



Subject: PE

Year Group	Knowledge *non-negotiable knowledge highlighted in green	Skills *non-negotiable knowledge highlighted in green	Vocabulary	Inspirational people/events	Club/visit/experts
R	<p>We want children to learn:</p> <ul style="list-style-type: none"> • To move and be still under basic control so that movements are performed with accuracy and clarity • To repeat and co-ordinate simple movement combinations so that they link together • To use simple equipment with purpose and basic control • To find and use space well showing an awareness of others and basic safety • How to use simple tactics and compositional ideas with consistency • Some simple things they can do to be healthy • To recognise and copy simple actions and follow basic instructions with some accuracy 	<p>Gross Motor Skills Children at the expected level of development will: Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Fine Motor Skills Children at the expected level of development will: Hold a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing.</p>	<p>Gymnastics</p> <p>Straight Pike Tuck Straddle Star Shape Curl Roll Position Body parts Travel Balance Jump</p> <p>Dance</p> <p>Travelling - slither, gallop, shuffle, roll, crawl Actions - lead, follow copy Body parts Co-operation - share, wait, before, after.</p>		

	<ul style="list-style-type: none"> • To describe what they and others are doing with some accuracy • To come up with and suggest ideas that relate to their performance 		<p>Direction – forwards, backwards Feeling - happy, excited, sad Body actions e.g. stretching, curling, reaching, twisting, turning Movement - strong, gentle, heavy, floppy Space - between, through, above.</p> <p>Games</p> <p>Walking Running Throwing Fast slow Catching Rolling Space Pushing Patting Kicking Bounce Control Co-ordination Bounce Body parts</p>		
1	<p>We want children to learn:</p> <ul style="list-style-type: none"> • To move and be still under basic control so that movements are performed with accuracy and clarity • To repeat and co-ordinate simple movement 	<p>Gymnastic – floor: Allows a focus on whole body coordination and balance. It will result in children managing movement better along with developing spatial awareness in terms of direction.</p>	<p>Gymnastics</p> <p>stretch balance tension zig-zag travelling</p>		

	<p>combinations so that they link together</p> <ul style="list-style-type: none"> • To use simple equipment with purpose and basic control • To find and use space well showing an awareness of others and basic safety • How to use simple tactics and compositional ideas with consistency • Some simple things they can do to be healthy • To recognise and copy simple actions and follow basic instructions with some accuracy • To describe what they and others are doing with some accuracy • To come up with and suggest ideas that relate to their performance 	<p>In terms of decision making, this starts the process of linking movements aesthetically and remembering longer sequences of movement</p> <p>Dance: The themes used will build on coordination and control and enable variations in movement with the development of expression.</p> <p>This will help to take movement phrases and build in fine movements to develop gesture.</p> <p>Games: Focusing on hand eye coordination, these will help develop tracking, intercepting and catching. The initial development of throwing skills will start with underarm and then develop variations. The core movement skills can be developed so they are more precise.</p> <p>Children will be introduced to the idea of tactics in decision making and will develop their creativity.</p> <p>Athletics: This will be the start of the development of agility as it builds</p>	<p>jumping climbing repeat sequence space perform adapt direction speed levels Shapes - Pike Star Straddle Straight Tuck Landing Health and fitness – warm up/ cool down</p> <p>Dance</p> <p>Travel and stillness - gallop, skip, jump, hop, bounce, spring, turn, spin, freeze, statue Direction - forwards, backwards, sideways Space - near, far, in and out, on the spot, own, beginning, middle end Mood and feelings - happy, angry, calm, excited, sad, lonely Body actions Levels high, medium, low Speed - fast, slow</p>		
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		<p>on body management and hand eye coordination skills and puts them into a different context and more dynamic settings.</p>	<p>Pathways - curved, zigzag Rhythm Co-ordination Pattern Stimulus Copy Health and fitness – warm up/ cool down</p> <p>Games</p> <p>Running Jumping Rolling Striking Throwing Bouncing Catching Space Opposite team Speed Direction Passing Controlling Shooting Scoring Co-ordination Partcipate Health and fitness – warm up/ cool down</p>		
2	<p>We want our children to learn:</p> <ul style="list-style-type: none"> • To move, stop and remain still with balance and clarity of movement and shape • To repeat simple combinations of skills and 	<p>Gymnastic – floor: Allows a focus on whole body coordination and balance. It will build upon year 1 and result in children managing movement better along with improved</p>	<p>Gymnastics</p> <p>Speed Compose Movements Position</p>		

	<p>actions showing coordination and changes in direction and speed</p> <ul style="list-style-type: none"> • To use a range of skills that make use of equipment with basic consistency and accuracy • To be able to use their own and others' ideas for movements, tactics and compositions • To describe how they feel after exercise • To know the importance of physical activity, diet and sleep to make them feel good and well • To come up with their own ideas for warming up and practising • To be able to identify skills, actions and parts of sequences that are good quality • To be able to describe the differences and similarities between sequences 	<p>spatial awareness in terms of direction and flight.</p> <p>In terms of decision making, this starts the process of linking a sequence aesthetically and remembering more complex sequences of movement.</p> <p>Dance: The themes used will build on the developed in year 1. Control and precision/ quality of movements is to be encouraged.</p> <p>This will help begin the transition towards more fluent movements.</p> <p>Games – invasion/Striking and Fielding: Focusing on hand-eye coordination, these will help develop tracking, intercepting and catching. The initial development of throwing skills will start with underarm and then develop variations. The children's balance and coordination will contribute towards the development of agility.</p> <p>Children will be develop their use of tactics in decision making and will develop their creativity.</p> <p>Athletics: This will use coordination and balance together to build</p>	<p>Extend Travel Combinations Demonstrate Repeat Create Stretch Point Balance Level Tension Smooth Sequence Shapes – pike, star, straddle, top to toe, tuck Health and fitness – warm up/ cool down</p> <p>Dance</p> <p>Movement Control Speed Level Sequence Unison Cannon Travel and stillness - gallop, skip, jump, hop, bounce, spring, turn, spin, freeze, statue Direction - forwards, backwards, sideways Space - near, far, in and out, on the spot, own, beginning, middle end</p>		
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technique. Agility will begin to be developed once the children are confident and their movements are precise and controlled.

Mood and feelings -
happy, angry, calm,
excited, sad, lonely
Body actions
Levels high, medium,
low
Speed - fast, slow
Pathways - curved,
zigzag
Rhythm
Co-ordination
Pattern
Stimulus
Health and fitness –
warm up/ cool down

Games

Avoiding
Accuracy
Tracking a ball
Rolling
Striking
Overarm throw
Chest pass
Bounce pass
Bouncing
Catching
Free space
Own space
Opposite
Team
Rebound
Follow
Aiming
Speed
Direction
Passing

			Controlling Shooting Scoring Participate Co-ordination Technique Combinations Rules Tactics Health and fitness – warm up/ cool down		
3	We want our children to learn: <ul style="list-style-type: none"> • To move, stop and remain still with balance and clarity of movement and shape • To repeat simple combinations of skills and actions showing coordination and changes in direction and speed • To use a range of skills that make use of equipment with basic consistency and accuracy • To be able to use their own and others' ideas for movements, tactics and compositions • To describe how they feel after exercise • To know the importance of physical activity, diet and sleep to make them feel good and well • To come up with their own ideas for warming up and practising 	Gymnastics: Allow a focus on balance and coordination. This will result in improvements to balances, both individual and paired/ groups, and definition in movements. In terms of decision making, this develops the ability to select elements in the composition of sequences. Dance: The focus here is on coordination. This will result in the children being able to create clear expressions/ phrases and move with greater precision. This will help develop movements, and also decision making through selecting elements for performance. Games – Striking and fielding and invasion:	Gymnastics Flow Explosive Symmetrical Asymmetrical Combination Evaluate Improve Stretch Refine Adapt Contrasting Curled Stretched Suppleness Strength Inverted Jump Land Over Under Agility Strength, Technique, Control		

	<ul style="list-style-type: none"> • To be able to identify skills, actions and parts of sequences that are good quality • To be able to describe the differences and similarities between sequences 	<p>Focus during these units is on agility and coordination. Most of the skills development will occur through game-based activities to ensure an intensive level of physical demand.</p> <p>Children will work on the tactics of their games, especially deciding the best shot(s) to play.</p> <p>Athletics: Focus on agility and balance through jumping and running events.</p> <p>The children will analyse and improve their own, and each other's, performances to provide areas for development.</p>	<p>Balance Evaluate Improve Shapes - tuck, straddle, pike, arch, back support, Front support, shoulder stand, bridge Health and fitness - warm up/ cool down/ heart rate</p> <p>Dance</p> <p>Create Combination Sequence Space Improvisation Repetition Adapt Motifs Pattern Movement Evaluate Improve Agility Flexibility Strength Control Balance Stimulus Rhythm</p>		
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			<p>Timing Perform Health and fitness – warm up/ cool down/ heart rate</p> <p>Games</p> <p>Defending Attacking Travel Bouncing Control Possession Co-ordination Co-operation Scoring Batting Space Pass Dribble Team Points Goals Rules Tactics Fielding Bowler Wicket Innings Rounder Backstop Court Target Net Striking Pitch</p>		
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			<p>Health and fitness – warm up/ cool down/ heart rate</p> <p>Athletics</p> <p>Running Speed Throw Skip Aim Bounce Jump Leap Hop Target Overarm Underarm Walking Jogging Baton Relay Take off Landing Health and fitness – warm up/ cool down</p>		
4	<p>We want our children to learn:</p> <ul style="list-style-type: none"> • To move, stop and remain still with balance and clarity of movement and shape • To repeat simple combinations of skills and actions showing coordination and changes in direction and speed 	<p>Gymnastics: Allow a focus on balance and coordination. This will result in improvements to balances, both individual and paired/ groups, and definition in movements.</p> <p>In terms of decision making, this develops the ability to select elements in the composition of</p>	<p>Gymnastics</p> <p>Degrees Balance Forwards Backwards Combine Rotation Against Towards</p>		

	<ul style="list-style-type: none"> • To use a range of skills that make use of equipment with basic consistency and accuracy • To be able to use their own and others' ideas for movements, tactics and compositions • To describe how they feel after exercise • To know the importance of physical activity, diet and sleep to make them feel good and well • To come up with their own ideas for warming up and practising • To be able to identify skills, actions and parts of sequences that are good quality • To be able to describe the differences and similarities between sequences 	<p>sequences.</p> <p>Dance: The focus here is on coordination. This will result in the children being able to create clear expressions/ phrases and move with greater precision, building on Year 3.</p> <p>This will help develop movements, and also decision making through selecting elements for performance.</p> <p>Games – Striking and fielding and net and wall: Focus during these units is on agility and coordination. Most of the skills development will occur through game-based activities to ensure an intensive level of physical demand.</p> <p>Children will work on the tactics of their games, especially deciding the best shot(s) to play.</p> <p>Athletics: Focus on agility and coordination through throwing and running events.</p> <p>The children will analyse and improve their own, and each other's, performances to provide areas for development.</p>	<p>Across</p> <p>Evaluate</p> <p>Improve</p> <p>Height</p> <p>Strength</p> <p>Suppleness</p> <p>Stamina</p> <p>Speed</p> <p>Level</p> <p>Wide</p> <p>Tucked</p> <p>Straight</p> <p>Twisted</p> <p>Constructive</p> <p>Points</p> <p>Twist</p> <p>Turn</p> <p>Safety</p> <p>Refine</p> <p>Agility</p> <p>Strength,</p> <p>Technique,</p> <p>Control</p> <p>Balance</p> <p>Evaluate</p> <p>Improve</p> <p>Shapes</p> <p>-</p> <p>Health and fitness</p> <p>– tuck, straddle, pike, arch, back support</p> <p>Front support, shoulder stand, bridge Partner balances level 1</p> <p>– steps, knees,</p>		
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			<p>thighs, shoulders, counter balance warm up/ cool down/ heart rate</p> <p>Dance</p> <p>Spatial awareness Repeat Dance Character Repetition Action Reaction Pattern Movement Evaluate Improve Agility Flexibility Strength, Technique, Control Balance Combination Stimulus Motifs Dynamics Perform Timing Health and fitness – warm up/ cool down</p> <p>Games</p>		
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			Possession Scoring Space Pass/send/receive Dribble Travel Team Striking Bowling Throwing Fielding Combinations Co -ordination Fluency Co -operation Competition Technique Partner Points Goals Rules Tactics Batting Fielding Bowler Wicket Tee Base Boundary Innings Rounder Backstop Court Target Net		
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			<p>Defending Hitting Stance Offside Pitch Health and fitness – warm up/ cool down/ heart rate</p> <p>Athletics Running Technique Pace Accuracy Power Throw High Low Skip Aim Fast Slow Bounce Jump Leap Hop Run Target Overarm Underarm Walking Jogging Accelerate Baton Relay Push Take off Landing</p>		
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			Health and fitness – warm up/ cool down		
5	<p>We want our children to learn:</p> <ul style="list-style-type: none"> • To move and be still with control, composure, good body shape, tension and changes in speed and effort • To combine skills and actions with some fluency and consistency • To use a greater range of specific skills / techniques using equipment with consistent control • To create and use tactics and compositional ideas that suit the situation with some success • To respond to changes in situations and new challenges and conditions with some rationale • To know what a healthy lifestyle is and how to live their lives more healthily • To make accurate comments about quality of their own and others' performances and actions • To assess performance and actions against criteria and suggest improvements • To come up with some sensible suggestions about 	<p>Gymnastics: Allow a focus on balance and coordination. This will result in improvements to balances, both individual and paired/ groups, and definition in movements.</p> <p>In terms of decision making, this develops the ability to select elements in the composition of sequences, building towards longer performances.</p> <p>Dance: The focus here is on coordination. This will result in the children being able to create clear expressions/ phrases and move with grace and precision.</p> <p>This will help refine movements and again develop decision making through selecting elements for performance.</p> <p>Games – Invasion: Focus during this unit is on agility and coordination. Most of the skills development will occur through game-based activities to ensure an intensive level of physical demand. Invasion games will particularly focus on</p>	<p>Gymnastics</p> <p>Dynamics Combination Contrasting Control Mirroring Matching Accurately Refine Evaluate Asymmetry Performance Create Symmetry Refinements Assessment Suppleness Strength Muscles Joints Explore Rotation Spin Turn Shapes – tuck, straddle, pike, arch, back support, Front support, shoulder stand, bridge Partner balances</p>		

	<p>how to improve performances and actions</p>	<p>the transition between defence and attack, and vice-versa. This will again help to raise the level of physical demand.</p> <p>Children will work on the tactics of their games, especially cooperation with their team-mates.</p> <p>Athletics: Focus on coordination and balance through jumping and throwing events.</p> <p>The children will analyse and improve their own, and each others', performances to provide areas for development.</p> <p>Swimming: This will focus on the children's coordination. They will develop their skills in the water and their strokes. More confident swimmers will develop the timing of their arms, legs and breathing to develop the efficiency of their strokes.</p> <p>They will set their own targets about how to improve their swimming.</p>	<p>level 2 - ankles, high legs, high knees, thighs without support, Landing Take-off Flight Agility Strength, Technique, Control Balance Evaluate Improve Shapes Health and fitness – warm up/ cool down/ heart rate/ pulse/ recovery</p> <p>Dance</p> <p>Dance phrase Technique Formation Pattern Rhythm Expression Improvisation Modify Pace Timing Action Reaction Motif Dynamics Interpret</p>		
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			<p>Exploration Agility Flexibility Combination Strength Technique Control Balance Evaluate Improve Timing Perform Health and fitness – warm up/ cool down/ heart rate/ pulse</p> <p>Games</p> <p>Possession Speed Direction Range of techniques Combinations Competition Tactics Co-operation Create Control Decisions Passing Dribbling Shooting Shield ball Support Marking Repossession</p>		
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			Attackers Defenders Team play Batting Fielding Bowler Wicket Tee Base Boundary Innings Rounder Backstop Court Target Net Defending Hitting Stance Offside Pitch Forehand Backhand Volley Overhead Singles Doubles Rally Health and fitness – warm up/ cool down/ heart rate/ pulse/ recovery Athletics Pull Accuracy Technique		
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			<p>Distance Sprint Steady pace Accuracy Height Record Joints Rhythm Leading leg Measure Underarm Overarm Jogging Walk Hurdles Landing Control Preferred Landing foot Time Stamina Obstacles Stance Approach Speed Relay Strength, Technique, Control Balance Evaluate Improve Health and fitness – warm up/ cool down/ heart rate</p> <p>Swimming</p>		
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			Shallow Deep Turning Metres Glide Front Back Style Submerge Horizontally Vertically Front crawl Back stroke Breast stroke Independence Rescue		
6	<p>We want our children to learn:</p> <ul style="list-style-type: none"> • To move and be still with control, composure, good body shape, tension and changes in speed and effort • To combine skills and actions with some fluency and consistency • To use a greater range of specific skills / techniques using equipment with consistent control • To create and use tactics and compositional ideas that suit the situation with some success • To respond to changes in situations and new challenges and conditions with some rationale 	<p>Gymnastics: Allow a focus on body tension/ strength. This will result in improvements to balances, both individual and paired/ groups, and definition in movements.</p> <p>In terms of decision making, this develops the ability to select elements in the composition of sequences, building towards longer, more physically demanding performances.</p> <p>Dance: The focus here is on flexibility/ suppleness. This will result in the children having a clear idea of the benefits of being supple, how to help themselves become</p>	Gymnastics Co-operate Audience Elements Twist Refine Aesthetically Criteria Extension Tension Inverted Judge Dynamics Combination Canon Counter-tension Counter-balance Criteria Performance		

	<ul style="list-style-type: none"> • To know what a healthy lifestyle is and how to live their lives more healthily • To make accurate comments about quality of their own and others' performances and actions • To assess performance and actions against criteria and suggest improvements • To come up with some sensible suggestions about how to improve performances and actions 	<p>more flexible and move with grace and precision.</p> <p>This will help refine movements and again develop decision making through selecting elements for performance.</p> <p>Games – Net and Wall and striking and fielding: Focus during these units is on stamina and maintaining effort throughout longer games. Most of the skills development will occur through game-based activities to ensure an intensive level of physical demand. Invasion games will particularly focus on the transition between defence and attack, and vice-versa. This will again help to raise the level of physical demand.</p> <p>Children will work on the tactics of their games, especially through the transition phases.</p> <p>Athletics: This will focus the children on their individual performance during endurance events and the strength needed for some field events.</p> <p>The children will analyse and improve their own, and each others', performances to provide areas for development.</p>	<p>Imaginative Parallel Creativity Flight Timing Agility Strength, Technique, Control Balance Evaluate Improve Shapes – tuck, straddle, pike, arch, back support, Front support, shoulder stand, bridge, Level 3 partner balances – angle, lunge, feet, high thighs, straddle lift, trunk Health and fitness – warm up/ cool down/ heart rate/ pulse/ recovery</p> <p>Dance</p> <p>Dance style Dance phrase Fluency Travelling Technique</p>		
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			Formation Pattern Rhythm Variation Improvisation Unison Canon Action Reaction Motif Dynamics Phrase Interpret Exploration Agility Flexibility Combination Strength, Technique, Control Balance Evaluate Improve Timing Perform Health and fitness – warm up/ cool down/ heart rate/ pulse/ recovery Games Effective Use of space Control Accuracy Technique		
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			Combinations Co-operation Tactics Composition Fluency Create Rules Keeping possession Passing range Decisions Dribbling Shooting Shield ball Width Depth Support Marking Covering Repossession Attackers Defenders Marking Team play Batting Fielding Bowler Wicket Tee Base Boundary Innings Rounder Backstop Court Target Net Defending		
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			<p>Hitting Stance Offside Pitch Forehand Backhand Volley Overhead Singles Doubles Rally Health and fitness – warm up/ cool down/ heart rate/ pulse/ recovery</p> <p>Athletics</p> <p>Sprint Team Distance Measure Height Target Pacing Rhythm Obstacles Leading leg Hurdles Throwing Speed Accuracy Take off Stamina Time Release Performance Accuracy</p>		
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			Take off Distance Target Time Position Measure Control Height Run up Hurdles Strength, Technique, Control Balance Evaluate Improve Health and fitness – warm up/ cool down/ heart rate/ pulse/ recovery		
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