PE Knowledge, Skills and Vocabulary									
Year 1	1.1	1.2	1.3	1.4	1.5	1.6			
Trips and	experiences linked to PE:	Pupils experience intra-sch	nool events including Spor	ts Week where they begin	to learn to compete.				
Area of	Personal Skills with a	Social Skills with a focus	Cognitive Chille with a	Creative Skills with a	Applying Physical Chille	Knowledge and			
Learning	Focus on Footwork	on Jumping and Landing	Cognitive Skills with a focus on Dynamic	focus on Ball Skills and	Applying Physical Skills with a focus on Sending	Knowledge and Understanding of Health			
	and One Leg	and Seated Balance	Balance and Stance	Counter Balance	and Receiving and	and Fitness with a focus			
	Balance	and Seated Balance	balance and Stance	Counter Balance	Reaction/response	on Ball Chasing and			
					Reaction/response	Floorwork			
	I enjoy working on simple	I can play with others	I can follow simple	I can observe and copy	I can move confidently in				
1	tasks with help.	and take turns and share	instructions.	others.	different ways.	changes to the way I feel			
	Keep my head up and	with help.	Listen carefully and	Try lots of different ways	Extend front leg when	when I exercise.			
	stay within marked areas.	Take turns with others.	follow the rules for each	to find what feels right,	rolling to help balance	Changes to the body			
	Listen carefully to	Take turns, share space		including copying others'	and aim.	during exercise include			
	instructions.	and equipment.	Think about what you	ideas.	Adopt good 'ready	increased heart rate and			
	Find a safe space I can	I can work sensibly with	have done well in the	Watch and listen	position'.	increase breathing rate.			
Knowledge	work in.	others, taking turns and	lesson.	carefully when others	Use backswing and	Exercise strengthens our			
	I can follow instructions	sharing.	I can understand and	demonstrate.	follow through.	heart, lungs, bones and			
	and practise safely.	Share space and	follow simple rules.	Try lots of different	Maintain a good 'ready	muscles and can also			
	Listen carefully to	equipment.	Think about what you	movements and think	position'.	have a positive effect on			
	•	Use positive words when	have done well in the	about how you are using	I can perform a single	our mood and how we			
	Keep my head up and	others do well.	lesson.	your body and the	skill or movement with	feel.			
	stay within marked areas.	Use positive gestures or	Start with simple	equipment.	some control.	A healthy body helps			
1	-	words to praise and keep	movements and	I can explore and	Keep eyes focused on	prevent lots of illnesses			
	tasks by myself.	others going.	gradually add more	describe different	ball.	and problems as we get			
	Think about who I can	I can help, praise and	difficult ones.	movements.	Use footwork to move in	older.			
•	ask for help.	encourage others.	I can name some things I	Think about what your	line with the ball when	Developing stronger			
	I try several times if at	Use positive words to	am good at.	body is doing when	receiving.	muscles helps us in			
1	first I don't succeed and I		Start with simple	describing your	I can perform a small	everyday life, for			
	ask for help when	Use positive	movements and	movements.	range of skills and link	example, pulling/lifting			
•	appropriate.	gestures/words to keep	gradually add more	Think about how the	two movements	ourselves up.			
	Think about who I can	others going.	difficult ones.	movement feels when	together.	I am aware of why			
	ask for help.	Support others when	I can begin to order	describing it.	Lean forward to help	exercise is important for			
	Keep going when things		instructions, movements	Try to link movements	move quickly.	good health.			
	are hard.	•	and skills.	smoothly and with	I	Exercise strengthens our			
			Start with simple	control.	skills with some control	heart, lungs, bones and			
			movements and	Try different ways to find	and consistency.	muscles.			
			gradually add more	what feels right.	When rolling/receiving,	Changes to the body			
			difficult ones.	Think about movements	bend knees to get low to	during and after exercise			
			Look at different parts of	you can connect	the ground.	involve the heart, lungs			
			the body to help	smoothly and with	Focus on accuracy and	(breathing), body			
			recognise similarities and	control.	weight when sending.	temperature (sweating),			

 1	1	,	T.	
differences.	I can select and link	Use 'soft hands' when	tiredness/fatigue	
With help, I can	movements together to	receiving/catching.	(muscles).	
recognise similarities and		I can perform a sequence		
differences in	Think about shapes and	of movements with some	feels before, during and	
performance.	movements that go with	changes in level,	after exercise.	
Look at different parts of	the theme.	direction or speed.	Exercise can have a	
the body to help	Think about movements	Move feet, rather than	positive effect on our	
recognise similarities and	you can connect	stretch, to get to the ball.	mood and how we feel.	
differences.	smoothly and with		Moving and landing	
	control.		safely is helped by having	
	Try lots of different		good health and fitness,	
	movements and think		for example, good	
	about how you are using		stability and strength in	
	your body and the		our muscles and joints.	
	equipment.		I use equipment	
	I can begin to compare		appropriately and move	
	my movements and skills		and land safely.	
	with those of others.		Moving and landing	
	Observe and think about		safely is helped by having	
	different parts of the		good health and fitness,	
	body and how they move		for example, good	
	when comparing		stability and strength in	
	movements and skills.		our muscles and joints.	
	Observe others and, if		Learning how to move	
	you like their		and use our body	
	movements, try them		correctly helps prevent	
	yourself and alter them		us getting injured, for	
	so you do them in your		example bending our	
	unique way.		knees (or elbows in front	
			support) when we land.	
			•	

			I	1	1	1		
		Footwork:	Jumping & Landing: I can	•	Ball Skills: I can maintain	Sending and Receiving: I	Ball Chasing: I can start	
		I can move with good	achieve good take off	move smoothly and with		can send with good	and stop quickly.	
		control.	and height.	minimum wobble.	Keep my tummy tight	accuracy and weight.	Take up a good ready	
		Keep my head up.	Keep my feet a shoulder	Keep my head up and	and weight through my	Use backswing and	position and push off	
		I can move with good	width apart.	still.	bottom.	follow through when	hard.	
		balance.	I can land with balance	I can maintain balance on		sending.	I can arrive in the correct	
		Bend my knees to help	and control.	the line with head up.	both directions.	I can get in a good	position to collect the	
		balance.	Keep my head up as I	Keep my back straight	Use my fingers to move	position to receive.	ball (timing).	
		I can move smoothly.	land.	and tummy tight.	the ball.	Adopt a good 'ready	Try rolling the ball at	
		Work off the balls of my	I can land softy and	I can move with opposite		position' (weight on balls	different speeds to get	
		feet.	quietly.	arm and leg moving	smoothly and fluently.	of feet, wide base).	the right challenge.	
		One Leg Balance: I can	Bend my knees on take-	forwards.	Focus on moving the ball	I can collect the ball	I can collect the ball with	
	Skills	balance with standing	off and on landing.	Swing my arms to help	smoothly rather than on	safely.	balance/control.	
	J.K.III.S	foot still.	Seated Balance: I can	move and balance.	speed.	Keep my eyes focused on	• •	
		Keep my head up and	balance with hands/feet			the ball.	watch the ball.	
		still.	up for 10 seconds.	I can balance with both	Counter Balance: I can	Reaction/Response: I can		
		I can balance with non-	Keep my head up and	feet facing forwards.	maintain balance throughout.	react and move quickly.	balance throughout.	
		standing foot off the	still.	Keep my feet a shoulder		Push off hard with my	Keep my hands in line	
		floor.	I can balance with	width apart.	Keep my tummy tight.	feet.	with my shoulders.	
		Keep my tummy tight.	minimum wobble	I can balance with feet	I can move smoothly and	I can catch the ball	I can balance and hold	
		I can balance with	(control).	still.	with control.	consistently.	the correct position.	
		minimum wobble.	Keep my tummy tight.	Bend my knees.		Keep my head steady	Keep my knees in line	
		Keep my back straight.	I can maintain balance	I can balance with	Keep my back straight and head up.	and watch the ball.	with my hips.	
			without strain.	minimum wobble	I can coordinate	I can slow down with	I can balance with	
			Keep my back straight.	(control).	movements with my	control after catching.	control when changing	
				Keep my back straight	•	Move my feet to get to	balance/position.	
				and head up.	partner. Hold on to my partner's	the ball (rather than	Keep my back straight	
					forearms and	stretching).	and tummy tight.	
					communicate with them.			
					communicate with them.			
Ī		Instructions, Practise,	Sensibly, take turns,	Understand, simple,	Observe, describe,	Single, range,	Changes, health,	
		fluency, half turn,	landing, swing, freeze,	backwards, heels,	upper body, around,	backswing, ready	balanced, Quickly, in	
		combine, pivot, front,	Quarter, Position, swap,	shoulder, width	touching, side to side	position, follow	line, shoulders, hips	
ļ	Vocabulary	Reverse, challenging,	cone, return	,	_	through, steady,	,,	
		core muscles, tight, squat				dropped		

			PE Knowled	ge, Skills and Vocabulary		
Year 2	2.1	2.2	2.3	2.4	2.5	2.6
ips and	experiences linked to PE: I	Pupils experience intra-sch	ool events including Sport	s Week where they begin	to learn to compete.	
Area of	D 16131 31	C : 161:11 21 C	6 61.11	G 11 G131 31	A 1 : BI : IGUII	
Learning	Personal Skills with a	Social Skills with a focus	Cognitive Skills with a	Creative Skills with a	Applying Physical Skills	Knowledge and
J	rocus on rootwork and	on Jumping and Landing and Seated Balance	focus on Dynamic Balance and Stance	focus on Ball Skills and Counter Balance	with a focus on Sending and Receiving and	Understanding of Health and Fitness with a focus
	One Leg Balance	and Seated Balance	balance and Stance	Counter balance	Reaction/response	on Ball Chasing and
					Reaction/response	Floorwork
	I can follow instructions,	I can work sensibly with	I can understand and	I can explore and	I can perform a single	I am aware of why
	practise safely and work	others, taking turns and	follow simple rules.	describe different	skill or movement with	exercise is important for
	on simple tasks by	sharing.	Listen carefully and	movements.	some control.	good health.
	myself.	Take turns, share space	follow the rules for each	Try lots of different	Adopt good 'ready	Exercise strengthens our
	Listen carefully to	and equipment.	activity.	movements and think	position'.	heart and lungs which is
	instructions.	Make eye contact when	Think about what you	about how you are using	Use backswing and	good for our health.
	Keep my head up and	communicating.	have done well in the	your body and the	follow through.	Exercise helps us develop
	stay within marked areas.	Smile and make eye	lesson.	equipment.	I can perform a small	stronger bones and
	Listen carefully to	contact.	I can name some things I	Think about what your	range of skills and link	muscles which is good for
vledge	instructions and keep my	I can help, praise and	am good at.	body is doing when	two movements	our health.
	head up.	encourage others in their	Think about what you	describing your	together.	Exercise can have a
	Think about whom,	learning.	have done well in the	movements.	Maintain a good 'ready	positive effect on our
		Use positive words when	lesson.	Try to link movements	position'.	mood and how we feel.
	ask for help.	others do well.	I can explain why	smoothly and with	I can perform a range of	Research shows that
	Find a safe space I can	Use positive	someone is working or	control.	skills with some control	physical activity can
	work in.	gestures/words to keep	performing well.	I can begin to compare	and consistency.	boost self-esteem, sleep
	I try several times if at		Look at different parts of	=		quality and energy.
		Use positive gestures or	the body to help	with those of others.		Exercise can help prevent
	· ·	words to praise and keep	_	Think about different	receiving.	things like stress and
	appropriate.	others going.	differences.	parts of the body and	Keep eyes focused on	depression and lots of
	Keep my head up and	I show patience and	Start with simple	how they move when	ball.	common diseases.
	stay within marked areas.	support others.	movements and	comparing movements	I can perform a sequence	
	Think about who I can ask	•	gradually add more difficult ones.		of movements with some	, ,
	for help. Keep going when things	gestures/words to keep others going.	With help, I can	I can select and link movements together to	changes in level, direction or speed.	after exercise. Changes to the body
	are hard.		recognise similarities and	fit a theme.	Lean forward to help	during and after exercise
	Think about whom,	tell others about my	differences in	Try lots of different	move quickly.	include increased body
	within the group, I can	ideas.	performance.	movements and think	I can select and apply a	temperature which
	ask for help.		Look at different parts of		range of skills with good	causes us to sweat.
	Only move on when I can	others when they need	the body to help	your body and the	control and consistency.	Changes to the body
	do things consistently.	· · · · · · · · · · · · · · · · · · ·	recognise similarities and		Focus on accuracy and	during and after exercise
		Set an example by being	differences.	I can respond differently	weight when sending.	include increased heart
	my learning.	patient and positive if	Try to be specific about	to a variety of tasks or	Use 'soft hands' when	rate - it beats faster as
	Keep going when things	someone is struggling.	what others are doing	music.	receiving/catching.	we work harder.
	are hard.	00 -0-	well.	Change or adapt your	Move feet, rather than	Changes to the body

movements according to stretch, to get to the ball, during and after exercise Only move on when I can I can explain what I am do things consistently. doing well and begun to the task. include increased I have begun to challenge identify areas for Change or adapt your breathing rate, as we mvself. improvement. movements according to breathe faster the harder Only move on when I can Try to be specific about the task, situation or we exercise. do things consistently. what others are doing stimulus. Luse equipment Think of how you can Try to view things I can't well. appropriately and move do as an opportunity to Think of non-physical and work with your partner and land safely. learn and improve. physical skills in terms of to create new ideas. Changes to the body during and after exercise Keep going when things what you are doing well. I can make up my own are hard. Use your own and others rules and versions of include increased feedback to help you activities. breathing rate, as we identify areas for Try to come up with breathe faster the harder improvement. ideas to make activities we work. more fun, challenging or **Developing Fundamental** different. Movement Skills will help Use others' ideas as a support us to move and starting point and then land safely. Developing good make vour own adjustments. technique, posture and Try changing your using the appropriate performance in lots of equipment safely can different ways to find a help us stay healthy. range of versions you I can describe how and why my body changes like. during and after exercise. Moving and landing safely is helped by having good health and fitness, for example, good stability and strength in our muscles and joints. During and after exercise our heart rate increases, as our heart works harder to pump blood (and the oxygen in it) to our muscles. During exercise our body temperature rises, resulting in sweating, which helps us to keep cool. Warming up helps prepare our bodies for

		1	T	T			
						exercise, by gradually	
						preparing our muscles	
						and joints for the activity	
						to follow.	
						Cooling down can help	
						prevent our muscles	
						being sore in the first	
						couple of days after	
						exercise.	
	Footwork: I can move	Jumping and Landing: I	Dynamic Balance: I can	Ball Skills: I can maintain	Sending and Receiving: I	Ball Chasing: I can start	
	with balance and control	can achieve good take off	move smoothly and with	control of the ball.	can send with good	and stop quickly.	
	throughout.	and height.	minimum wobble.	Focus on maintaining	accuracy and weight.	Start quickly and	
	Keep my head up and	Bend my knees on take-	Use my arms to help	good balance	Use backswing and	accelerate by pushing off	
	back straight.	off.	move and balance	throughout.	follow through when	hard with my feet.	
	I can move with fluent,	I can land with balance	(opposite arm and leg).	I can move the ball in	sending.	I can arrive in the correct	
	smooth movements.	and control.	I can maintain balance on		I can get in a good	position to collect the	
	Work off the balls of my	Swing my arms to help	the line with head up.	Move the ball with my	position to receive.	ball (timing).	
Skills	=	gain height and use them	· ·	fingertips.	Move my feet to get in	Keep watching the ball	
Skills	I can move well in both	to help balance on	head still and look	I can move the ball	line with the ball when	and concentrate on	
	directions/on both sides.	landing.	forward.	smoothly and fluently.	receiving.	timing so I arrive at the	
	Bend my knees to push	I can land softly and		Perform the movements	I can collect the ball	right time.	
	off and land.	<u> </u>	with opposite arm and	smoothly and then	safely.	I can collect the ball with	
		quietly.	1			balance/control.	
	_	Try to land softly so there		gradually increase your	Try to have 'soft hands'	·	
	balance with minimum	is no noise by bending	Move off the balls of my	speed.	when catching.	Focus on getting in a	
	wobble (control).	my knees as I land.	feet.	Counter Balance: I can	Reaction/ Response: I	balanced position with	
	Keep my head up and	Seated Balance: I can	Stance: I can balance	maintain balance	can react and move	weight forward when	
	still.	balance with feet and	with both feet facing	throughout.	quickly.	collecting the ball.	
	I can balance with	hands off the floor	forwards.	Keep my tummy (core	1	Floorwork: I can maintain	
	standing foot still.	throughout.	Keep my feet a shoulder	muscles) tight and body	with my knees bent and	balance throughout.	
	Keep my tummy (core	Keep my tummy tight	width apart and knees		feet apart (front to back).		
	muscles) tight and back	(core muscles) and back	bent.	I can move smoothly and	I can catch the ball	with my shoulders and	
	straight.	straight.	I can balance with feet	with control.	consistently.	knees in line with my hips	
	I can balance with non-	I can balance with	still.	Hold with straight arms	Start quickly and	(mini-front support).	
	standing foot off the	minimum wobble.	Keep my weight on the	when leaning back.	accelerate by pushing off	I can balance and hold	
	floor.	Keep my weight going	balls of my feet.	I can coordinate	hard with my feet.	the correct position, for	
	Use my arms to help	through my bottom.	I can balance with	movements with my	I can slow down with	example, back straight.	
	balance.	I can maintain balance	minimum wobble	partner.	control after catching.	Keep my hands in line	
		without strain.	(control).	Hold on to my partner's	Bend my knees to help	with my shoulders and	
		Keep my head up and	Keep my back straight	forearms and	me slow down.	feet in line with my knees	
		breathe throughout.		communicate with them.		(mini-back support).	
						I can balance with control	
						when changing	
						balance/position.	
						Point my fingers towards	
						my feet in the mini-back	
	1	1	1	1	1	,	

						support.	
Vocabulary	onnosite honscotch	Praise, encourage, Height, Dynamic, tucked,	Recognise, order, lifting, 90 degrees, low beam, apart	Compare, select, link, gradually, increase, partner, long base	Level, Direction, Speed, Catch, Rally, strike, pushing, bounce	Equipment, appropriately, safely, driving arms,	
	non-standing	Shape, Dish, hold	, ,		. 5	Concentrate, object, under, upwards	

			PE Knowled	ge, Skills and Vocabulary			
Year 3	3.1	3.2	3.3	3.4	3.5	3.6	
Trips and	experiences linked to PE:	Pupils experience intra-sch	nool events including Sport	s Week where they learn	to compete. Pupils have th	ne opportunity to take part	in inter-school events
ncluding A	Athletics, Football, Cross Co	ountry and Gymnastics					
Area of	Personal Skills with a	Social Skills with a focus	Cognitive Skills with a	Creative Skills with a	Applying Physical Skills	Knowledge and	
Learning	Focus on Footwork and	on Jumping and Landing	focus on Dynamic	focus on Sending and	with a focus on	Understanding of Health	
	One Leg Balance	and Seated Balance	Balance and Ball Skills	Receiving and Counter	Reaction/response and	and Fitness with a focus	
	J			Balance	floorwork	on Ball Chasing and	
						Stance	
	I try several times if at	I can help, praise and	I can begin to order	I can begin to compare	I can perform a range of	I use equipment	
	first I don't succeed.	encourage others.	instructions, movements	my movements and skills	skills with some control	appropriately and move	
	Think about whom,	Use positive words when	and skills.	with those of others.	and consistency.	and land safely.	
	within the group, I can	others do well.	Start with simple	Think about different	Maintain a good 'ready	Moving and landing	
	ask for help.	Use positive	movements and	parts of the body and	position' (bend knees	safely is helped by having	
	Keep going when things	gestures/words to keep	gradually add more	how they move when	and wide base).	good health and fitness,	
	are hard.	others going.	difficult ones.	comparing movements	I can perform a sequence	for example, good	
	I ask for help when	I show patience and	Look at different parts of	and skills.	of movements with some	stability and strength in	
	appropriate.	support others listening	the body to help	I can select and link	changes in level,	our muscles and joints.	
nowledg		•	recognise similarities and	_	direction or speed.	Learning how to move	
е	stay within marked areas.	our work.	differences.	fit a theme.	Maintain a good 'ready	and use our body	
	Think about whom,	Use positive	With help, I can	Think about different	position' (bend knees	correctly helps prevent	
	within the group, I can	•	recognise similarities and		and wide base).	us getting injured, for	
	ask for help.	others going.	differences in	how they move when	I can perform and repeat	example bending our	
	I know where I am with	Listen to and support	performance.	comparing movements	longer sequences with	knees when we land.	
	my learning.	•	Look at different parts of		clear shapes and	Changes to the body	
	Only move on when I can	•	the body to help	Think about movements	controlled movement.	during and after exercise	
	do things consistently.	• • •	recognise similarities and		Move feet, rather than	include increased	
	I have begun to challenge	•	differences.	,	stretch, to get to the ball.	breathing rate, as we	
	myself.	ideas.	Try to be specific about	I can make up my own	Take your 'centre of	breathe faster the harder	

Keep going when things are hard Try to view things I can't do as an opportunity to improve. I cope well and react positively when things become difficult. Try to view things I can't do as an opportunity to learn and improve. Find a challenge I can't guite do and then see if I can do it. Think about what I can improve when I find things hard. I can persevere with a task and improve my performance through regular practice. Only move on when I can do things consistently. Think about what I can improve when I find things hard.

Listen to and support others when they need help. I cooperate well with others and give helpful feedback. Listen to and support others when they need help. what others have done well I help organise roles and responsibilities. what others have done well. Take responsibility for making sure everyone is clear on what they are doing.

what others are doing well I can explain what I am doing well. Look at different parts of the body to help differences. Think of non-physical and Give specific feedback on physical skills in terms of what you are doing well. I have begun to identify areas for improvement. Think of non-physical and Give specific feedback on physical skills in terms of what you are doing well. Use your own and others feedback to help you identify areas for improvement. I can understand ways (criteria) to judge performance. Think of non-physical and physical skills in terms of what you are doing well. Have a clear idea and agree what successful

performance looks like. I can identify specific parts of performance to work on. Have a clear idea and agree what successful performance looks like. Think about different parts of your body and identify which areas you need to work on.

rules and versions of activities Use others' ideas as a starting point and then make vour own adjustments. recognise similarities and Think about movements gravity forwards to help include muscle fatigue or and skills that fit together effectively. Change or adapt your novements according to the task, situation or stimulus. can respond differently to a variety of tasks. Change or adapt your movements according to the task, situation or stimulus. Consider speed, tempo and body positioning when looking at similarities and differences. I can change tactics. rules or tasks to make activities more fun or more challenging. Explore combining movements and skills in different and unique ways.

Try changing the activity

in lots of different ways

to find a version you

really like.

I can link actions and

develop sequences of

movements that express

my own ideas.

Explore combining

movements and skills in different and unique

ways Try to come up with gravity' forwards to help vou move quickly. I can select and apply a range of skills with good control and consistency. Take your 'centre of vou move quickly. Move your feet quickly. rather than stretch, to get the ball. movements and skills with good body tension. Bend your knees to help slow down and stay balanced. Re-establish balance as quickly as you can. Move your feet quickly, rather than stretch, to get the ball. I can link actions together so that they flow. Move your feet quickly. rather than stretch, to get the ball. Re-establish balance as quickly as you can. Bend your knees to help slow down and stav balanced.

we exercise. I can say how my body feels before, during and after exercise. Changes to the body as a result of exercise can tiredness and even soreness. Moving and landing safely is helped by having can perform a variety of good health and fitness. for example, good stability and strength in our muscles and joints. Developing Fundamental Movement Skills will help support us to move and land safely. I can describe how and why my body changes during and after exercise. Changes to the body during and after exercise include increased body temperature which causes us to sweat. During exercise our body temperature rises. resulting in sweating, which helps to regulate our body temperature. Warming up helps prevent injuries by gradually raising our body temperature and gradually warming up our muscles. I can explain why we need to warm-up and cool down. Warming up also helps us to prepare mentally for the activity to follow, for example, by helping us

	, · · · · · · · · · · · · · · · · · · ·		
		ideas to make activities	focus.
		more fun, challenging or	When we exercise, our
		different.	muscles demand more
		Explore combining	oxygen. Our body
		movements and skills in	responds by increasing
		different and unique	our breathing rate.
		ways.	As blood flow to our
			muscles increases, they
			get warmer and contract,
			relax and stretch more
			easily.
			I can explain how often
			and how long I should
			exercise to be healthy.
			Basic fitness includes
			strength, stamina
			(aerobic/anaerobic),
			speed and flexibility.
			Children should engage in
			moderate to vigorous
			physical activity for at
			least 60 minutes every
			day (Department of
			Health).
			Over-competing and
			inappropriate training,
			for example, too much
			too soon, can have a
			long-term negative
			impact on health and
			fitness.
			I can describe the basic
			fitness components.
			Basic fitness components
			include strength, stamina
			and flexibility.
			Basic fitness includes
			strength, stamina
			(aerobic/anaerobic),
			speed and flexibility.
·			

	Footwork: I can move	Jumping and Landing: I	Dynamic Balance: I can	0	Reaction and Response: I	Ball Chasing: I can start	
		can achieve good take off		can send with good	can react and move	and stop quickly.	
	throughout.	and height.	minimum wobble.	accuracy and weight.	quickly.	Start quickly and	
	Keep my head up and	Bend my knees on take-	Use my arms to help	Use backswing and		accelerate by pushing off	
	back straight.	off.	move and balance	follow through when	with my knees bent and	hard with my feet.	
	I can move with fluent,	I can land with balance	(opposite arm and leg).	_	feet apart (front to back).		
	smooth movements.	and control.	I can maintain balance on	I can get in a good	I can catch the ball	position to collect the	
	Work off the balls of my	Swing my arms to help	the line with head up.	position to receive.	consistently.	ball (timing).	
Skills	feet.	gain height and use them		Move my feet to get in	Start quickly and	Keep watching the ball	
	I can move well in both	to help balance on	head still and look	line with the ball when	accelerate by pushing off	and concentrate on	
	directions/on both sides.	landing.	forward.	receiving.	hard with my feet.	timing so I arrive at the	
	Bend my knees to push	I can land softly and	I can coordinate to move	I can collect the ball	I can slow down with	right time.	
	off and land.	quietly.	with opposite arm and	safely.	control after catching.	I can collect the ball with	
	One Leg Balance:	Try to land softly so there	leg moving forwards.	Try to have 'soft hands'	Bend my knees to help	balance/control.	
	I can balance with	is no noise by bending	Move off the balls of my	when catching.	me slow down.	Focus on getting in a	
	minimum wobble	my knees as I land.	feet.	Counter Balance: I can	Floorwork: I can maintain	balanced position with	
	(control).	Seated Balance: I can	Ball Skills: I can maintain	maintain balance	balance throughout.	weight forward when	
	Keep my head up and	balance with feet and	control of the ball.	throughout.	Keep my hands in line	collecting the ball.	
	still.	hands off the floor	Focus on maintaining	Keep my tummy (core	with my shoulders and	Stance: I can balance	
	I can balance with	throughout.	good balance	muscles) tight and body	knees in line with my	with both feet facing	
	standing foot still.	Keep my tummy tight	throughout.	straight throughout.	hips (mini-front support).	forwards.	
	Keep my tummy (core	(core muscles) and back	I can move the ball in	I can move smoothly and	I can balance and hold	Keep my feet a shoulder	
	muscles) tight and back	straight.	both directions.	with control.	the correct position, for	width apart and knees	
	straight.	I can balance with	Move the ball with my	Hold with straight arms	example, back straight.	bent.	
	I can balance with non-	minimum wobble.	fingertips.	when leaning back.	Keep my hands in line	I can balance with feet	
	standing foot off the	Keep my weight going	I can move the ball	I can coordinate	with my shoulders and	still.	
	floor.	through my bottom.	smoothly and fluently.	movements with my	feet in line with my	Keep my weight on the	
	Use my arms to help	I can maintain balance	Perform the movements	partner.	knees (mini-back	balls of my feet.	
	balance.	without strain.	smoothly and then	Hold on to my partner's	•	I can balance with	
	balance.	Keep my head up and	gradually increase your	forearms and	I can balance with	minimum wobble	
		breathe throughout.	speed.	communicate with them.		(control).	
		breathe throughout.	speeu.	communicate with them.	balance/position.	Keep my back straight	
					Point my fingers towards		
						and head up.	
					my feet in the mini-back		
					support.		
	Learning, Succeed,	Patience, support, balls	Explain, Identify,	Versions, respond, in	Sequences, apply,	Warm up, cool down,	
	alternating, fluent,	of feet, momentum,	action, hips to lips,	line, Rally, soft hands,	extend, gradually, mini	timing, accelerate, raise,	
	focus, point,	minimum, arm's distance		short base, together	back support, correct	balls of feet, weight	
Ma sale di	imagine	minimum, arm s distance	fingertips, gradually	Short base, together	back support, correct	20.00 01.1000) 11018110	
Vocabula	iiiiagiiic		iligerups, gradually				
ry							

	PE Knowledge, Skills and Vocabulary							
Year 4	4.1	4.2	4.3	4.4	4.5	4.6		
		nked to PE: Pupils experie		ncluding Sports Week whe	re they learn to compete	Pupils have the opportunity to	take part in inter-	
Area of		Social Skills with a focus	Cognitive Skills with a	Creative Skills with a	Applying Physical Skills	Knowledge and Understanding		
Learning		on Jumping and Landing	focus on Dynamic	focus on Sending and	with a focus on	of Health and Fitness with a		
2001111118	One Leg Balance	and Seated Balance	Balance and Ball Skills	Receiving and Counter	Reaction/response and	focus on Ball Chasing and		
	2116 256 24141166	and 55dt5d 2dtd1155		Balance	floorwork	Stance		
	I try several times if at	I can help, praise and	I can begin to order	I can begin to compare	I can perform a range of	I use equipment appropriately		
	first I don't succeed and		instructions, movements		skills with some control	and move and land safely.		
	I ask for help when	Use positive words	and skills.	skills with those of	and consistency.	Changes to the body during		
	appropriate.	when others do well.	Start with simple	others.	Maintain a good 'ready	and after exercise include		
Knowlodg	Keep going when things	Use positive	movements and	Think about different	position' (bend knees	increased body temperature		
	are hard.	gestures/words to keep	gradually add more	parts of the body and	and wide base).	which causes us to sweat.		
	Think about whom,	others going.	difficult ones.	how they move when	I can perform a	Changes to the body during		
Knowledg	within the group, I can		Look at different parts of	comparing movements	sequence of movements	and after exercise include		
е	ask for help.	others when they need	the body to help	and skills.	with some changes in	increased heart rate - it beats		
	Try to view things I can't	help.	recognise similarities	Think about movements	level, direction or speed.	faster as we work harder.		
	do as an opportunity to	I show patience and	and differences.	and skills that fit	Maintain a good 'ready	Moving and landing safely is		
		support others, listening	I can explain why	together effectively.	position' (bend knees	helped by having good health		
	-	carefully to them about	someone is working or	I can select and link	and wide base).	and fitness, for example, good		
	my learning.	our work.	performing well.	movements together to	Try to react and move	stability and strength in our		
	Only move on when I	Listen to and support	Try to be specific about	fit a theme.	early.	muscles and joints.		
	can do things	others when they need	what others are doing	Think about movements	I can select and apply a	I can say how my body feels		
	consistently.	help.	well.	and skills that fit	range of skills with good	before, during and after		
	I have begun to	Listen to others when	Think of non-physical	together effectively.	control and consistency.	exercise.		
	challenge myself.	they offer ideas.	and physical skills in	Change or adapt your	Move your feet quickly,	Developing Fundamental		
	Find a challenge I can't	I am happy to show and	terms of what you are	movements according to	rather than stretch, to	Movement Skills will help		
	quite do and then see if I	tell others about my	doing well.	the task, situation or	get the ball.	support us to move and land		
	can do it.	ideas.	I can explain what I'm	stimulus.	Take your 'centre of	safely.		
	Think about what I can	Listen to others when	doing well.	I can make up my own	gravity' forwards to help	When we exercise, our		
	improve when I find	they offer ideas.	Think of non-physical	rules and versions of	you move quickly.	muscles demand more		
	•	Share my ideas with my	and physical skills in	activities.		oxygen. Our body responds by		
	I cope well and react	team.	terms of what you are	Try to come up with	longer sequences with	increasing our breathing rate.		
	positively when things	I cooperate well with	doing well.	ideas to make activities	clear shapes and	Basic fitness includes		
	become difficult.	others and give helpful	I can explain what I am	more fun, challenging or	controlled movement.	strength, stamina		
	Find a challenge I can't	feedback.	doing well and I have	different.	Move your feet quickly,	(aerobic/anaerobic), speed		
	quite do and then see if I	Share my ideas with my	begun to identify areas	I can recognise	rather than stretch, to	and flexibility.		

can do it. for improvement. similarities and get the ball. Lcan describe how and why team. Give specific feedback Think about what I can Use your own and differences in Take your 'centre of my body changes during and improve when I find on what others have others' feedback to help movements and gravity' forwards to help after exercise. things hard. done well. you identify areas for expression. vou move quickly. During and after exercise our I can persevere with a can guide a small group improvement. Change or adapt your I can perform a variety heart rate increases, as our task and improve my through a task. Have a clear idea and movements according to of movements and skills heart works harder to pump performance through Give specific feedback agree what successful the task, situation or with good body tension. blood (and the oxygen in it) to regular practice. on what others have performance looks like. stimulus. Bend your knees to help our muscles. Think about what I can done well I can understand ways Consider speed, tempo slow down and stav During exercise our body Take responsibility for improve when I find (criteria) to judge and body positioning balanced. temperature rises, resulting in Re-establish balance as things hard. making sure everyone is performance. when looking at sweating, which helps to Use opportunities away clear on what they are Use your own and similarities and quickly as you can. regulate our body from the lesson to keep differences. doing. others' feedback to help Move your feet quickly. temperature. practising. you identify areas for **Explore** combining rather than stretch, to Warming up also helps us to prepare mentally for the improvement. movements and skills in get the ball. Have a clear idea and different and unique I can link actions activity to follow, for agree what successful together so that they example, by helping us focus. ways. performance looks like. I can explain why we need to I can link actions and flow. Bend your knees to help I can use awareness of develop sequences of warm-up and cool down. space/others to make movements that express slow down and stav Cooling down can help good decisions. my own ideas. balanced. prevent our muscles being Have a clear idea and Consider speed, tempo Move your feet quickly. sore in the first couple of days agree what successful and body positioning rather than stretch, to after exercise. performance looks like. when looking at get the ball. Cooling down helps our heart Think about different similarities and rate and breathing to slow differences. parts of your body and down gradually which can identify which areas you **Explore** combining help prevent dizziness after need to work on movements and skills in exercise different and unique As blood flow to our muscles increases, they get warmer ways. I can change tactics, and contract, relax and rules or tasks to make stretch more easily. activities more fun or I can record and monitor how more challenging. hard I am working. Explore combining Warming up helps prepare movements and skills in our bodies for exercise, by different and unique gradually warming and ways. preparing our muscles and Try changing the activity ioints for the activity to in lots of different ways follow. Warming up helps prevent to find a version you really like. injuries by gradually raising our body temperature and gradually warming up our muscles.

						
						Basic fitness includes
						strength, stamina
						(aerobic/anaerobic), speed
						and flexibility.
						I can describe the basic fitness
						components.
						Basic fitness includes
						strength, stamina
						(aerobic/anaerobic), speed
						and flexibility.
						Children should engage in
						moderate to vigorous physical
						activity for at least 60 minutes
						every day (Department of
						Health).
						Taking our pulse before and
						after exercise helps us to see
						how hard we are working.
Skills	Footwork: I can move	Jumping and Landing: I	Dynamic Balance: I can	Sending and Receiving: I	Reaction/Response: I	Ball Chasing: I can start and
	with balance and control	can achieve good take	move smoothly and with	can send with good	can react and move	stop quickly.
	throughout.	off and height.	minimum wobble.	accuracy and weight.	quickly.	Accelerate by pushing off
	Keep my head up and	Bend my knees and	Keep my head still and	Use backswing and		hard with my feet and driving
	back straight.	swing my arms on take-	look forward.	follow through when	with my knees bent and	my arms from 'hips to lips'.
	I can move with fluent,	off.	I can stay balanced on	striking/kicking.	feet apart (front to	I can arrive in the correct
	smooth movements.	I can land with balance	the line with head up.	I can get in a good	back).	position to collect the ball
	Work off the balls of my	and control.	Keep my tummy (core	position to receive.	I can catch the ball	(timing).
	feet.	Bend my knees and use	muscles) tight and back	Move my feet to get in		Move my feet quickly to get in
		•	straight.	line with the ball when		the collecting position in good
	directions/on both sides.	balanced on landing.	I can move with	receiving.	accelerate by pushing	time.
	Bend my knees and use	I can land softy and	opposite arm and leg	I can send and receive	off hard with my feet.	I can collect the ball with
	my arms to help	quietly.	moving forwards.	with fluency/rhythm	I can slow down with	balance/control.
	balance.	Keep my head up and	Use my arms to help	throughout.	control after catching.	Keep watching the ball and
	One Leg Balance: I can	back straight as I land.	move and balance,	Keep my eyes focused	Bend the knee on my	concentrate on timing so I
	balance with minimum		bringing them from 'hips	_	'catching leg' and take	arrive at the right time.
	wobble (control).	balance with feet and	to lips'.	Counter Balance: I can	my weight back to help	
	Look forward and		Ball Skills: I can maintain	maintain balance	me to stop quickly.	both feet facing forwards.
	imagine a focus point.	throughout.	control of the ball	throughout.	Floorwork: I can	Keep my feet a shoulder
	I can balance and move	Keep my tummy tight	throughout.	Keep my tummy (core	maintain balance	width apart and knees bent.
	with smooth, controlled	(core muscles) and back	Focus on maintaining	muscles) tight and body	_	I can stay on the line/low
	movements.	straight.	good balance	straight throughout.	Keep my hands in line	beam throughout.
	Keep my tummy (core	I can balance with	throughout.	I can move smoothly	with ymy shoulders.	Keep my weight on the balls
	muscles) tight and back	minimum wobble.	I can complete	and with control.	I can balance and hold	of my feet.
	straight.	Use my arms to help	challenges in both	Hold with straight arms	the correct position, for	I can balance with minimum
	I can balance with non-	maintain balance.	directions.	when leaning back.	example, back straight.	wobble (control).

	standing foot off the	I can maintain balance	Move the ball with my	I can coordinate	Keep my back straight	Keep my back straight and	
	floor.	without strain.	fingers, avoiding it	movements with my	and flat.	head up.	
	Use my arms to help	Keep my head up and	touching my body.	partner.	I can balance with		
	balance.	breathe throughout.	I can move the ball	Hold on to my partner's	control when changing		
			smoothly and fluently.	forearms and	balance/position.		
			Perform the movements	communicate with	Keep my legs straight		
			smoothly and then	them.	and stretched out.		
			gradually increase				
			speed.				
Vocabulary	, , ,	Carefully, cooperate,	Improvement, angle,	Recognise, Similarities,	Perform, body tension,	Describe, explain, stable,	
	Pattern, Speed, heel	sideways, raising, maintain, throughout,	fluidly, attacking,	Differences,	accelerate, feet apart,	Force, receiving	
	raises, Feedback,	strain	defending, complete,	alternately, focused,	stretched out, front		
	improve		increasing	vary, communicate,	support		
				counterbalance			

	PE Knowledge, Skills and Vocabulary								
Year 5	5.1	5.2	5.3	5.4	5.5	5.6			
				orts Week where they learn			in inter school events		
•	Athletics, Football, Cross Co	•	• •	•	to compete. Pupils have ti	ie opportunity to take part	in inter-scrioor events		
Area of	Personal Skills with a	Social Skills with a	Cognitive Skills with a	Creative Skills with a focus	Applying Physical Skills	Knowledge and			
Learnin	Focus on Ball Skills and	focus on Dynamic	focus on Stance and	on Seated Balance and	with a focus on Jumping	Understanding of Health			
g	Reaction/Response	Balance and Counter	Footwork	Floorwork	and Landing and 1 leg	and Fitness with a focus			
	, ,	Balance			balance	on Ball Chasing and			
						Stance			
	I have begun to challenge	I show patience and	I can explain what I am	I can make up my own	I can perform and repeat	I can describe how and			
	myself.	support others.	doing well.	rules and versions of	sequences with clear	why my body changes			
	Demonstrate a desire to	Give specific feedback	Have a clear idea and	activities.	shapes and controlled	during and after exercise.			
	keep trying as a positive	on what others have	agree what successful	Use others' ideas as a	movement.	Basic fitness includes			
	reaction to difficulty.	done well.	performance looks like.	starting point and then	Focus on keeping in	strength, stamina			
	Maximise practice time to	Take responsibility for	Try to view things you	make your own	balance and controlling	(aerobic/anaerobic),			
	help me improve.	making sure everyone	can't do as an	adjustments.	landings.	speed and flexibility.			
	Continue to practise my	is clear on what they	opportunity to improve.	Start with an idea and	Keep centre of gravity	Movements performed			
	skills away from the	are doing.	I have begun to identify	then see if you can make	forward when combining	in warm-ups should			
	lesson.	I am happy to show	areas for improvement.	changes to make it more	jumps.	gradually prepare the			
	I know where I am with	and tell others about	Try different tactics and	fun or more challenging.	I can select and apply a	body for the range of			
	my learning	my ideas.	strategies to see what	I can recognise similarities	_	movement and activities			
	Try to view things I can't	Take turns speaking	works.	and differences in	control and consistency.	that are to follow.			
	do as an opportunity to	and give specific	Have a clear idea and	movements and	Focus on keeping in	I can explain why we			
	improve.	feedback on what	agree what successful	expression.	balance and controlling	need to warm-up and			
		others have done well.	performance looks like.	Use others' ideas as a	landings and shapes.	cool down.			
	be able to perform skills	Give clear, simple	I can understand ways	starting point and then	I can perform a variety of	When planning an			
	consistently before I move		(criteria) to judge	make your own	movements and skills	activity, some dangers to			
	on.	for understanding.	performance.	adjustments.	with good body tension.	consider are the			
	I can persevere with a task		Try to look around you	I can link actions and	Keep centre of gravity	environment, for			
	and improve my	making sure everyone	and think ahead to see	develop sequences of	forward when combining	• •			
	performance through	is clear on what they	where the space is.	movements that express	jumps.	weather/surface,			
Knowle	regular practice.	are doing.	Refer to the success	my own ideas.	Keep head up and scan	equipment, frequency			
dge	Think about what I can		criteria as a starting point		ahead when combining	and intensity.			
_			for judging performance.		jumps.	Over-competing and			
	things hard.	feedback.	Demonstrating a desire	changes to make it more	_	inappropriate training,			
	Demonstrate a desire to	Take responsibility for	to keep trying is a	fun or more challenging.	so that they flow.	for example, too much			
	keep trying as a positive	making sure everyone	· ·	Try using different ways to	-	too soon, can have a			
	reaction to difficulty.	is clear on what they	difficulty.	send and receive the ball,	movement flow into the	long-term negative			
	I can cope well and react		1	e.g. different parts of the	next.	impact on health and			
	positively when things	Listen to and take on	and weaknesses within	body.	I can use combinations of	fitness.			

become difficult. Use my own and others' feedback to help recognise my strengths and weaknesses. Talk through my strengths and weaknesses with others who can help me. Set myself targets that are challenging but achievable through practice. I see all new challenges as opportunities to learn and develop. Use opportunities away from the lesson to keep practising. Use my own and others' feedback to help recognise my strengths and weaknesses. Consider the transferable physical skills I can develop from new opportunities. Deliberately seek critical feedback and review what changes I might make. Prioritise changes that wil have a long-term benefit.

others' opinions and then discuss the best way forward. I help organise roles and responsibilities and can guide a small group through a task. Listen to and take on others' opinions and then discuss the best way forward. Give a positive comment before any improvement feedback. sensitive feedback to improve myself and others. Give a positive comment before any improvement feedback. Use a combination of praise, positive body language and challenge to motivate other team members. I can negotiate and collaborate appropriately. Ensure all team members are involved and if not, encourage them and ask for their input. Use a combination of praise, positive body language and challenge to motivate other team members.

the opposition. strategies to see what works. I can suggest patterns of play which will increase chances of success. Try different tactics and strategies to see what works. Try to look around you and think ahead to see where the space is. Use your own and others' feedback to help I can give and receive recognise your strengths and weaknesses. can develop methods to outwit opponents. Try to anticipate where the ball is going by reading' your opponents. Identify specific strengths and weaknesses within the opposition.

I can change tactics, rules Try different tactics and or tasks to make activities more fun or more challenging. Start with an idea and then see if you can make changes to it to make it more fun or more challenging. Start with an idea and then see if you can make changes to make it more fun or more challenging. Observe others and then see if you can do something completely different. I can respond imaginatively to different situations. Observe others and then

see if you can do

something completely

different.

Think of different ways to

disguise what you are

about to do, for example,

use of eyes.

I can adapt and adjust my

skills, movements or

tactics so they are

different to others.

Observe others and then

see if you can do

something completely

different.

Think of different ways to

disguise what you are

about to do, for example,

use of eves.

specific contexts. Keep head up and scan ahead when combining iumps. Try to combine and control jumps with throws to extend vourself. I can perform a range of skills fluently and accurately. Agree on what an accurate movement should look like and judge performance against this.

skills confidently in

Taking our pulse after activity gives us an idea of how hard we are working in relation to our maximum heart rate. can describe the basic fitness components. Taking our pulse before and after exercise helps us to see how hard we are working. Maximum heart rate on average is 220 minus age. can explain how often and how long I should exercise to be healthy. Warm-ups help us to

focus and prepare the mind as well as the body for activity. Warm-ups should include pulse raising activities (gradually increasing intensity). with dynamic flexibility

I can identify possible dangers when planning an activity. When planning an activity, some dangers to consider are the environment, e.g. weather/surface. equipment, frequency and intensity. Warm-ups should include pulse raising

activities.

increasing intensity), with dynamic flexibility activities. Children should engage

in moderate to vigorous

activities (gradually

	1	T .			T		
						physical activity for at	
						least 60 minutes every	
						day.	
						Whilst all round fitness is	
						ideal, different sports	
						and different positions	
						within sports may	
						require more focus on	
						certain components.	
						,	
	Dell Chilles Leave maintain	D	Characas I ann Indiana a siùth	Control Delevery Leave	Longina and Landina d	Condition and Description (
	Ball Skills: I can maintain		Stance: I can balance with		Jumping and Landing: I	Sending and Receiving: I	
Skills	control of the ball	I	both feet facing forwards.	balance with feet and	can achieve good take off	_	
	throughout.		Keep my feet a shoulder	hands off the floor	and height.	accuracy and weight.	
	Focus on maintaining	Keep my head still and	width apart and knees	_	Bend my knees and swing		
	good balance throughout.		bent.	Keep my tummy tight	my arms on take-off.	follow through when	
	I can complete challenges			(core muscles) and back	I can land with balance	striking/kicking.	
	in both directions.	the line with head up.	beam throughout.	straight.	and control.	I can get in a good	
	Move the ball with my	Keep my tummy (core	Keep my weight on the	I can balance with	Bend my knees and use	position to receive.	
	fingers, avoiding it	muscles) tight and	balls of my feet.	minimum wobble.	my arms to help remain	Move my feet to get in	
	touching my body.	back straight.	I can balance with	Use my arms to help	balanced on landing.	line with the ball when	
	I can move the ball	I can move with	minimum wobble	maintain balance.	I can land softy and	receiving.	
	smoothly and fluently.	opposite arm and leg	(control).	l can maintain balance	quietly.	I can send and receive	
	Perform the movements	moving forwards.	Keep my back straight	without strain.	Keep my head up and	with fluency/rhythm	
	smoothly and then	Use my arms to help	and head up.	Keep my head up and	back straight as I land.	throughout.	
	gradually increase speed.	move and balance,	Footwork: I can move	breathe throughout.	One leg balance: I can	Keep my eyes focused on	
	Reaction/Response: I can	bringing them from	with balance and control	Floorwork: I can maintain	balance with minimum	the ball throughout.	
	react and move quickly.	'hips to lips'.	throughout.	balance throughout.	wobble (control).	Ball Chasing: I can start	
	Take up a ready position	Counter Balance: I can	Keep my head up and	Keep my hands in line	Look forward and imagine	and stop quickly.	
	with my knees bent and	maintain balance	back straight.	with ymy shoulders.	a focus point.	Accelerate by pushing off	
	feet apart (front to back).	throughout.	I can move with fluent,	I can balance and hold the		hard with my feet and	
	I can catch the ball	Keep my tummy (core	smooth movements.	correct position, for	with smooth, controlled	driving my arms from	
	consistently.	muscles) tight and	Work off the balls of my	example, back straight.	movements.	'hips to lips'.	
	Start quickly and	body straight	,	Keep my back straight and		I can arrive in the correct	
	accelerate by pushing off	throughout.	I can move well in both	flat.	muscles) tight and back	position to collect the	
	hard with my feet.	_		I can balance with control		ball (timing).	
	I can slow down with	•	Bend my knees and use	when changing	_	Move my feet quickly to	
			my arms to help balance.	balance/position.	standing foot off the	get in the collecting	
	Bend the knee on my	when leaning back.	,	Keep my legs straight and	_	position in good time.	
	'catching leg' and take my			stretched out.	Use my arms to help	I can collect the ball with	
	weight back to help me to			oti ettirea oati	balance.	balance/control.	
	stop quickly.	partner.			23.311001	Keep watching the ball	
	arab datami	Hold on to my				and concentrate on	
		partner's forearms and				timing so I arrive at the	
		communicate with				right time.	
L	1	communicate with			1	right time.	

		them.					
Vocabula ry	complete, criss cross, fluidity, ready position,	Roles, responsibilities, marching, sink hips, short base, forearm	Criteria, Force, various, judge, awareness, increase, Zigzag	Sequences, express, tactics, stability, repeatable, stretched, posture, aligned	Flow, link actions, consistency, vigorous, base of support, stability	Fitness, components, identify, cross over, circuit, opposite, long barrier	

	PE Knowledge, Skills and Vocabulary								
Year 6	6.1	6.2	6.3	6.4	6.5	6.6			
-	experiences linked to PE: Athletics, Football, Cross Co	·	• •	orts Week where they learn and Cricket.	to compete. Pupils have th	ne opportunity to take part	in inter-school even		
Area of Learnin	Personal Skills with a Focus on Ball Skills and Reaction/Response	Social Skills with a focus on Dynamic Balance and Counter Balance	focus on Stance and Footwork	Creative Skills with a focus on Seated Balance and Floorwork	with a focus on Jumping and Landing and 1 leg balance	Knowledge and Understanding of Health and Fitness with a focus on Ball Chasing and Stance			
	I know where I am with my learning and I have begun to challenge myself. Try to view things I can't do as an opportunity to improve. Demonstrate a desire to keep trying as a positive reaction to difficulty. Maximise practice time to help me improve. Continue to practise my skills away from the	_	I can explain what I am doing well and I have begun to identify areas for improvement. Have a clear idea and agree what successful performance looks like. Try to view things you can't do as an opportunity to improve. I can understand the simple tactics of attacking and defending. Try different tactics and	I can make up my own rules and versions of activities. Use others' ideas as a starting point and then make your own adjustments. Start with an idea and then see if you can make changes to make it more fun or more challenging. I can respond differently to a variety of tasks or music.	I can perform and repeat sequences with clear shapes and controlled movement. Focus on keeping in balance and controlling landings. Keep centre of gravity forward when combining jumps. I can select and apply a range of skills with good control and consistency. Focus on keeping in	I can describe how and why my body changes during and after exercise. Basic fitness includes strength, stamina (aerobic/anaerobic), speed and flexibility. Movements performed in warm-ups should gradually prepare the body for the range of movement and activities that are to follow. I can explain why we			
	lesson. I cope well and react positively when things become difficult.	others have done well. Give clear, simple instructions and check for understanding.	strategies to see what works. Have a clear idea and agree what successful	Use others' ideas as a starting point and then make your own adjustments.	balance and controlling landings and shapes. I can perform a variety of	need to warm-up and cool down. When planning an activity, some dangers to			

Knowle dge

Use my own and others' feedback to help recognise my strengths and weaknesses. Talk through my strengths and weaknesses with others who can help me. Set myself targets that are challenging but achievable through practice. can persevere with a task and improve my performance through regular practice. Think about what I can improve when I find things hard. Demonstrate a desire to keep trying as a positive reaction to difficulty. I recognise my strengths and weaknesses and can set myself appropriate targets. Use opportunities away from the lesson to keep practising. Use my own and others' feedback to help recognise my strengths and weaknesses. I can accept critical feedback and make changes. Consider the transferable physical skills I can develop from new opportunities. Deliberately seek critical feedback and review what changes I might make. Prioritise changes that wil have a long-term benefit.

I cooperate well with others and give helpful feedback Take responsibility for making sure everyone is clear on what they are doing. Listen to and take on others' opinions and way forward. I help organise roles and responsibilities and can guide a small Listen to and take on others' opinions and then discuss the best way forward. Give a positive comment before any improvement feedback. I can negotiate and collaborate appropriately. Give a positive comment before any improvement feedback. Use a combination of praise, positive body language and challenge members. I can involve others and motivate those better. Ensure all team members are involved and if not, encourage them and ask for their

input. Use a combination of

performance looks like. I can use awareness of space/others to make good decisions. Try to look around you and think ahead to see where the space is. Refer to the success then discuss the best for judging performance. Demonstrating a desire to keep trying is a positive reaction to difficulty. group through a task. Identify specific strengths and weaknesses within the opposition. Try different tactics and strategies to see what works. I can develop methods to outwit opponents. Try different tactics and strategies to see what works. Try to look around you and think ahead to see where the space is. feedback to help recognise your strengths and weaknesses. I can read and react to to motivate other team different game situations as they develop. Try to anticipate where the ball is going by Observe others and then around me to perform 'reading' your opponents. Identify specific strengths and weaknesses within Think of different ways to the opposition.

I can change tactics, rules or tasks to make activities more fun or more challenging. Start with an idea and then see if you can make changes to make it more fun or more challenging. criteria as a starting point Try using different ways to send and receive the ball. e.g. different parts of the bodv. Start with an idea and then see if you can make changes to it to make it more fun or more challenging. Observe others and then see if you can do something completely different. I can respond imaginatively to different | I can perform a range of situations. Observe others and then see if you can do something completely different Use your own and others' Think of different ways to performance against this. disguise what you are about to do, for example, use of eves. can adapt and adjust my skills, movements or tactics so they are

different to others.

see if you can do

something completely

different.

disguise what you are

about to do, for example,

use of eyes.

with good body tension. Keep centre of gravity forward when combining iumps. Keep head up and scan ahead when combining iumps. can link actions together so that they flow. Try to make one movement flow into the next can use combinations of skills confidently in specific contexts. Keep head up and scan ahead when combining iumps. Try to combine and control jumps with throws to extend vourself. skills fluently and accurately. Agree on what an accurate movement

consider are the environment, for example. weather/surface. equipment, frequency and intensity. Over-competing and inappropriate training. for example, too much too soon, can have a long-term negative impact on health and fitness. Taking our pulse after activity gives us an idea of how hard we are working in relation to our maximum heart rate. can describe the basic fitness components. Taking our pulse before and after exercise helps us to see how hard we are working. Maximum heart rate on average is 220 minus age. should look like and judge I can record and monitor how hard I am working. Warm-ups help us to focus and prepare the mind as well as the body for activity. Warm-ups should include pulse raising activities (gradually increasing intensity), with dynamic flexibility activities. I can self select and perform appropriate warm-up and cool down activities. When planning an activity, some dangers to

	1			T	T		
		praise, positive body				consider are the	
		language and challenge				environment, e.g.	
		to motivate other team				weather/surface,	
		members.				equipment, frequency	
						and intensity.	
						Warm-ups should	
						include pulse raising	
						activities (gradually	
						increasing intensity),	
						with dynamic flexibility	
						activities.	
						Children should engage	
						in moderate to vigorous	
						physical activity for at	
						least 60 minutes every	
						day.	
						Whilst all round fitness is	
						ideal, different sports	
						and different positions	
						within sports may	
						require more focus on	
						certain components.	
						, , , , , , , , , , , , , , , , , , ,	
	D 11 G1 111 1 1 1 1 1 1 1 1 1 1 1 1 1 1			0			
		⁻	Stance: I can balance with		Jumping and Landing: I	Sending and Receiving: I	
Skills	control of the ball		both feet facing forwards.		can achieve good take off	can send with good	
	throughout.		Keep my feet a shoulder	hands off the floor	and height.	accuracy and weight.	
	Focus on maintaining	Keep my head still and look forward.	width apart and knees bent.	_	Bend my knees and swing	_	
	good balance throughout.			Keep my tummy tight	my arms on take-off.	follow through when	
	-	-	I can stay on the line/low		I can land with balance	striking/kicking.	
	in both directions.	the line with head up.	beam throughout.	straight.	and control.	I can get in a good	
	Move the ball with my	Keep my tummy (core	Keep my weight on the	I can balance with	Bend my knees and use	position to receive.	
	fingers, avoiding it	muscles) tight and	balls of my feet. I can balance with	minimum wobble.	my arms to help remain	Move my feet to get in	
	touching my body. I can move the ball	back straight. I can move with	minimum wobble	Use my arms to help maintain balance.	balanced on landing. I can land softy and	line with the ball when	
	smoothly and fluently.	opposite arm and leg		I can maintain balance	=	receiving. I can send and receive	
	Perform the movements	moving forwards.	(control). Keep my back straight	without strain.	quietly. Keep my head up and	with fluency/rhythm	
	smoothly and then	Use my arms to help	and head up.	Keep my head up and	back straight as I land.	throughout.	
	gradually increase speed.	move and balance,	Footwork: I can move	breathe throughout.	_	Keep my eyes focused on	
	Reaction/Response: I can	bringing them from		Floorwork: I can maintain	balance with minimum	the ball throughout.	
	react and move quickly.	'hips to lips'.	throughout.	balance throughout.	wobble (control).	Ball Chasing: I can start	
	Take up a ready position	Counter Balance: I can	Keep my head up and	Keep my hands in line	Look forward and imagine	=	
	with my knees bent and	maintain balance	back straight.	with ymy shoulders.	_	Accelerate by pushing off	
	feet apart (front to back).	throughout.	I can move with fluent,	I can balance and hold the	-	hard with my feet and	
	I can catch the ball	Keep my tummy (core	smooth movements.	correct position, for	with smooth, controlled	driving my arms from	
<u> </u>	i can catch the ball	keep my tuniny (core	sinoutii inuveillelits.	נטוזפנו איטונוטוו, וטו	with smooth, controlled	univing my arms morn	

	Bend the knee on my 'catching leg' and take my weight back to help me to stop quickly.	when leaning back. I can coordinate	I can move well in both directions/on both sides. Bend my knees and use my arms to help balance.	example, back straight. Keep my back straight and flat. I can balance with control when changing balance/position. Keep my legs straight and stretched out.	muscles) tight and back straight. I can balance with non- standing foot off the	'hips to lips'. I can arrive in the correct position to collect the ball (timing). Move my feet quickly to get in the collecting position in good time. I can collect the ball with balance/control. Keep watching the ball and concentrate on timing so I arrive at the right time.	
Vocabula ry	complete, criss cross, fluidity, ready position, pushing off	Roles, responsibilities, marching, sink hips, short base, forearm	Criteria, Force, various, judge, awareness, increase, Zigzag	Sequences, express, tactics, stability, repeatable, stretched, posture, aligned	Flow, link actions, consistency, vigorous, base of support, stability	Fitness, components, identify, cross over, circuit, opposite, long barrier	