p>To develop children's ability to grip the racket correctly</p> <p>To develop children's ability to grip the racket correctly</p> <p>To develop children's ability to control the movement of a ball with a racket</p>	
<p>Athletics</p> <p>use running, jumping, throwing and catching in isolation and in combination</p> <p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>			<p>Power of PE - Athletics</p> <p>To develop children's ability to jump as far as they can</p> <p>To develop children's ability to throw as far as they can</p> <p>To develop children's ability to 'chest push' as far as they can</p> <p>To develop pupils ability to hurdle effectively</p> <p>To develop pupils knowledge of how they can use their body to maximise</p>			<p>Power of PE - Athletics</p> <p>To develop children's ability to jump as far as they can</p> <p>To develop children's ability to throw as far as they can</p> <p>To develop children's ability to 'chest push' as far as they can</p> <p>To develop pupils ability to hurdle effectively</p> <p>To develop pupils knowledge of how they can use their body to maximise</p>

			performance			performance
Outdoor and Adventurous Activity 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			Orienteering during Wellbeing week			Orienteering during Wellbeing week
Swimming and water safety 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.						Swimming sessions at Plympton Pool

Vocabulary	<p>Running throughout all units: Warm up, cool down, stretch, muscles, heart rate/pulse, lungs. Sporting values: teamwork, respect, discipline, enjoyment, sportsmanship.</p>					
	<p>Power of PE - Gymnastics Balance, travel, mirror/match, canon & unison, stretch, core strength, posture.</p> <p>Power of PE - HRE Pulse, stretch, oxygen, participate, supple, bendy,</p>	<p>Power of PE - Dance Improvise, inspiration, duet, compose, movement, sequence, performance</p> <p>Power of PE - Netball Footwork, throw - bounce pass, chest pass, shoulder pass, catch, pivot, land, space, move, defend, attack, position, court, base line, D, centre circle, third, GK, GA, C, GD, GK, teamwork</p> <p>Power of PE - Multi skills Fundamental movements, agility, balance, coordination, ready position, direction, acceleration, speed.</p>	<p>Power of PE - Tennis Grip, racket, tennis ball, net, base line, side line, out, in, bounce, control, movement, space.</p> <p>Power of PE - Rounders Field, strike, posts, base, bat, rounders ball, 1st base, run, rounder, in/out, teamwork.</p> <p>Power of PE - Athletics Standing jump, long jump, triple jump, hurdle, throw - javelin, shot, run, sprint, posture, field event, track event, performance, improvements, technique.</p>	<p>Power of PE - Basketball Court, points, basketball, dribble, defend, attack, score, hook shot, dunk, 3 pointer, block, time out, pass, move, space.</p> <p>Dance Improvise, inspiration, duet, compose, movement, sequence, performance</p> <p>Power of PE - Multi skills Fundamental movements, agility, balance, coordination, ready position, direction, acceleration, speed, catching, soft hands.</p>	<p>Power of PE - Tennis Grip, racket, tennis ball, net, base line, side line, out, in, bounce, control, movement, space.</p> <p>Power of PE - Gymnastics Balance, travel, mirror/match, canon & unison, stretch, core strength, posture.</p> <p>Power of PE - Hockey Hockey, pitch, score, goal, stick, posture, position, pass, move, space, defend, attack</p>	<p>Power of PE - Athletics Standing jump, long jump, triple jump, hurdle, throw - javelin, shot, run, sprint, posture, field event, track event, performance, improvements, technique.</p> <p>Swimming Float, stroke, front crawl, breaststroke, backstroke, butterfly, swim, breathe, lane, 25m.</p>