

## Curriculum Intent

At Redlands, we aim to develop a love of sport and physical activity in all children and inspire them to become lifelong active people when they leave KS2. We want all children to develop and improve the fundamental skills needed to access all physical activity such as invasion games, gymnastics or dance. Children will understand the importance of healthy competition against either themselves (personal best) or other children, the importance of an active and healthy lifestyle and the role that physical activity plays in achieving this, how to swim, basic survival skills in water and life skills such as team work, independence and resilience.

## Curriculum Implementation

In EYFS, PE is one of the Prime Areas of Learning and underpins the development of other skills such as reading, writing and attention. As such, it is given lots of focus and is encouraged using both the indoor and outdoor provision. Specific areas and resources have been developed for children to learn and practise specific skills including balancing, climbing, jumping, throwing and catching, kicking and moving in a range of ways. They also access a one-hour discrete PE lesson each week which focuses on developing a particular skill using a varied range of equipment including parachutes, benches, balls, mats and climbing apparatus. Emphasis is put on creating fun and enjoyable sessions for the children which aim to inspire a love of sport and physical activity.

In KS1, children are taught two, one- hour long PE sessions a week teaching a variety of the games, dance or gymnastics. Children build on the fundamental skills taught in EYFS and aim to master basic skill movements such as running, throwing, jumping and catching as well as beginning to develop balance, agility and coordination. Children are introduced to team games as well as individual sports. Basic tactics are introduced to the children as well as competitive sports whether that be competing against other children, teams or themselves.

In KS2, children are also taught two, one-hour long PE session a week teaching a variety of games, dance, gymnastics, Swimming (Years 4 & 5), Outdoor adventurous activities and Athletics. Children will learn how to apply all skills taught throughout their school journey in isolation and combination. They develop an understanding of how to improve, evaluate themselves and others and recognise their own success.

PE is adapted when necessary to ensure it is fully inclusive and all children are engaged. As well as this, the school is part of a local development group which entitles us to regularly compete against other schools in the area and attend events. Redlands is currently achieving Gold Standard in the Schools Games Mark. We also provide after school and lunch clubs for all children.

## Curriculum Impact

Children leave school having a love of sport and physical activity both in and out of school, with this continuing into later life. Children will have worked on their own aspirations in relation to PE and this will be carried on after leaving KS2, with children continuing to participate for enjoyment or competitively. All children should be able to discuss the importance of a healthy lifestyle and how this is achieved as well as developed skills that underpin life such as teamwork, sportsmanship, self-motivation, resilience and independence.

## Sequence of Learning

Year Group	Subject Context (National Curriculum/ EYFS Framework)
EYFS	<p>ELG: Gross Motor Skills</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>
Year 1	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>☑ master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>☑ participate in team games, developing simple tactics for attacking and defending</li> <li>☑ perform dances using simple movement patterns.</li> </ul>
Year 2	
Year 3	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>☑ use running, jumping, throwing and catching in isolation and in combination</li> <li>☑ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>☑ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>☑ perform dances using a range of movement patterns</li> <li>☑ take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>☑ compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>
Year 4	
Year 5	
Year 6	

EY FS	WB	Gymnastics- gym shapes	Games Fundamentals 1	Dance- On Parade	Games- Fundamentals 2	Gymnastics- Move and hold	Athletics skills
	CT	Gross and Fine motor skills in the environment					
Yr 1	WB	Gymnastics-C SoW EYFS unit- Ball, tall & Wall	Games- C SoW- Fundamentals 1	Gymnastics C SoW- Rock and Roll	Games- C SoW- Fundamentals 2	Gymnastics C SoW Jumping	Athletic skills- PE Mastery Yr 1 Running and Jumping
	CT	Dance- C SoW Toys (EYFS Unit)	Games- PE Mastery Yr 1 Teamwork Unit	Dance- C SoW Moving Words	Games- PE mastery- Yr 1 Striking & Hitting Unit	Dance- C SoW Weather	Outdoor and Adventurous- C SoW- Trails, Trust and Teamwork
Yr 2	WB	Gymnastics-PE Mastery Landscapes and Cityscapes	Games- C SoW Fundamentals 1	Gymnastics C SoW Points of Contact	Games- C SoW Fundamentals 2	Gymnastics- C SoW patterns and pathways	Athletic skills- PE Mastery- Running & Jumping
	CT	Dance- C SoW- Magical Friendships	Games PE Mastery- Teamwork	Dance- Yoga	Games- PE Mastery Attacking & Defending	Dance Yoga stories	O & A delivered during residential
Yr 3	WB	Gymnastics- C SoW patterns and pathways	Games- C SoW- Ball handling	Gymnastics- PE Mastery- Travelling & Jumping	Games- PE Mastery Health & Fitness	PE Mastery Run, Jump throw	PE Mastery- Celebration of sport
	CT	Dance- C SoW- Solar Systems	Games- PE Mastery -Teamwork and communication	Dance- Rainforests	Outdoor and Adventurous- PE Mastery- Navigation and Orientation	Dance- C SoW- Machines	C SoW- Striking/ Fielding Games
Yr 4	WB	Gymnastics- C SoW- principles of balance	Games-PE Mastery Strategy & Tactics	Gymnastics- C SoW- rotation	PE Mastery Health & Fitness	PE Mastery- Games Introduction to Net & Wall	PE Mastery-Net & Wall Sport
	CT	PE Mastery -Dance- Extreme Earth	O & A- residential trip	Swimming	PE Mastery- Invasion Games	PE Mastery -Dance- Water	PE Mastery -Run, Jump Throw
Yr 5	WB	Gymnastics- C SoW- pair composition	Games-C SoW- Invasion games- football	Gymnastics- pC SoW- press and go	Games- C SoW- Invasion games netball	PE Mastery Dance- Eco Dance	PE Mastery Athletic skills
	CT	Swimming	PE Mastery- Health & Fitness	Dance- C SoW- Dance styles	PE Mastery -Outdoor and Adventurous	PE Mastery- Introduction to striking & Fielding	PE Mastery- Cricket
Yr 6	WB	Gymnastics- C SoW- body symmetry	Games- C SoW- Tag Rugby	PE Mastery- Gymnastics- travelling & Jumping	Games- C SoW- Hockey	PE Mastery Athletic skills	PE Mastery Celebration of Sport
	CT	Games	PE Mastery- Dance- C SoW- WW2 dance unit	PE Mastery -Heath & Fitness	Dance- C Sow – Match of the day	Outdoor & Adventurous- covered on residential	PE Mastery- Striking/ Fielding Games

# Substantive Concept Progression

Year Group	Gymnastics	Dance	Games	Athletics	OAA	Swimming
EYFS						
Year 1						
Year 2						
Year 3						
Year 4						
Year 5						
Year 6						

EYFS	Physical Education		
Substantive Concepts	Gymnastic	Dance	Games
<p><b>Substantive Knowledge</b></p>	<ul style="list-style-type: none"> <li>• Recognising and performing the straight, star, and tuck shapes with control and accuracy.</li> <li>• Understanding how to hold shapes for a set count and link them into a movement phrase.</li> <li>• Knowing how to create, remember, and repeat a short sequence using body shapes, including those based on letters of the alphabet.</li> <li>• Understanding how to link positions of stillness and individual body movements into a conditioning phrase.</li> <li>• Knowing how to perform and link on-the-spot and travelling whole-body movements with clear start and finish positions.</li> <li>• Understanding how to travel using feet and hands-and-feet, and how to negotiate benches safely.</li> <li>• Knowing how to improve and perform a short movement phrase with structure, control, and clarity.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding how to move in unison with others and keep time with music.</li> <li>• Recognising and performing different types of marching actions in response to commands.</li> <li>• Knowing how a dance routine is structured and how to remember and sequence movements.</li> <li>• Understanding how to work collaboratively in a small group to create and perform a routine.</li> <li>• Knowing how to perform a complete routine independently and in time with music.</li> <li>• Understanding how to move in different directions and at different speeds with control.</li> <li>• Knowing how to perform a range of movement actions with control and variety.</li> <li>• Understanding how to mirror a partner's movements and how to lead and follow in a pair.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding how to move safely in space while avoiding others.</li> <li>• Knowing how to change direction with control while carrying an object.</li> <li>• Understanding how to aim, roll, and throw objects safely while moving.</li> <li>• Knowing how to catch a ball, including a bouncing ball, with increasing control.</li> <li>• Understanding how to dribble and kick a ball with control.</li> <li>• Recognising the importance of spatial awareness and coordination when handling objects.</li> </ul>

# Substantive Knowledge

Year 1	Physical Education	
Substantive Concepts	Gymnastics	Dance
<b>Substantive Knowledge</b>	<ul style="list-style-type: none"> <li>Knowing how to perform and land straight jumps and 2-feet-to-2-feet jumps safely, including from low platforms.</li> <li>Understanding how to perform and link different types of jumps into a short movement phrase using apparatus.</li> <li>Knowing how to create, remember, and improve a movement phrase combining jumps with another action.</li> <li>Understanding how to perform rocking and rolling actions with control and smooth transitions.</li> <li>Knowing how to link rocking and rolling actions into a movement phrase using logical connecting movements.</li> <li>Understanding how to create, remember, and improve a movement phrase that includes positions of stillness, whole-body and individual movements, with clear start and finish positions.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding how to use action words as stimuli to create short dance motifs.</li> <li>Knowing how to perform dance motifs using different levels, directions, and dynamics.</li> <li>Understanding how to link action word motifs into a dance phrase with contrasting timing and dynamics.</li> <li>Knowing how to perform whole-body, part-body, travel, and gesture-based actions with a clear start, middle (with repetition), and finish.</li> <li>Understanding how to perform specific movement types (e.g. creeping, stepping, spinning) as part of a dance phrase.</li> <li>Knowing how to respond to musical accompaniment with movement, including showing simple themed actions (e.g. rain, wind).</li> <li>Understanding how to move in different directions and at different speeds with control.</li> <li>Knowing how to mirror a partner's movements and how to lead and follow in a pair.</li> </ul>

Year 1	Physical Education	
Substantive Concepts	Games	KS1 OAA
<b>Substantive Knowledge</b>	<ul style="list-style-type: none"> <li>Understanding how to move safely in space, changing direction with control and avoiding others.</li> <li>Knowing how to aim, throw, catch, trap, roll, and kick a ball with increasing control.</li> <li>Understanding how to combine movement with object control (e.g. carrying, aiming, and throwing while moving).</li> <li>Knowing how to perform basic ball-handling skills in a variety of ways while maintaining spatial awareness.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding how to follow simple instructions and remember visual information to give directions.</li> <li>Knowing how to follow basic trails using simple maps and shape-based symbols.</li> <li>Understanding how to work cooperatively with others to complete tasks and solve simple problems.</li> </ul>

# Substantive Knowledge

Year 2	Cambridgeshire Scheme of Work for Physical Education	
Substantive Concepts	Gymnastics	Dance
Substantive Knowledge	<ul style="list-style-type: none"> <li>Understanding how to perform and hold positions of stillness using single or multiple contact points with control.</li> <li>Knowing how to transfer weight and link stillness positions smoothly with other actions.</li> <li>Understanding how to create, remember, and improve a movement phrase combining stillness and dynamic actions.</li> <li>Knowing how to perform and link ball, tall, and wall shape actions at different levels using floor and apparatus.</li> <li>Understanding how to create and refine a movement phrase using shape actions across levels and apparatus.</li> <li>Knowing how to perform rocking and rolling actions with control and smooth transitions.</li> <li>Understanding how to link rocking and rolling into a movement phrase using logical connecting actions.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding how to use themed stimuli (e.g. candles, fire, penguins) to create and perform imaginative movement phrases.</li> <li>Knowing how to express narrative ideas through dance (e.g. the start, spread, and end of the Great Fire of London).</li> <li>Understanding how to link actions into a motif or phrase with control, imagination, and clear structure.</li> <li>Knowing how to perform movements that show changes in speed, size, and direction.</li> <li>Understanding how to respond to accompaniment with appropriate movement qualities (e.g. rain, wind).</li> <li>Knowing how to mirror, lead, and follow a partner in movement.</li> <li>Understanding how to use gestures and travel to communicate relationships (e.g. greeting, magical friendship).</li> <li>Knowing how to copy, remember, and repeat taught movement phrases with accuracy.</li> </ul>

Year 2	Cambridgeshire Scheme of Work for Physical Education	
Substantive Concepts	Games	KS1 OAA
Substantive Knowledge	<ul style="list-style-type: none"> <li>Understanding how to move safely in space, changing direction with control and avoiding others.</li> <li>Knowing how to roll, bounce, throw, catch, kick, and hit a ball with increasing accuracy and control.</li> <li>Understanding how to combine movement with ball-handling skills (e.g. dribbling, aiming, passing) in a dynamic environment.</li> <li>Knowing how to apply spatial awareness and coordination when performing object control skills during movement.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding how to follow simple instructions and remember visual information to give directions.</li> <li>Knowing how to follow basic trails using simple maps and shape-based symbols.</li> <li>Understanding how to work cooperatively with others to complete tasks and solve simple problems.</li> </ul>

# Substantive Knowledge

Year 3	Physical Education	
Substantive Concepts	Gymnastics	Dance
<b>Substantive Knowledge</b>	<ul style="list-style-type: none"> <li>Understanding how to link balance and travel actions into repeatable movement phrases.</li> <li>Knowing how to use arm patterns and movement patterns to create and develop a phrase.</li> <li>Understanding how to explore and use pathways based on lines, shapes, and letters in travel.</li> <li>Knowing how to create, remember, and improve a movement phrase that includes travel, balance, arm patterns, and clear pathways.</li> <li>Understanding how to perform and link gymnastics actions using hand apparatus (e.g. beanbags, soft balls, hoops, ribbons) showing changes in speed, level, and direction.</li> <li>Knowing how to create and refine a controlled movement phrase involving hand apparatus and expressive movement qualities.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding how to use movement to communicate ideas (e.g. the solar system, fire, friendship) through clear pathways and expressive actions.</li> <li>Knowing how to perform and link movement phrases using contrasting dynamics, shapes, levels, and travel.</li> <li>Understanding and applying compositional principles such as unison, canon, meet and part in pair and group dances.</li> <li>Knowing how to work collaboratively to create and perform a complete group dance with structure and control.</li> <li>Understanding how to perform a class motif and link it with individual or group phrases to show expressive intent.</li> <li>Knowing how to evaluate and describe movement using dance vocabulary (e.g. dynamics, formations, techniques).</li> </ul>

Year 3	Physical Education		
Substantive Concepts	Games	Athletics	LKS2 OAA
<b>Substantive Knowledge</b>	<ul style="list-style-type: none"> <li>Understanding how to throw and catch a ball with control and confidence over short distances (3–4 metres), including while moving.</li> <li>Knowing how to perform ball-handling skills such as bouncing, dribbling, and catching with increasing accuracy.</li> <li>Understanding how to aim and bounce a ball into a target area.</li> <li>Knowing how to move into space effectively while throwing, catching, and attempting to score.</li> <li>Understanding how to use ball-handling skills in relation to space, teammates, and opponents.</li> <li>Knowing how to apply basic tactics to outwit opponents and score successfully in a game situation.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding how to practise and improve personal performance in running, jumping, and throwing.</li> <li>Knowing how to measure, record, and compare athletic performance over time.</li> <li>Understanding how to compete fairly and use results to set personal goals and track progress.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding how to interact positively and work as a team to solve a variety of physical and problem-solving tasks.</li> <li>Knowing how to design, follow, and assess trails using simple maps and symbols.</li> <li>Understanding how to assess risks and make safe decisions during outdoor activities.</li> <li>Knowing how to create simple plans and orient maps using North and map markers.</li> <li>Understanding how to work together to complete practical outdoor tasks, such as preparing a simple drink or food item safely.</li> </ul>

# Substantive Knowledge

Year 4	Physical Education	
Substantive Concepts	Gymnastics	Dance
Substantive Knowledge	<ul style="list-style-type: none"> <li>Understanding how to apply the Principles of Balance to make balances easier or more challenging.</li> <li>Knowing how to link balances with smooth transitions and perform them on different levels and apparatus (e.g. benches, large equipment).</li> <li>Understanding how to create, remember, and improve movement phrases that include balances, travel, and arm patterns along clear pathways.</li> <li>Knowing how to perform and link rotational actions (e.g. rolls, spins, twists) with control, clarity, and variation in speed, level, and direction.</li> <li>Understanding how to use hand apparatus (e.g. beanbags, balls, hoops, ribbons) in movement phrases showing changes in speed, level, and direction.</li> <li>Knowing how to refine and perform movement phrases that combine apparatus use with expressive and technical control.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding how to create and perform movement phrases that include stillness, stepping patterns, and interweaving pathways.</li> <li>Knowing how to use themed stimuli (e.g. snowflakes, penguins, polar bears, rugby, haka) to create expressive movement.</li> <li>Understanding how to link sections of a dance using compositional devices such as mirroring, unison, action/reaction, lead and follow, and basic contact.</li> <li>Knowing how to perform group dances using rhythm, timing, levels, dynamics, and spatial awareness.</li> <li>Understanding how to refine and perform a complete dance with structure, control, and expressive intent.</li> <li>Knowing how to compose and perform movement phrases that demonstrate contrasting dynamics, shapes, levels, and travel.</li> </ul>

Year 4	Physical Education		
Substantive Concepts	Games	Athletics	LKS2 OAA
Substantive Knowledge	<ul style="list-style-type: none"> <li>Understanding how to dribble, pass, and control a ball with accuracy in small-sided games.</li> <li>Knowing how to tackle, keep possession, and pass effectively while avoiding defenders.</li> <li>Understanding how to apply ball-handling skills (e.g. dribbling, passing, hitting) in game situations to maintain possession and score.</li> <li>Knowing how to work as a team to complete game tasks with control, accuracy, and tactical awareness.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding how to develop personal performance in running, jumping, and throwing.</li> <li>Knowing how to measure, record, and compare athletic performance over time.</li> <li>Understanding the role of an athlete and an official in athletic events.</li> <li>Knowing how to compete fairly and use results to set personal goals and track improvement.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding how to interact positively and work as a team to solve a variety of physical and problem-solving tasks.</li> <li>Knowing how to design, follow, and assess trails using simple maps and symbols.</li> <li>Understanding how to assess risks and make safe decisions during outdoor activities.</li> <li>Knowing how to create simple plans and orient maps using North and map markers.</li> <li>Understanding how to work together to complete practical outdoor tasks, such as preparing a simple drink or food item safely.</li> </ul>

# Substantive Knowledge

Year 5	Physical Education	
Substantive Concepts	Gymnastics	Dance
Substantive Knowledge	<ul style="list-style-type: none"> <li>Understanding how to create and perform pair sequences using matching, mirroring, unison, canon, and partner relationships (e.g. meeting, parting, copying, complementing).</li> <li>Knowing how to develop and refine a compositionally structured sequence with 6–8 actions showing variety in speed, level, and direction.</li> <li>Understanding how to perform press-and-go actions and rebound actions with clarity and control.</li> <li>Knowing how to link press-and-go and rebound actions into a continuously moving sequence using floor and apparatus.</li> <li>Understanding how to create, remember, and improve sequences that show smooth transitions, quality of movement, and use of space and equipment.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding how to compose movement phrases using question/answer structure, gestures, travel, and formations to communicate different actions.</li> <li>Knowing how to link motifs and movement phrases using choreographic devices such as canon, unison, mirroring, and changes in speed, direction, and level.</li> <li>Understanding how to perform dance steps from specific styles/eras (e.g. rock 'n' roll, disco) and combine them into a final composition.</li> <li>Knowing how to identify and apply choreographic devices (e.g. action/reaction, formation, rhythm) in performance and evaluation.</li> <li>Understanding how to copy, repeat, and adapt motifs (e.g. hand jive, night fever) and use them to create original movement phrases.</li> <li>Knowing how to perform with a partner or group using timing, spatial awareness, and expressive movement.</li> </ul>

Year 5	Physical Education		
Substantive Concepts	Games	Athletics	OAA
Substantive Knowledge	<ul style="list-style-type: none"> <li>Understanding how to pass, receive, and intercept the ball with control and accuracy.</li> <li>Knowing how to dribble, turn, and shoot with increasing control, power, and accuracy in different game situations.</li> <li>Understanding how to work as a team to maintain possession, move into space, and apply tactics to outplay opponents.</li> <li>Knowing how to tackle safely and effectively to regain possession.</li> <li>Understanding how to apply skills and tactics to complete game tasks successfully.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding how to develop personal performance in running, jumping, and throwing.</li> <li>Knowing how to measure, record, and compare athletic performance over time.</li> <li>Understanding the roles and responsibilities of both athlete and official in athletic events.</li> <li>Knowing how to compete fairly and use results to set goals and track improvement.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding how to contribute ideas and work effectively as part of a team to solve complex problems and complete tasks.</li> <li>Knowing how to use all parts of a compass, follow compass directions, and set accurate bearings.</li> <li>Understanding how to identify and interpret map symbols, use thumbing techniques, and follow maps accurately.</li> <li>Knowing how to use orienteering tools (e.g. punches) to collect answers and navigate to control points with precision.</li> </ul>

# Substantive Knowledge

Year 6	Physical Education	
Substantive Concepts	Gymnastics	Dance
<b>Substantive Knowledge</b>	<ul style="list-style-type: none"> <li>Understanding how to create and perform symmetrical and asymmetrical body actions using floor and apparatus.</li> <li>Knowing how to link actions into a sequence that includes symmetry, asymmetry, and partner work using benches and small apparatus.</li> <li>Understanding how to create, remember, and improve a floor and apparatus sequence of 8+ actions showing variety in shape, level, and direction.</li> <li>Knowing how to safely explore and adapt obstacle and negotiation ideas in pairs and groups, incorporating stillness and canon.</li> <li>Understanding how to apply group compositional devices to develop and perform a structured sequence using apparatus and partner/group relationships.</li> <li>Knowing how to perform press-and-go and rebound actions with clarity and link them into a continuously moving sequence.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding how to copy, repeat, and adapt taught motifs (e.g. Football Fan, bullying, disco) and use them to create original movement phrases.</li> <li>Knowing how to compose and perform movement phrases that include gestures, travel, and formations to express different actions and themes (e.g. match play, bullying, teamwork).</li> <li>Understanding how to use choreographic devices such as unison, canon, repetition, mirroring, action/reaction, and changes in speed, level, and direction.</li> <li>Knowing how to combine movement phrases into a final dance composition that communicates a clear idea or theme.</li> <li>Understanding how to perform with a partner or group using timing, spatial awareness, and expressive movement.</li> <li>Knowing how to identify and describe choreographic devices and use dance terminology when evaluating performance.</li> </ul>

Year 6	Physical Education		
Substantive Concepts	Games	Athletics	OAA
<b>Substantive Knowledge</b>	<ul style="list-style-type: none"> <li>Understanding how to pass, dribble, shoot, and tackle with consistent control and accuracy.</li> <li>Knowing how to use space effectively in attack and defence during small-sided games.</li> <li>Understanding how to work as a team to maintain possession, move into space, and apply tactics to outplay opponents.</li> <li>Knowing how to complete core game tasks successfully and play effectively in a competitive setting.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding how to prepare for, participate in, and recover from a training session to improve athletic fitness.</li> <li>Knowing how to develop personal performance in running, jumping, and throwing.</li> <li>Understanding the roles and responsibilities of both athlete and official in athletic events.</li> <li>Knowing how to measure, record, and compare performances to track progress and set goals.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding how to contribute ideas and work effectively as part of a team to solve complex problems and complete tasks.</li> <li>Knowing how to use all parts of a compass, follow compass directions, and set accurate bearings.</li> <li>Understanding how to identify and interpret map symbols, use thumbing techniques, and follow maps accurately.</li> <li>Knowing how to use orienteering tools (e.g. punches) to collect answers and navigate to control points with precision.</li> </ul>

# Substantive Knowledge

Swimming	Physical Education		
Substantive Concepts	Beginners	Improvers	Advanced
<p><b>Substantive Knowledge</b></p>	<ul style="list-style-type: none"> <li>• Understanding the basic techniques of front crawl and backstroke.</li> <li>• Knowing how to develop core aquatic skills to feel confident and at ease in the water.</li> <li>• Understanding how to swim short distances using correct technique.</li> <li>• Knowing how to observe and identify good technique and areas for improvement in peers.</li> <li>• Understanding how to reflect on peer feedback to improve personal swimming ability.</li> <li>• Knowing the dangers of open water and how to stay safe if unexpectedly in water.</li> <li>• Understanding how to stay calm in water, including being comfortable with water on the face.</li> <li>• Knowing how to float on the back to control breathing and maintain safety.</li> </ul>	<ul style="list-style-type: none"> <li>• , Understanding the correct techniques for front crawl, backstroke, and breaststroke.</li> <li>• Knowing how to swim longer distances with improved stamina and technique.</li> <li>• Understanding how to stay safe and confident in deeper water.</li> <li>• Knowing how to observe and evaluate peer technique to support personal improvement.</li> <li>• Understanding how to reflect on feedback to refine swimming skills.</li> <li>• Knowing the dangers of open water and how to stay safe if unexpectedly in water.</li> <li>• Understanding how to remain calm in water, including being comfortable with water on the face.</li> <li>• Knowing how to float on the back to control breathing and maintain safety in open water situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding how to perform effective and efficient front crawl, backstroke, and breaststroke techniques.</li> <li>• Knowing how to swim longer distances with endurance, control, and refined technique.</li> <li>• Understanding how to stay safe and confident in deep water environments.</li> <li>• Knowing how to observe, evaluate, and give constructive feedback on peer technique to support improvement.</li> <li>• Understanding how to apply advanced swimming skills and tactics in different contexts.</li> <li>• Knowing the dangers of open water and how to stay safe if unexpectedly in water.</li> <li>• Understanding how to remain calm in water, including being comfortable with water on the face.</li> <li>• Knowing how to float on the back to control breathing and maintain safety.</li> <li>• Understanding and performing survival techniques such as sculling and treading water with confidence.</li> </ul>