

**PE Knowledge, Skills and Vocabulary**

Year 1	1.1	1.2	1.3	1.4	1.5	1.6	
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**Trips and experiences linked to PE:** Pupils experience intra-school events including Sports Week where they begin to learn to compete.

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

			<p>differences.</p> <p>With help, I can recognise similarities and differences in performance.</p> <p>Look at different parts of the body to help recognise similarities and differences.</p>	<p>I can select and link movements together to fit a theme.</p> <p>Think about shapes and movements that go with the theme.</p> <p>Think about movements you can connect smoothly and with control.</p> <p>Try lots of different movements and think about how you are using your body and the equipment.</p> <p>I can begin to compare my movements and skills with those of others.</p> <p>Observe and think about different parts of the body and how they move when comparing movements and skills.</p> <p>Observe others and, if you like their movements, try them yourself and alter them so you do them in your unique way.</p>	<p>Use 'soft hands' when receiving/catching.</p> <p>I can perform a sequence of movements with some changes in level, direction or speed.</p> <p>Move feet, rather than stretch, to get to the ball.</p>	<p>tiredness/fatigue (muscles).</p> <p>I can say how my body feels before, during and after exercise.</p> <p>Exercise can have a positive effect on our mood and how we feel.</p> <p>Moving and landing safely is helped by having good health and fitness, for example, good stability and strength in our muscles and joints.</p> <p>I use equipment appropriately and move and land safely.</p> <p>Moving and landing safely is helped by having good health and fitness, for example, good stability and strength in our muscles and joints.</p> <p>Learning how to move and use our body correctly helps prevent us getting injured, for example bending our knees (or elbows in front support) when we land.</p>	
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<b>Skills</b>	<p>Footwork: I can move with good control. Keep my head up. I can move with good balance. Bend my knees to help balance. I can move smoothly. Work off the balls of my feet. One Leg Balance: I can balance with standing foot still. Keep my head up and still. I can balance with non-standing foot off the floor. Keep my tummy tight. I can balance with minimum wobble. Keep my back straight.</p>	<p>Jumping &amp; Landing: I can achieve good take off and height. Keep my feet a shoulder width apart. I can land with balance and control. Keep my head up as I land. I can land softly and quietly. Bend my knees on take-off and on landing. Seated Balance: I can balance with hands/feet up for 10 seconds. Keep my head up and still. I can balance with minimum wobble (control). Keep my tummy tight. I can maintain balance without strain. Keep my back straight.</p>	<p>Dynamic Balance: I can move smoothly and with minimum wobble. Keep my head up and still. I can maintain balance on the line with head up. Keep my back straight and tummy tight. I can move with opposite arm and leg moving forwards. Swing my arms to help move and balance. Stance: I can balance with both feet facing forwards. Keep my feet a shoulder width apart. I can balance with feet still. Bend my knees. I can balance with minimum wobble (control). Keep my back straight and head up.</p>	<p>Ball Skills: I can maintain control of the ball. Keep my tummy tight and weight through my bottom. I can move the ball in both directions. Use my fingers to move the ball. I can move the ball smoothly and fluently. Focus on moving the ball smoothly rather than on speed.  Counter Balance: I can maintain balance throughout. Keep my tummy tight. I can move smoothly and with control. Keep my back straight and head up. I can coordinate movements with my partner. Hold on to my partner's forearms and communicate with them.</p>	<p>Sending and Receiving: I can send with good accuracy and weight. Use backswing and follow through when sending. I can get in a good position to receive. Adopt a good 'ready position' (weight on balls of feet, wide base). I can collect the ball safely. Keep my eyes focused on the ball. Reaction/Response: I can react and move quickly. Push off hard with my feet. I can catch the ball consistently. Keep my head steady and watch the ball. I can slow down with control after catching. Move my feet to get to the ball (rather than stretching).</p>	<p>Ball Chasing: I can start and stop quickly. Take up a good ready position and push off hard. I can arrive in the correct position to collect the ball (timing). Try rolling the ball at different speeds to get the right challenge. I can collect the ball with balance/control. Keep my head steady and watch the ball. Floorwork: I can maintain balance throughout. Keep my hands in line with my shoulders. I can balance and hold the correct position. Keep my knees in line with my hips. I can balance with control when changing balance/position. Keep my back straight and tummy tight.</p>	
<b>Vocabulary</b>	<p>Instructions, Practise, fluency, half turn, combine, pivot, front, Reverse, challenging, core muscles, tight, squat</p>	<p>Sensibly, take turns, landing, swing, freeze, Quarter, Position, swap, cone, return</p>	<p>Understand, simple, backwards, heels, shoulder, width</p>	<p>Observe, describe, upper body, around, touching, side to side</p>	<p>Single, range, backswing, ready position, follow through, steady, dropped</p>	<p>Changes, health, balanced, Quickly, in line, shoulders, hips</p>	

**PE Knowledge, Skills and Vocabulary**

Year 2	2.1	2.2	2.3	2.4	2.5	2.6	
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**Trips and experiences linked to PE:** Pupils experience intra-school events including Sports Week where they begin to learn to compete.

Area of Learning	Personal Skills with a Focus on Footwork and One Leg Balance	Social Skills with a focus on Jumping and Landing and Seated Balance	Cognitive Skills with a focus on Dynamic Balance and Stance	Creative Skills with a focus on Ball Skills and Counter Balance	Applying Physical Skills with a focus on Sending and Receiving and Reaction/response	Knowledge and Understanding of Health and Fitness with a focus on Ball Chasing and Floorwork	
Knowledge	<p>I can follow instructions, practise safely and work on simple tasks by myself.</p> <p>Listen carefully to instructions.</p> <p>Keep my head up and stay within marked areas.</p> <p>Listen carefully to instructions and keep my head up.</p> <p>Think about whom, within the group, I can ask for help.</p> <p>Find a safe space I can work in.</p> <p>I try several times if at first I don't succeed and ask for help when appropriate.</p> <p>Keep my head up and stay within marked areas.</p> <p>Think about who I can ask for help.</p> <p>Keep going when things are hard.</p> <p>Think about whom, within the group, I can ask for help.</p> <p>Only move on when I can do things consistently.</p> <p>I know where I am with my learning.</p> <p>Keep going when things are hard.</p>	<p>I can work sensibly with others, taking turns and sharing.</p> <p>Take turns, share space and equipment.</p> <p>Make eye contact when communicating.</p> <p>Smile and make eye contact.</p> <p>I can help, praise and encourage others in their learning.</p> <p>Use positive words when others do well.</p> <p>Use positive gestures/words to keep others going.</p> <p>Use positive gestures or words to praise and keep others going.</p> <p>I show patience and support others.</p> <p>Use positive gestures/words to keep others going.</p> <p>I am happy to show and tell others about my ideas.</p> <p>Listen to and support others when they need help.</p> <p>Set an example by being patient and positive if someone is struggling.</p>	<p>I can understand and follow simple rules.</p> <p>Listen carefully and follow the rules for each activity.</p> <p>Think about what you have done well in the lesson.</p> <p>I can name some things I am good at.</p> <p>Think about what you have done well in the lesson.</p> <p>I can explain why someone is working or performing well.</p> <p>Look at different parts of the body to help recognise similarities and differences.</p> <p>Start with simple movements and gradually add more difficult ones.</p> <p>With help, I can recognise similarities and differences in performance.</p> <p>Look at different parts of the body to help recognise similarities and differences.</p> <p>Try to be specific about what others are doing well.</p>	<p>I can explore and describe different movements.</p> <p>Try lots of different movements and think about how you are using your body and the equipment.</p> <p>Think about what your body is doing when describing your movements.</p> <p>Try to link movements smoothly and with control.</p> <p>I can begin to compare my movements and skills with those of others.</p> <p>Think about different parts of the body and how they move when comparing movements and skills.</p> <p>I can select and link movements together to fit a theme.</p> <p>Try lots of different movements and think about how you are using your body and the equipment.</p> <p>I can respond differently to a variety of tasks or music.</p> <p>Change or adapt your</p>	<p>I can perform a single skill or movement with some control.</p> <p>Adopt good 'ready position'.</p> <p>Use backswing and follow through.</p> <p>I can perform a small range of skills and link two movements together.</p> <p>Maintain a good 'ready position'.</p> <p>I can perform a range of skills with some control and consistency.</p> <p>Use footwork to move in line with the ball when receiving.</p> <p>Keep eyes focused on ball.</p> <p>I can perform a sequence of movements with some changes in level, direction or speed.</p> <p>Lean forward to help move quickly.</p> <p>I can select and apply a range of skills with good control and consistency.</p> <p>Focus on accuracy and weight when sending.</p> <p>Use 'soft hands' when receiving/catching.</p> <p>Move feet, rather than</p>	<p>I am aware of why exercise is important for good health.</p> <p>Exercise strengthens our heart and lungs which is good for our health.</p> <p>Exercise helps us develop stronger bones and muscles which is good for our health.</p> <p>Exercise can have a positive effect on our mood and how we feel.</p> <p>Research shows that physical activity can boost self-esteem, sleep quality and energy.</p> <p>Exercise can help prevent things like stress and depression and lots of common diseases.</p> <p>I can say how my body feels before, during and after exercise.</p> <p>Changes to the body during and after exercise include increased body temperature which causes us to sweat.</p> <p>Changes to the body during and after exercise include increased heart rate - it beats faster as we work harder.</p> <p>Changes to the body</p>	

	<p>Only move on when I can do things consistently. I have begun to challenge myself.</p> <p>Only move on when I can do things consistently. Try to view things I can't do as an opportunity to learn and improve. Keep going when things are hard.</p>		<p>I can explain what I am doing well and begun to identify areas for improvement.</p> <p>Try to be specific about what others are doing well.</p> <p>Think of non-physical and physical skills in terms of what you are doing well.</p> <p>Use your own and others' feedback to help you identify areas for improvement.</p>	<p>movements according to the task.</p> <p>Change or adapt your movements according to the task, situation or stimulus.</p> <p>Think of how you can work with your partner to create new ideas.</p> <p>I can make up my own rules and versions of activities.</p> <p>Try to come up with ideas to make activities more fun, challenging or different.</p> <p>Use others' ideas as a starting point and then make your own adjustments.</p> <p>Try changing your performance in lots of different ways to find a range of versions you like.</p>	<p>stretch, to get to the ball.</p>	<p>during and after exercise include increased breathing rate, as we breathe faster the harder we exercise.</p> <p>I use equipment appropriately and move and land safely.</p> <p>Changes to the body during and after exercise include increased breathing rate, as we breathe faster the harder we work.</p> <p>Developing Fundamental Movement Skills will help support us to move and land safely.</p> <p>Developing good technique, posture and using the appropriate equipment safely can help us stay healthy.</p> <p>I can describe how and why my body changes during and after exercise.</p> <p>Moving and landing safely is helped by having good health and fitness, for example, good stability and strength in our muscles and joints.</p> <p>During and after exercise our heart rate increases, as our heart works harder to pump blood (and the oxygen in it) to our muscles.</p> <p>During exercise our body temperature rises, resulting in sweating, which helps us to keep cool.</p> <p>Warming up helps prepare our bodies for</p>	
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						<p>exercise, by gradually preparing our muscles and joints for the activity to follow.</p> <p>Cooling down can help prevent our muscles being sore in the first couple of days after exercise.</p>	
<b>Skills</b>	<p>Footwork: I can move with balance and control throughout.</p> <p>Keep my head up and back straight.</p> <p>I can move with fluent, smooth movements.</p> <p>Work off the balls of my feet.</p> <p>I can move well in both directions/on both sides.</p> <p>Bend my knees to push off and land.</p> <p>One Leg Balance: I can balance with minimum wobble (control).</p> <p>Keep my head up and still.</p> <p>I can balance with standing foot still.</p> <p>Keep my tummy (core muscles) tight and back straight.</p> <p>I can balance with non-standing foot off the floor.</p> <p>Use my arms to help balance.</p>	<p>Jumping and Landing: I can achieve good take off and height.</p> <p>Bend my knees on take-off.</p> <p>I can land with balance and control.</p> <p>Swing my arms to help gain height and use them to help balance on landing.</p> <p>I can land softly and quietly.</p> <p>Try to land softly so there is no noise by bending my knees as I land.</p> <p>Seated Balance: I can balance with feet and hands off the floor throughout.</p> <p>Keep my tummy tight (core muscles) and back straight.</p> <p>I can balance with minimum wobble.</p> <p>Keep my weight going through my bottom.</p> <p>I can maintain balance without strain.</p> <p>Keep my head up and breathe throughout.</p>	<p>Dynamic Balance: I can move smoothly and with minimum wobble.</p> <p>Use my arms to help move and balance (opposite arm and leg).</p> <p>I can maintain balance on the line with head up.</p> <p>Keep my back straight, head still and look forward.</p> <p>I can coordinate to move with opposite arm and leg moving forwards.</p> <p>Move off the balls of my feet.</p> <p>Stance: I can balance with both feet facing forwards.</p> <p>Keep my feet a shoulder width apart and knees bent.</p> <p>I can balance with feet still.</p> <p>Keep my weight on the balls of my feet.</p> <p>I can balance with minimum wobble (control).</p> <p>Keep my back straight and head up.</p>	<p>Ball Skills: I can maintain control of the ball.</p> <p>Focus on maintaining good balance throughout.</p> <p>I can move the ball in both directions.</p> <p>Move the ball with my fingertips.</p> <p>I can move the ball smoothly and fluently.</p> <p>Perform the movements smoothly and then gradually increase your speed.</p> <p>Counter Balance: I can maintain balance throughout.</p> <p>Keep my tummy (core muscles) tight and body straight throughout.</p> <p>I can move smoothly and with control.</p> <p>Hold with straight arms when leaning back.</p> <p>I can coordinate movements with my partner.</p> <p>Hold on to my partner's forearms and communicate with them.</p>	<p>Sending and Receiving: I can send with good accuracy and weight.</p> <p>Use backswing and follow through when sending.</p> <p>I can get in a good position to receive.</p> <p>Move my feet to get in line with the ball when receiving.</p> <p>I can collect the ball safely.</p> <p>Try to have 'soft hands' when catching.</p> <p>Reaction/ Response: I can react and move quickly.</p> <p>Take up a ready position with my knees bent and feet apart (front to back).</p> <p>I can catch the ball consistently.</p> <p>Start quickly and accelerate by pushing off hard with my feet.</p> <p>I can slow down with control after catching.</p> <p>Bend my knees to help me slow down.</p>	<p>Ball Chasing: I can start and stop quickly.</p> <p>Start quickly and accelerate by pushing off hard with my feet.</p> <p>I can arrive in the correct position to collect the ball (timing).</p> <p>Keep watching the ball and concentrate on timing so I arrive at the right time.</p> <p>I can collect the ball with balance/control.</p> <p>Focus on getting in a balanced position with weight forward when collecting the ball.</p> <p>Floorwork: I can maintain balance throughout.</p> <p>Keep my hands in line with my shoulders and knees in line with my hips (mini-front support).</p> <p>I can balance and hold the correct position, for example, back straight.</p> <p>Keep my hands in line with my shoulders and feet in line with my knees (mini-back support).</p> <p>I can balance with control when changing balance/position.</p> <p>Point my fingers towards my feet in the mini-back</p>	

						support.	
<b>Vocabulary</b>	Several, appropriate, opposite, hopscotch, angle, Smooth, dominant, non-standing	Praise, encourage, Height, Dynamic, tucked, Shape, Dish, hold	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, Concentrate, object, under, upwards	

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

<p>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 quite 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.</p>	<p>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. Give specific feedback on what others have done well. I help organise roles and responsibilities. Give specific feedback on what others have done well. Take responsibility for making sure everyone is clear on what they are doing.</p>	<p>what others are doing well. I can explain what I am doing well. Look at different parts of the body to help recognise similarities and differences. Think of non-physical and physical skills in terms of what you are doing well. I have begun to identify areas for improvement. Think of non-physical and 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.</p>	<p>rules and versions of activities. Use others' ideas as a starting point and then make your own adjustments. Think about movements and skills that fit together effectively. Change or adapt your movements according to the task, situation or stimulus. I 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</p>	<p>gravity' forwards to help you move quickly. I can select and apply a range of skills with good control and consistency. Take your 'centre of gravity' forwards to help you move quickly. Move your feet quickly, rather than stretch, to get the ball. I can perform a variety of 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 stay balanced.</p>	<p>we exercise. I can say how my body feels before, during and after exercise. Changes to the body as a result of exercise can include muscle fatigue or tiredness and even soreness. Moving and landing safely is helped by having 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</p>		
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				<p>ideas to make activities more fun, challenging or different.</p> <p>Explore combining movements and skills in different and unique ways.</p>		<p>focus.</p> <p>When we exercise, our muscles demand more oxygen. Our body responds by increasing our breathing rate. As blood flow to our muscles increases, they get warmer and contract, relax and stretch more easily.</p> <p>I can explain how often and how long I should exercise to be healthy.</p> <p>Basic fitness includes strength, stamina (aerobic/anaerobic), speed and flexibility.</p> <p>Children should engage in moderate to vigorous physical activity for at least 60 minutes every day (Department of Health).</p> <p>Over-competing and inappropriate training, for example, too much too soon, can have a long-term negative impact on health and fitness.</p> <p>I can describe the basic fitness components.</p> <p>Basic fitness components include strength, stamina and flexibility.</p> <p>Basic fitness includes strength, stamina (aerobic/anaerobic), speed and flexibility.</p>	
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<p><b>Skills</b></p>	<p>Footwork: I can move with balance and control throughout. Keep my head up and back straight. I can move with fluent, smooth movements. Work off the balls of my feet. I can move well in both directions/on both sides. Bend my knees to push off and land. One Leg Balance: I can balance with minimum wobble (control). Keep my head up and still. I can balance with standing foot still. Keep my tummy (core muscles) tight and back straight. I can balance with non-standing foot off the floor. Use my arms to help balance.</p>	<p>Jumping and Landing: I can achieve good take off and height. Bend my knees on take-off. I can land with balance and control. Swing my arms to help gain height and use them to help balance on landing. I can land softly and quietly. Try to land softly so there is no noise by bending my knees as I land. Seated Balance: I can balance with feet and hands off the floor throughout. Keep my tummy tight (core muscles) and back straight. I can balance with minimum wobble. Keep my weight going through my bottom. I can maintain balance without strain. Keep my head up and breathe throughout.</p>	<p>Dynamic Balance: I can move smoothly and with minimum wobble. Use my arms to help move and balance (opposite arm and leg). I can maintain balance on the line with head up. Keep my back straight, head still and look forward. I can coordinate to move with opposite arm and leg moving forwards. Move off the balls of my feet. Ball Skills: I can maintain control of the ball. Focus on maintaining good balance throughout. I can move the ball in both directions. Move the ball with my fingertips. I can move the ball smoothly and fluently. Perform the movements smoothly and then gradually increase your speed.</p>	<p>Sending and receiving: I can send with good accuracy and weight. Use backswing and follow through when sending. I can get in a good position to receive. Move my feet to get in line with the ball when receiving. I can collect the ball safely. Try to have 'soft hands' when catching. Counter Balance: I can maintain balance throughout. Keep my tummy (core muscles) tight and body straight throughout. I can move smoothly and with control. Hold with straight arms when leaning back. I can coordinate movements with my partner. Hold on to my partner's forearms and communicate with them.</p>	<p>Reaction and Response: I can react and move quickly. Take up a ready position with my knees bent and feet apart (front to back). I can catch the ball consistently. Start quickly and accelerate by pushing off hard with my feet. I can slow down with control after catching. Bend my knees to help me slow down. Floorwork: I can maintain balance throughout. Keep my hands in line with my shoulders and knees in line with my hips (mini-front support). I can balance and hold the correct position, for example, back straight. Keep my hands in line with my shoulders and feet in line with my knees (mini-back support). I can balance with control when changing balance/position. Point my fingers towards my feet in the mini-back support.</p>	<p>Ball Chasing: I can start and stop quickly. Start quickly and accelerate by pushing off hard with my feet. I can arrive in the correct position to collect the ball (timing). Keep watching the ball and concentrate on timing so I arrive at the right time. I can collect the ball with balance/control. Focus on getting in a balanced position with weight forward when collecting the ball. Stance: I can balance with both feet facing forwards. Keep my feet a shoulder width apart and knees bent. I can balance with feet still. Keep my weight on the balls of my feet. I can balance with minimum wobble (control). Keep my back straight and head up.</p>	
<p><b>Vocabulary</b></p>	<p>Learning, Succeed, alternating, fluent, focus, point, imagine</p>	<p>Patience, support, balls of feet, momentum, minimum, arm's distance</p>	<p>Explain, Identify, action, hips to lips, identify, avoiding, fingertips, gradually</p>	<p>Versions, respond, in line, Rally, soft hands, short base, together</p>	<p>Sequences, apply, extend, gradually, mini back support, correct</p>	<p>Warm up, cool down, timing, accelerate, raise, balls of feet, weight</p>	

**PE Knowledge, Skills and Vocabulary**

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

<p>can do it.</p> <p>Think about what I can improve when I find things hard.</p> <p>I can persevere with a task and improve my performance through regular practice.</p> <p>Think about what I can improve when I find things hard.</p> <p>Use opportunities away from the lesson to keep practising.</p>	<p>team.</p> <p>Give specific feedback on what others have done well.</p> <p>I can guide a small group through a task.</p> <p>Give specific feedback on what others have done well.</p> <p>Take responsibility for making sure everyone is clear on what they are doing.</p>	<p>for improvement.</p> <p>Use your own and others' feedback to help you identify areas for improvement.</p> <p>Have a clear idea and agree what successful performance looks like.</p> <p>I can understand ways (criteria) to judge performance.</p> <p>Use your own and others' feedback to help you identify areas for improvement.</p> <p>Have a clear idea and agree what successful performance looks like.</p> <p>I can use awareness of space/others to make good decisions.</p> <p>Have a clear idea and agree what successful performance looks like.</p> <p>Think about different parts of your body and identify which areas you need to work on.</p>	<p>similarities and differences in movements and expression.</p> <p>Change or adapt your movements according to the task, situation or stimulus.</p> <p>Consider speed, tempo and body positioning when looking at similarities and differences.</p> <p>Explore combining movements and skills in different and unique ways.</p> <p>I can link actions and develop sequences of movements that express my own ideas.</p> <p>Consider speed, tempo and body positioning when looking at similarities and differences.</p> <p>Explore combining movements and skills in different and unique ways.</p> <p>I can change tactics, rules or tasks to make activities more fun or more challenging.</p> <p>Explore combining movements and skills in different and unique ways.</p> <p>Try changing the activity in lots of different ways to find a version you really like.</p>	<p>get the ball.</p> <p>Take your 'centre of gravity' forwards to help you move quickly.</p> <p>I can perform a variety of movements and skills with good body tension.</p> <p>Bend your knees to help slow down and stay balanced.</p> <p>Re-establish balance as quickly as you can.</p> <p>Move your feet quickly, rather than stretch, to get the ball.</p> <p>I can link actions together so that they flow.</p> <p>Bend your knees to help slow down and stay balanced.</p> <p>Move your feet quickly, rather than stretch, to get the ball.</p>	<p>I can describe how and why my body changes during and after exercise.</p> <p>During and after exercise our heart rate increases, as our heart works harder to pump blood (and the oxygen in it) to our muscles.</p> <p>During exercise our body temperature rises, resulting in sweating, which helps to regulate our body temperature.</p> <p>Warming up also helps us to prepare mentally for the activity to follow, for example, by helping us focus.</p> <p>I can explain why we need to warm-up and cool down.</p> <p>Cooling down can help prevent our muscles being sore in the first couple of days after exercise.</p> <p>Cooling down helps our heart rate and breathing to slow down gradually which can help prevent dizziness after exercise.</p> <p>As blood flow to our muscles increases, they get warmer and contract, relax and stretch more easily.</p> <p>I can record and monitor how hard I am working.</p> <p>Warming up helps prepare our bodies for exercise, by gradually warming and preparing our muscles and joints for the activity to follow.</p> <p>Warming up helps prevent injuries by gradually raising our body temperature and gradually warming up our muscles.</p>	
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						<p>Basic fitness includes strength, stamina (aerobic/anaerobic), speed and flexibility.</p> <p>I can describe the basic fitness components.</p> <p>Basic fitness includes strength, stamina (aerobic/anaerobic), speed and flexibility.</p> <p>Children should engage in moderate to vigorous physical activity for at least 60 minutes every day (Department of Health).</p> <p>Taking our pulse before and after exercise helps us to see how hard we are working.</p>	
Skills	<p>Footwork: I can move with balance and control throughout.</p> <p>Keep my head up and back straight.</p> <p>I can move with fluent, smooth movements.</p> <p>Work off the balls of my feet.</p> <p>I can move well in both directions/on both sides.</p> <p>Bend my knees and use my arms to help balance.</p> <p>One Leg Balance: I can balance with minimum wobble (control).</p> <p>Look forward and imagine a focus point.</p> <p>I can balance and move with smooth, controlled movements.</p> <p>Keep my tummy (core muscles) tight and back straight.</p> <p>I can balance with non-</p>	<p>Jumping and Landing: I can achieve good take off and height.</p> <p>Bend my knees and swing my arms on take-off.</p> <p>I can land with balance and control.</p> <p>Bend my knees and use my arms to help remain balanced on landing.</p> <p>I can land softly and quietly.</p> <p>Keep my head up and back straight as I land.</p> <p>Seated Balance: I can balance with feet and hands off the floor throughout.</p> <p>Keep my tummy tight (core muscles) and back straight.</p> <p>I can balance with minimum wobble.</p> <p>Use my arms to help maintain balance.</p>	<p>Dynamic Balance: I can move smoothly and with minimum wobble.</p> <p>Keep my head still and look forward.</p> <p>I can stay balanced on the line with head up.</p> <p>Keep my tummy (core muscles) tight and back straight.</p> <p>I can move with opposite arm and leg moving forwards.</p> <p>Use my arms to help bring them from 'hips to lips'.</p> <p>Ball Skills: I can maintain control of the ball throughout.</p> <p>Focus on maintaining good balance throughout.</p> <p>I can complete challenges in both directions.</p>	<p>Sending and Receiving: I can send with good accuracy and weight.</p> <p>Use backswing and follow through when striking/kicking.</p> <p>I can get in a good position to receive.</p> <p>Move my feet to get in line with the ball when receiving.</p> <p>I can send and receive with fluency/rhythm throughout.</p> <p>Keep my eyes focused on the ball throughout.</p> <p>Counter Balance: I can maintain balance throughout.</p> <p>Keep my tummy (core muscles) tight and body straight throughout.</p> <p>I can move smoothly and with control.</p> <p>Hold with straight arms when leaning back.</p>	<p>Reaction/Response: I can react and move quickly.</p> <p>Take up a ready position with my knees bent and feet apart (front to back).</p> <p>I can catch the ball consistently.</p> <p>Start quickly and accelerate by pushing off hard with my feet.</p> <p>I can slow down with control after catching.</p> <p>Bend the knee on my 'catching leg' and take my weight back to help me to stop quickly.</p> <p>Floorwork: I can maintain balance throughout.</p> <p>Keep my hands in line with my shoulders.</p> <p>I can balance and hold the correct position, for example, back straight.</p>	<p>Ball Chasing: I can start and stop quickly.</p> <p>Accelerate by pushing off hard with my feet and driving my arms from 'hips to lips'.</p> <p>I can arrive in the correct position to collect the ball (timing).</p> <p>Move my feet quickly to get in the collecting position in good time.</p> <p>I can collect the ball with balance/control.</p> <p>Keep watching the ball and concentrate on timing so I arrive at the right time.</p> <p>Stance: I can balance with both feet facing forwards.</p> <p>Keep my feet a shoulder width apart and knees bent.</p> <p>I can stay on the line/low beam throughout.</p> <p>Keep my weight on the balls of my feet.</p> <p>I can balance with minimum wobble (control).</p>	

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

**PE Knowledge, Skills and Vocabulary**

Year 5	5.1	5.2	5.3	5.4	5.5	5.6
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**Trips and experiences linked to PE:** Pupils experience intra-school events including Sports Week where they learn to compete. Pupils have the opportunity to take part in inter-school events including Athletics, Football, Cross Country, Gymnastics, Tag Rugby, Basketball, Netball and Cricket.

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

<p>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 will have a long-term benefit.</p>	<p>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. I can give and receive 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.</p>	<p>the opposition. Try different tactics and 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 recognise your strengths and weaknesses. I 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.</p>	<p>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 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 eyes.</p>	<p>skills confidently in specific contexts. Keep head up and scan ahead when combining jumps. Try to combine and control jumps with throws to extend yourself. I can perform a range of skills fluently and accurately. Agree on what an accurate movement should look like and judge performance against this.</p>	<p>Taking our pulse after activity gives us an idea of how hard we are working in relation to our maximum heart rate. I 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. I 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 activities. 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 (gradually increasing intensity), with dynamic flexibility activities. Children should engage in moderate to vigorous</p>	
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						<p>physical activity for at least 60 minutes every day.</p> <p>Whilst all round fitness is ideal, different sports and different positions within sports may require more focus on certain components.</p>	
<b>Skills</b>	<p>Ball Skills: I can maintain control of the ball throughout.</p> <p>Focus on maintaining good balance throughout. I can complete challenges in both directions.</p> <p>Move the ball with my fingers, avoiding it touching my body.</p> <p>I can move the ball smoothly and fluently.</p> <p>Perform the movements smoothly and then gradually increase speed.</p> <p>Reaction/Response: I can react and move quickly.</p> <p>Take up a ready position with my knees bent and feet apart (front to back).</p> <p>I can catch the ball consistently.</p> <p>Start quickly and accelerate by pushing off hard with my feet.</p> <p>I can slow down with control after catching.</p> <p>Bend the knee on my 'catching leg' and take my weight back to help me to stop quickly.</p>	<p>Dynamic Balance: I can move smoothly and with minimum wobble.</p> <p>Keep my head still and look forward.</p> <p>I can stay balanced on the line with head up.</p> <p>Keep my tummy (core muscles) tight and back straight.</p> <p>I can move with opposite arm and leg moving forwards.</p> <p>Use my arms to help move and balance, bringing them from 'hips to lips'.</p> <p>Counter Balance: I can maintain balance throughout.</p> <p>Keep my tummy (core muscles) tight and body straight throughout.</p> <p>I can move smoothly and with control.</p> <p>Hold with straight arms when leaning back.</p> <p>I can coordinate movements with my partner.</p> <p>Hold on to my partner's forearms and communicate with</p>	<p>Stance: I can balance with both feet facing forwards.</p> <p>Keep my feet a shoulder width apart and knees bent.</p> <p>I can stay on the line/low beam throughout.</p> <p>Keep my weight on the balls of my feet.</p> <p>I can balance with minimum wobble (control).</p> <p>Keep my back straight and head up.</p> <p>Footwork: I can move with balance and control throughout.</p> <p>Keep my head up and back straight.</p> <p>I can move with fluent, smooth movements.</p> <p>Work off the balls of my feet.</p> <p>I can move well in both directions/on both sides.</p> <p>Bend my knees and use my arms to help balance.</p>	<p>Seated Balance: I can balance with feet and hands off the floor throughout.</p> <p>Keep my tummy tight (core muscles) and back straight.</p> <p>I can balance with minimum wobble.</p> <p>Use my arms to help maintain balance.</p> <p>I can maintain balance without strain.</p> <p>Keep my head up and breathe throughout.</p> <p>Floorwork: I can maintain balance throughout.</p> <p>Keep my hands in line with my shoulders.</p> <p>I can balance and hold the correct position, for example, back straight.</p> <p>Keep my back straight and flat.</p> <p>I can balance with control when changing balance/position.</p> <p>Keep my legs straight and stretched out.</p>	<p>Jumping and Landing: I can achieve good take off and height.</p> <p>Bend my knees and swing my arms on take-off.</p> <p>I can land with balance and control.</p> <p>Bend my knees and use my arms to help remain balanced on landing.</p> <p>I can land softly and quietly.</p> <p>Keep my head up and back straight as I land.</p> <p>One leg balance: I can balance with minimum wobble (control).</p> <p>Look forward and imagine a focus point.</p> <p>I can balance and move with smooth, controlled movements.</p> <p>Keep my tummy (core muscles) tight and back straight.</p> <p>I can balance with non-standing foot off the floor.</p> <p>Use my arms to help balance.</p>	<p>Sending and Receiving: I can send with good accuracy and weight.</p> <p>Use backswing and follow through when striking/kicking.</p> <p>I can get in a good position to receive.</p> <p>Move my feet to get in line with the ball when receiving.</p> <p>I can send and receive with fluency/rhythm throughout.</p> <p>Keep my eyes focused on the ball throughout.</p> <p>Ball Chasing: I can start and stop quickly.</p> <p>Accelerate by pushing off hard with my feet and driving my arms from 'hips to lips'.</p> <p>I can arrive in the correct position to collect the ball (timing).</p> <p>Move my feet quickly to get in the collecting position in good time.</p> <p>I can collect the ball with balance/control.</p> <p>Keep watching the ball and concentrate on timing so I arrive at the right time.</p>	

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<b>Vocabulary</b>	Persevere, regular, 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	

PE Knowledge, Skills and Vocabulary							
Year 6	6.1	6.2	6.3	6.4	6.5	6.6	
<b>Trips and experiences linked to PE:</b> Pupils experience intra-school events including Sports Week where they learn to compete. Pupils have the opportunity to take part in inter-school events including Athletics, Football, Cross Country, Gymnastics, Tag Rugby, Basketball, Netball and Cricket.							
<b>Area of Learning</b>	Personal Skills with a Focus on Ball Skills and Reaction/Response	Social Skills with a focus on Dynamic Balance and Counter Balance	Cognitive Skills with a focus on Stance and Footwork	Creative Skills with a focus on Seated Balance and Floorwork	Applying Physical Skills 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 lesson. I cope well and react positively when things become difficult.	I show patience and support others, listening carefully to them about our work. Give specific feedback on what others have done well. Take responsibility for making sure everyone is clear on what they are doing. Take turns speaking and give specific feedback on what others have done well. Give clear, simple instructions and check for understanding.	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 strategies to see what works. Have a clear idea and agree what successful	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. Use others' ideas as a starting point and then make your own adjustments.	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 balance and controlling landings and shapes. I can perform a variety of movements and skills	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 need to warm-up and cool down. When planning an activity, some dangers to	

<p style="text-align: center;"><b>Knowledge</b></p>	<p>Use my own and others' feedback to help recognise my strengths and weaknesses.</p> <p>Talk through my strengths and weaknesses with others who can help me.</p> <p>Set myself targets that are challenging but achievable through practice.</p> <p>I can persevere with a task and improve my performance through regular practice.</p> <p>Think about what I can improve when I find things hard.</p> <p>Demonstrate a desire to keep trying as a positive reaction to difficulty.</p> <p>I recognise my strengths and weaknesses and can set myself appropriate targets.</p> <p>Use opportunities away from the lesson to keep practising.</p> <p>Use my own and others' feedback to help recognise my strengths and weaknesses.</p> <p>I can accept critical feedback and make changes.</p> <p>Consider the transferable physical skills I can develop from new opportunities.</p> <p>Deliberately seek critical feedback and review what changes I might make.</p> <p>Prioritise changes that will have a long-term benefit.</p>	<p>I cooperate well with others and give helpful feedback.</p> <p>Take responsibility for making sure everyone is clear on what they are doing.</p> <p>Listen to and take on others' opinions and then discuss the best way forward.</p> <p>I help organise roles and responsibilities and can guide a small group through a task.</p> <p>Listen to and take on others' opinions and then discuss the best way forward.</p> <p>Give a positive comment before any improvement feedback.</p> <p>I can negotiate and collaborate appropriately.</p> <p>Give a positive comment before any improvement feedback.</p> <p>Use a combination of praise, positive body language and challenge to motivate other team members.</p> <p>I can involve others and motivate those around me to perform better.</p> <p>Ensure all team members are involved and if not, encourage them and ask for their input.</p> <p>Use a combination of</p>	<p>performance looks like.</p> <p>I can use awareness of space/others to make good decisions.</p> <p>Try to look around you and think ahead to see where the space is.</p> <p>Refer to the success criteria as a starting point for judging performance.</p> <p>Demonstrating a desire to keep trying is a positive reaction to difficulty.</p> <p>Identify specific strengths and weaknesses within the opposition.</p> <p>Try different tactics and strategies to see what works.</p> <p>I can develop methods to outwit opponents.</p> <p>Try different tactics and strategies to see what works.</p> <p>Try to look around you and think ahead to see where the space is.</p> <p>Use your own and others' feedback to help recognise your strengths and weaknesses.</p> <p>I can read and react to different game situations as they develop.</p> <p>Try to anticipate where the ball is going by 'reading' your opponents.</p> <p>Identify specific strengths and weaknesses within the opposition.</p>	<p>I can change tactics, rules or tasks to make activities more fun or more challenging.</p> <p>Start with an idea and then see if you can make changes to make it more fun or more challenging.</p> <p>Try using different ways to send and receive the ball, e.g. different parts of the body.</p> <p>Start with an idea and then see if you can make changes to it to make it more fun or more challenging.</p> <p>Observe others and then see if you can do something completely different.</p> <p>I can respond imaginatively to different situations.</p> <p>Observe others and then see if you can do something completely different.</p> <p>Think of different ways to disguise what you are about to do, for example, use of eyes.</p> <p>I can adapt and adjust my skills, movements or tactics so they are different to others.</p> <p>Observe others and then see if you can do something completely different.</p> <p>Think of different ways to disguise what you are about to do, for example, use of eyes.</p>	<p>with good body tension.</p> <p>Keep centre of gravity forward when combining jumps.</p> <p>Keep head up and scan ahead when combining jumps.</p> <p>I can link actions together so that they flow.</p> <p>Try to make one movement flow into the next.</p> <p>I can use combinations of skills confidently in specific contexts.</p> <p>Keep head up and scan ahead when combining jumps.</p> <p>Try to combine and control jumps with throws to extend yourself.</p> <p>I can perform a range of skills fluently and accurately.</p> <p>Agree on what an accurate movement should look like and judge performance against this.</p>	<p>consider are the environment, for example, weather/surface, equipment, frequency and intensity.</p> <p>Over-competing and inappropriate training, for example, too much too soon, can have a long-term negative impact on health and fitness.</p> <p>Taking our pulse after activity gives us an idea of how hard we are working in relation to our maximum heart rate.</p> <p>I can describe the basic fitness components.</p> <p>Taking our pulse before and after exercise helps us to see how hard we are working.</p> <p>Maximum heart rate on average is 220 minus age.</p> <p>I can record and monitor how hard I am working.</p> <p>Warm-ups help us to focus and prepare the mind as well as the body for activity.</p> <p>Warm-ups should include pulse raising activities (gradually increasing intensity), with dynamic flexibility activities.</p> <p>I can self select and perform appropriate warm-up and cool down activities.</p> <p>When planning an activity, some dangers to</p>	
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		praise, positive body language and challenge to motivate other team members.				consider are the environment, e.g. weather/surface, 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.	
<b>Skills</b>	<p>Ball Skills: I can maintain control of the ball throughout. Focus on maintaining good balance throughout. I can complete challenges in both directions. Move the ball with my fingers, avoiding it touching my body. I can move the ball smoothly and fluently. Perform the movements smoothly and then gradually increase speed. Reaction/Response: I can react and move quickly. Take up a ready position with my knees bent and feet apart (front to back). I can catch the ball</p>	<p>Dynamic Balance: I can move smoothly and with minimum wobble. Keep my head still and look forward. I can stay balanced on the line with head up. Keep my tummy (core muscles) tight and back straight. I can move with opposite arm and leg moving forwards. Use my arms to help move and balance, bringing them from 'hips to lips'. Counter Balance: I can maintain balance throughout. Keep my tummy (core</p>	<p>Stance: I can balance with both feet facing forwards. Keep my feet a shoulder width apart and knees bent. I can stay on the line/low beam throughout. Keep my weight on the balls of my feet. I can balance with minimum wobble (control). Keep my back straight and head up. Footwork: I can move with balance and control throughout. Keep my head up and back straight. I can move with fluent, smooth movements.</p>	<p>Seated Balance: I can balance with feet and hands off the floor throughout. Keep my tummy tight (core muscles) and back straight. I can balance with minimum wobble. Use my arms to help maintain balance. I can maintain balance without strain. Keep my head up and breathe throughout. Floorwork: I can maintain balance throughout. Keep my hands in line with my shoulders. I can balance and hold the correct position, for</p>	<p>Jumping and Landing: I can achieve good take off and height. Bend my knees and swing my arms on take-off. I can land with balance and control. Bend my knees and use my arms to help remain balanced on landing. I can land softly and quietly. Keep my head up and back straight as I land. One leg balance: I can balance with minimum wobble (control). Look forward and imagine a focus point. I can balance and move with smooth, controlled</p>	<p>Sending and Receiving: I can send with good accuracy and weight. Use backswing and follow through when striking/kicking. I can get in a good position to receive. Move my feet to get in line with the ball when receiving. I can send and receive with fluency/rhythm throughout. Keep my eyes focused on the ball throughout. Ball Chasing: I can start and stop quickly. Accelerate by pushing off hard with my feet and driving my arms from</p>	

	<p>consistently. Start quickly and accelerate by pushing off hard with my feet. I can slow down with control after catching. Bend the knee on my 'catching leg' and take my weight back to help me to stop quickly.</p>	<p>muscles) tight and body straight throughout. I can move smoothly and with control. Hold with straight arms when leaning back. I can coordinate movements with my partner. Hold on to my partner's forearms and communicate with them.</p>	<p>Work off the balls of my feet. I can move well in both directions/on both sides. Bend my knees and use my arms to help balance.</p>	<p>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.</p>	<p>movements. Keep my tummy (core muscles) tight and back straight. I can balance with non-standing foot off the floor. Use my arms to help balance.</p>	<p>'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.</p>	
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<b>Vocabulary</b>	<p>Persevere, regular, complete, criss cross, fluidity, ready position, pushing off</p>	<p>Roles, responsibilities, marching, sink hips, short base, forearm</p>	<p>Criteria, Force, various, judge, awareness, increase, Zigzag</p>	<p>Sequences, express, tactics, stability, repeatable, stretched, posture, aligned</p>	<p>Flow, link actions, consistency, vigorous, base of support, stability</p>	<p>Fitness, components, identify, cross over, circuit, opposite, long barrier</p>	