

PE Curriculum Intent Statement: The vision of the Physical Education Curriculum at Slimbridge Primary School is to provide children with opportunities to become proficient in the fundamental movements to ensure all children have physical knowledge, skill and understanding to achieve their full personal potential. Slimbridge Primary School children will be able to transfer their knowledge, skill and understanding to range of sporting situations which will allow all children to feel confident to participate and compete in physical activity and sport. Physical Education at Slimbridge Primary School will provide a range of opportunities for children to develop critical thinking and demonstrate their ability to persevere when acquiring and improving skills. Through team games in Physical Education lessons and through the wider extra-curricular opportunities children will learn to have and demonstrate the values of the School Games (honesty, respect, determination, passion, teamwork and self-belief). Our PE curriculum allows children to develop and build on previous learning to prepare them for the next stage of their education and develop a love of activity into their adult lives to live happy, healthy and active lives. Slimbridge also recognises the importance of physical activity in improving mental health as part of the 5 ways to well-being: Be active, keep learning, connect, take notice and give.

EYFS – Development Matters

Children in reception will be learning to:

- revise and refine the fundamental movement skills they have already acquired such as: rolling, crawling, walking, jumping, running, hopping, skipping, climbing
- progress towards a more fluent style of moving, with developing control and grace
- develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming

Examples of how to support this

Provide regular access to appropriate outdoor space. Ensure there is a range of surfaces to feel, move and balance on, such as grass, earth and bark chippings.

Give children an experience of carrying things up and down on different levels (slopes, hills and steps).

Provide a choice of open-ended materials to play that allows for extended, repeated and regular practising of physical skills like: lifting, carrying, pushing, pulling, constructing, stacking, climbing

Provide regular access to floor space indoors for movement.

Ensure that spaces are accessible to children with varying confidence levels, skills and needs.

Provide a wide range of activities to support a broad range of abilities.

Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Create low-pressure zones where less confident children can practise movement skills on their own, or with one or two others.

Model precise vocabulary to describe movement and directionality, and encourage children to use it.

Provide children with regular opportunities to practise their movement skills alone and with others.

Challenge children with further physical challenges when they are ready, such as climbing higher, running faster and jumping further.

Encourage children to conclude movements in balance and stillness.

Allow for time to be still and quiet, for example, looking up at the sky, or sitting or lying in a den.

Encourage children to be highly active and get out of breath several times every day.

Provide opportunities for children to spin, rock, tilt, fall, slide and bounce.

Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts are all good options.

Children in reception will be learning to:

National Curriculum KS1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending
- Perform dances using simple movement patterns.

National Curriculum KS2

KS2: Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate, e.g. badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance, e.g. through athletics and gymnastics
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges both individually and within a team

Physical Education Knowledge and Skills Progression Map and Intent Statement

<ul style="list-style-type: none"> • confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group • develop overall body strength, balance, coordination and agility <ul style="list-style-type: none"> • further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, aiming • develop confidence, competence, precision and accuracy when engaging in activities that involve a ball • develop the foundations of a handwriting style which is fast, accurate and efficient • further develop the skills they need to manage the school day successfully such as lining up and queuing, and mealtimes <p>Examples of how to support this</p> <p>Encourage children to use a range of equipment. These might include: wheeled toys, wheelbarrows, tumbling mats, ropes to pull up on, spinning cones, tunnels, tyres, structures to jump on and off, den-making materials, logs and planks to balance on, A-frames and ladders, climbing walls, slides, monkey bars</p> <p>Provide a range of different sized 'balls' made from familiar materials like socks, paper bags and jumpers that are softer and slower than real balls. Introduce full-sized balls when children are confident to engage with them. Introduce tennis balls, ping pong balls, beach balls and balloons. Introduce a range of resources used to bat, pat and hit a ball, modelling how to do this and giving children plenty of time for practice Introduce children to balls games with teams, rules and targets when they have consolidated their ball skills.</p>		<ul style="list-style-type: none"> • Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
	<p>Swimming and water safety:</p> <p><i>All schools must provide swimming instruction either in Key Stage 1 or Key Stage 2. In particular, pupils should be taught to:</i></p> <ul style="list-style-type: none"> • Swim competently, confidently and proficiently over a distance of at least 25 metres • Use a range of strokes effectively such as front crawl, backstroke and breaststroke <p>Perform safe self-rescue in different water-based situations.</p>	



<u>Games</u>							
	R	Y1	Y2	Y3	Y4	Y5	Y6
Knowledge	<p>I know some racing and chasing games</p> <p>I know the rules of some racing and chasing games</p> <p>I know in games I can speed up or slow down to avoid bumping into people</p> <p>I know when in games I might need to change direction to avoid bumping into people</p> <p>I know what a push is</p> <p>I know that a pat is</p> <p>I know what a throw is and what it looks like</p> <p>I know how to catch</p> <p>I know I kick with the inside of my foot</p>	<p>I know how to throw and what it looks like</p> <p>I know how to catch and what it looks like</p> <p>I know how to roll a piece of equipment and what it looks like</p> <p>I know how to stop a ball using my feet and what it looks like</p> <p>I know how to dribble a ball with my feet and what it looks like</p> <p>I know what running is and how it is different from walking</p> <p>I know how to jump and what it looks like</p> <p>I know what a racket is and how to hold it correctly</p> <p>I know how to hit a ball using a racket</p> <p>I know games have rules</p> <p>I know some simple rules to play a game</p> <p>I know I need to warm-up my body</p> <p>I know my body feels different during /after a warm-up and say what feels different</p>	<p>I know how to throw underarm and what it looks like</p> <p>I know how to throw overarm and what it looks like</p> <p>I know how to catch and what it looks like</p> <p>I know how to jump and what it looks like</p> <p>I know to kick a ball with the inside of my foot</p> <p>I know how to stop a ball using my feet and what it looks like</p> <p>I know how to dribble a ball with my feet and what it looks like</p> <p>I know how to hold a stick</p> <p>I know how to move a ball with a stick</p> <p>I know how to stop a ball with a stick</p> <p>I know how to hit a ball using a bat</p> <p>I know how to hold a cricket bat</p> <p>I know games have rules</p> <p>I know some simple rules to play a game</p> <p>I know that in PE and sport you can have competition with others and against yourself</p>	<p>I know how to throw a ball in a range of ways (using a range of ball types)</p> <p>I know how to catch a ball successfully with control (using a range of ball types)</p> <p>I know how to hit a ball using a range of equipment</p> <p>I know what a dodge looks like and when I might perform the movement</p> <p>I know and can name a range of ways to move and demonstrate it.</p> <p>I know how to kick a football with the inside (instep) of the foot or with laces</p> <p>I know to stop the ball with my feet I must trap the ball</p> <p>I know that I need to keep the ball close to me and under control to dribble with an increased pace</p> <p>I know how to turn with the ball to change direction while keeping control</p> <p>I know I need to use the skills I've learnt to keep possession for my team in a game</p> <p>I know the rules of a game</p> <p>I know why it is important to follow the rules</p> <p>I know what tennis is</p> <p>I know what a fore hand shot looks like</p> <p>I know what a back hand shot looks like</p> <p>I know to react quickly I need to be on the balls of my feet</p>	<p>I know I don't travel with the ball in netball</p> <p>I know that there are set positions in netball</p> <p>I know to use a dodge to change direction during a game</p> <p>I know what attacking looks like in an invasion game</p> <p>I know what defending looks like in an invasion game</p> <p>I know what a hockey stick is</p> <p>I know how to hold a hockey stick</p> <p>I know what equipment is used in Tennis</p> <p>I know how to hold a tennis racket</p> <p>I know I need to stay on my toes to move quickly in a game situation</p> <p>I know some rules of Tennis</p> <p>I know and can suggest some ways to warm-up my body</p> <p>I know how exercise effects my body</p> <p>I know to bowl underarm</p> <p>I know how to catch a small ball in game situation</p> <p>I know how to hold a bat in rounders</p> <p>I know there are different places to field in a game</p>	<p>I know what a hockey stick is</p> <p>I know how to hold a hockey stick</p> <p>I know to keep the ball close when dribbling in a variety of sports.</p> <p>I know that attacking means trying to score a goal or point in a game</p> <p>I know that defending is trying to stop the opposition scoring a goal or point in a game</p> <p>I know some rules for a variety of games.</p> <p>I know when to use an underarm or over arm throw in a game situation</p> <p>I know the best body position to catch a small ball successfully to win in a game</p> <p>I know the best place to stand when fielding in a game</p> <p>I know how to perform a cricket bowl and what it looks like</p> <p>I know how to bat in cricket</p> <p>I know how to position my strike to gain advantage of the game</p> <p>I know how to score points in tennis.</p> <p>I know how to serve a ball in tennis.</p> <p>I know how to use back and forehand shots.</p>	<p>I know that the ball in rugby must be passed sideways and backwards while making progress</p> <p>I know the ball must be put down on the floor in the try zone to score</p> <p>I know I need to be quick and on the ball of my feet to stay agile in a game</p> <p>I know I don't travel with the ball in netball</p> <p>I know the netball positions and where each position can and can't go</p> <p>I know that games have rules</p> <p>I know that rules need to be followed to play games</p> <p>I know when to attack in a variety of games.</p> <p>I know when to defend in a variety of games.</p> <p>I know the difference between bowling in rounders compared to cricket</p> <p>I know the rules for rounders</p> <p>I know the rules for cricket</p>

Physical Education Knowledge and Skills Progression Map and Intent Statement

Skills	<p>I can move around space successfully when playing racing and chasing games with other children</p> <p>I can change my speed or changing direction to avoid obstacles</p> <p>I can show increasing control when pushing an object</p> <p>I can show increased control when patting an object</p> <p>I can show increased control when throwing</p> <p>I can show an increased control when catching</p> <p>I can show an increased control when kicking</p> <p>I can begin to use anti-clockwise movement</p>	<p>I can throw (Chest pass large ball/underarm small ball or equipment)</p> <p>I can catch</p> <p>I can roll a piece of equipment</p> <p>I can stop a ball using my feet</p> <p>I can dribble a ball with my feet</p> <p>I can run</p> <p>I can jump (up, forward, over, side to side)</p> <p>I can control a ball using a racket</p> <p>I can pass a ball using a racket</p> <p>I can return a ball using a racket</p> <p>I can play a simple game linked to tennis skills</p> <p>I can follow the rules of a game</p> <p>I can say how my body changes during a warm-up</p>	<p>I can throw underarm</p> <p>I can throw over arm</p> <p>I can catch (a large and small ball e.g. soft cricket ball)</p> <p>I can jump (up, forward, over, side to side)</p> <p>I can kick a ball in a game</p> <p>I can stop a ball using my feet in a game</p> <p>I can dribble the ball in a game</p> <p>I can hold a stick</p> <p>I can move a ball with a stick</p> <p>I can stop a ball with a stick</p> <p>I can hit a ball (using a cricket bat)</p> <p>I can use my skills in a game based on zones</p> <p>I can use simple tactics to attack and defend</p> <p>I can follow and understand rules of a simple game</p> <p>I can work as a team (relays)</p> <p>I can compete against myself</p> <p>I can compete against others</p>	<p>I can throw in a variety to ways</p> <p>I can catch a ball (range of ball types)</p> <p>I can hit a ball</p> <p>I can dodge</p> <p>I can move in a range of ways such as skipping, jogging, hopping, side stepping</p> <p>I can kick a ball using a variety of techniques</p> <p>I can stop and control the ball using my feet</p> <p>I can dribble the ball with increased pace</p> <p>I can change direction while controlling the ball</p> <p>I can use my skills in a game situation to keep possession</p> <p>I can follow rules</p> <p>I can control the ball using a racket</p> <p>I can perform a fore hand shot</p> <p>I can perform a back hand shot</p> <p>I can move quickly on my feet</p> <p>I can make up my own game using tennis skills</p> <p>I can use tactics to get my partner out</p>	<p>I can perform a variety of passes with my hands (chest pass, bounce pass, shoulder pass, sideways in rugby)</p> <p>I can control, move and pass a ball with my feet</p> <p>I can find space and change direction within my position</p> <p>I can follow the footwork rule</p> <p>I can attack in a game</p> <p>I can defend in a game</p> <p>I can work as a team</p> <p>I can make up my own game in a small group</p> <p>I can strike a ball using forehand and backhand</p> <p>I can serve</p> <p>I can return a shot</p> <p>I can rally with a partner</p> <p>I can play a competitive game</p> <p>I can move quickly around the court</p> <p>I can follow the rules of the game</p> <p>I can play a singles match</p> <p>I can perform effective warm-ups</p> <p>I can underarm bowl a small ball</p> <p>I can catch a small ball in a game situation</p> <p>I can stand sideways and bat a ball</p> <p>I can find good places to field</p>	<p>I can strike a small ball with a stick</p> <p>I can dribble a ball with control in a variety of game situations</p> <p>I can attack in a variety of game situations</p> <p>I can defend in a variety of games</p> <p>I can make up and follow rules of a game</p> <p>I can control my movements</p> <p>I can throw underarm in a game situation</p> <p>I can throw overarm in a game situation</p> <p>I can catch a small ball successfully in a game situation</p> <p>I can choose good places to field</p> <p>I can bowl a ball in cricket</p> <p>I can stand sideways and bat a ball</p> <p>I can strike a ball when batting</p> <p>I can place the direction of my strike</p> <p>I can make up and follow rules</p> <p>I can use my skill in a game situation</p> <p>I can use a backhand and forehand shot.</p> <p>I can serve the ball.</p>	<p>I can pass sideways and back in practise and a game situation</p> <p>I can make progress in games</p> <p>I can score a try</p> <p>I can be agile</p> <p>I can control my skills</p> <p>I can follow rules in rugby</p> <p>I can perform a variety of passes with increasing accuracy and effect (chest pass, bounce pass, shoulder pass)</p> <p>I can find space and change direction</p> <p>I can attack in a variety of game situations</p> <p>I can defend in a variety of game situations</p> <p>I can work as a team in a variety of game situations</p> <p>I can make up my own game in a small group</p> <p>I can play in a game of high 5 netball</p> <p>I can throw underarm or overarm in a range of game situations</p> <p>I can bowl</p> <p>I can field</p> <p>I can strike with accuracy</p> <p>I can control the direction of my hit</p>
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Physical Education Knowledge and Skills Progression Map and Intent Statement

Vocabulary	Move, slither, shuffle, roll, crawl, walk, run, jump, skip, slide, hop, change direction, push, pat, throw, catch, kick	Throw, pass, underarm throw, catch, roll, stop, dribble, run, jump, control, racket, return, tennis, rules, warm-up	Throw underarm, throw overarm, catch, jump, kick, stop, dribble, hit, cricket, zones, rules, team, relay, compete	Overarm throw, underarm throw, catch, hit, dodge, side step, kick, stop, control, dribble, pace, direction, control, keep possession, racket, fore hand, back hand, tennis, tactics	Netball, post, Chest pass, bounce pass, shoulder pass, direction, position, footwork, attack, defend, strike, shuttle cock, badminton, serve, forearm, back hand, shot, rally, court, underarm bowl, overarm bowl, rounders, cricket, bat, wickets, stumps, posts	Hockey, Strike, push pass, dribble, control, attack, defend, control, underarm throw, overarm throw, fielding, bowl, bat, cricket, wickets, stumps, crease	Sideways pass, backwards pass, carry the ball, score a try, agile, control, rugby, chest pass, bounce pass, shoulder pass, shooting, post, netball, attack, defend, positions, umpire, high 5 netball, rounders, cricket, bowl, field, strike, runs.
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<u>Gymnastics</u>							
	R	Y1	Y2	Y3	Y4	Y5	Y6
Knowledge	<p>I know how to jump</p> <p>I know how to land safely after I've jumped</p> <p>I know what under means</p> <p>I know what over means</p> <p>I know what through means</p> <p>I know that balancing means</p> <p>I need to control my body and be still</p> <p>I know how to climb and what it looks like</p>	<p>I know how to climb safely</p> <p>I know you must be still and steady when balancing by holding my body tight.</p> <p>I know how to jump and what it looks like in gymnastics (stretch jump)</p> <p>I know how to jump forward off a piece of equipment in gymnastics safely by bending my knees when landing.</p> <p>I know and can name 3 types of rolls and know what they look like (log roll, teddy roll and forward roll)</p> <p>I know what a step turn is and what it looks like</p> <p>I know that a sequence can move in any direction (forwards or backwards)</p> <p>I know that my actions can be performed high or low</p> <p>I know that some movements are done quickly and some are done slowly</p> <p>I know when I link my movements I will create a sequence that can be performed</p> <p>I know I need to remember my sequence to perform it</p>	<p>I know how to climb safely</p> <p>I know you must be still and steady when balancing by holding my body tight.</p> <p>I know how to jump and what it looks like in gymnastics (stretch jump)</p> <p>I know how to jump forward off a piece of equipment in gymnastics safely by bending my knees when landing.</p> <p>I know and can name the 2 types of rolls and know what they look like (teddy roll and forward roll)</p> <p>I know what a step turn is and what it looks like</p> <p>I know that a sequence can move in any direction (forwards or backwards)</p> <p>I know that my actions can be performed high or low</p> <p>I know my body needs to be held tightly to keep control of my movements</p> <p>I know when I link my movements I will create a sequence that can be performed</p> <p>I know I need to remember my sequence to perform it</p>	<p>I know that a sequence is a set of movements which follow a set order</p> <p>I know that a sequence needs to flow in a logical order</p> <p>I know that balancing is being still in a position</p> <p>I know I need good body tension to balance well with control</p> <p>I know what a forward roll looks like and how do complete it by finishing in a standing position</p> <p>I know that my sequence should be made up of high and low movements</p> <p>I know the speed of my sequence will be different depending on the movement or balance being performed</p> <p>I know that I can change the direction of my sequence by performing a half turn jump</p> <p>I know what a half turn jump looks like</p> <p>I know I need to remember a set sequence to perform it</p>	<p>I know that a sequence is a set of movements which follow a set order</p> <p>I know that a sequence needs to flow in a logical order</p> <p>I know that balancing is being still in a position</p> <p>I know I need good body tension to balance well with control</p> <p>I know what a forward roll looks like and how do complete it by finishing in a standing position</p> <p>I know what a backwards roll looks like and that I finish on my knees</p> <p>I know that I can change the direction of my sequence by performing a half turn jump</p> <p>I know what a half turn jump looks like</p> <p>I know I need to remember a set sequence to perform it</p> <p>I know what the vault is and how it looks when perform correctly</p>	<p>I know a gymnastics sequence must follow in a logical order which I can remember</p> <p>I know how and when to use a jump in my sequence</p> <p>I know that balances need to be performed with body tension to demonstrate control and strength</p> <p>I know that a backwards roll can be performed ending in a straddle stand and what this looks like</p> <p>I know that a full turn jump means I have turned through 360 degrees and am facing back the same way</p> <p>I know that I can't use a full turn jump to change the direction of my sequence</p> <p>I know what the vault is and how to do it</p>	<p>I know ways to make my sequences fluent</p> <p>I know when it is best to use a full or half-turn jump</p> <p>I know I need to hold myself with good tension to keep control of my movements</p> <p>I know what symmetrical and asymmetrical means and apply it to balances</p> <p>I know how to make a roll easier for hard to match my ability</p> <p>I know the types of vault and which I am able to perform safely</p> <p>I know to bend my knees when landing a stretch jump off the vault</p>

Physical Education Knowledge and Skills Progression Map and Intent Statement

Skills	<p>I can jump off an object and lands safely</p> <p>I can travel with confidence and skill around, under, over and through balancing and climbing equipment</p>	<p>I can climb up safely</p> <p>I can climb down safely</p> <p>I can balance in different ways (e.g. one leg balance, travelling steps, range of self-created balances)</p> <p>I can take off and land safely on the floor when jumping (stretch jump)</p> <p>I can take off and land safely using small apparatus when jumping</p> <p>I can roll indifferent ways (log roll, teddy roll, ¾ forward roll)</p> <p>I can perform a step-turn</p> <p>I can change direction</p> <p>I can change the level of my actions</p> <p>I can vary my speed of actions and travel</p> <p>I can link my movement to complete a given sequence</p> <p>I can remember and re-perform my sequences</p>	<p>I can climb up safely with control</p> <p>I can climb down safely with control</p> <p>I can balance with control on the floor and apparatus in a range of ways</p> <p>I can take off and land safely on the floor when jumping (stretch jump)</p> <p>I can take off and land safely using small apparatus when jumping</p> <p>I can roll (teddy and ¾ forward) within my sequence</p> <p>I can use a step-turn in my sequence to change the direction of my sequence</p> <p>I can create a sequence using given movements</p> <p>I can perform a given sequence with control and confidence</p> <p>I can change the level of my sequence for the interest of the audience</p>	<p>I can sequence my movements using the floor space and apparatus</p> <p>I can join my sequences together ensuring they flow well on the floor and apparatus</p> <p>I can increase my range of balances (including shoulder stand and arabesque)</p> <p>I can perform balances with increased control</p> <p>I can roll (forward roll to standing position)</p> <p>I can change the level of my routine</p> <p>I can show a change of pace in my sequence</p> <p>I can vary my direction in my sequences by performing a half turn jump</p> <p>I can follow a set sequence</p>	<p>I can create sequences using the floor space and apparatus</p> <p>I can join my sequences together ensuring they flow well on the floor and apparatus</p> <p>I can increase my range of balances</p> <p>I can perform balances with increased control (including front support, side support, back support, arabesque and shoulder stand as a minimum)</p> <p>I can roll (forward roll and backwards roll to knees)</p> <p>I can vary my direction in my sequences (by performing a half turn jump)</p> <p>I can plan my sequences</p> <p>I can use a spring board to perform a jump onto a vault</p> <p>I can perform a stretch jump from a vault</p>	<p>I can create a sequence from a list of choices</p> <p>I can perform a sequence with fluency</p> <p>I can perform sequences on the floor</p> <p>I can perform sequences on apparatus</p> <p>I can include a jump in my sequences</p> <p>I can perform balances with strength and control (one leg balance – scale balance towards Y balance, attempt hand stands)</p> <p>I can roll (forwards to standing and backwards into straddle stand)</p> <p>I can perform a full turn jump</p> <p>I can change direction of my routines using an half turn jump</p> <p>I can control my movements</p> <p>I can compose sequences on my own</p> <p>I can perform a vault with control and dynamics</p>	<p>I can create fluent sequences on the floor and apparatus</p> <p>I can vary level, speed and direction of my sequences (using full and half-turn jumps)</p> <p>I can create sequences on my own, in pairs and as a group</p> <p>I can perform actions with control</p> <p>I can balance with control, strength and tension</p> <p>I can perform partner balances which are symmetrical and asymmetrical</p> <p>I can perform more difficult rolls (handstand forward rolls and backward roll to straddle stand)</p> <p>I can perform a vault onto the vault with control and dynamics</p> <p>I can attempt a vault over the vault as a squat through or straddle</p> <p>I can land with control</p>
Vocabulary	<p>Climb, up, over, through, jump, land, travel, balance, apparatus, wall bars, log/pencil roll</p>	<p>Climb, up, down, balance, safely, one leg balance, travelling steps, take off, stretch jump, apparatus, wall bars, roll, log/pencil, teddy, ¾ forward roll, step-turn, direction, high low, speed, long sit, short sit, straddle sit</p>	<p>Climb, up, down, balance, safely, one leg balance, travelling steps, take off, stretch jump, bench, bunny hop, apparatus, wall bars, roll, log/pencil, teddy, ¾ forward roll, step-turn, direction, high low, speed, long sit, short sit, straddle sit, sequence</p>	<p>Sequence, floor work, apparatus, wall bars, balance, shoulder stand, arabesque, control, forward roll to standing, level, speed/pace, direction, stretch jump, half-turn jump, spring board, long sit, short sit, straddle sit</p>	<p>Sequence, floor work, apparatus, wall bars, balance, shoulder stand, arabesque, front support, side support, back support, forwards roll to standing, backwards roll to knees, half-turn jumps, stretch jump, spring board, vault, long sit, short sit, straddle sit present, cartwheel</p>	<p>Sequence, perform, fluent, floor work, body tension, apparatus, wall bars, jump, stretch jump, balances, one leg balance, scale balance, Y balance, hand stand, forward roll to standing, backwards roll into straddle stand, full turn jump (360), spring board, vault, dynamic, long sit, short sit, straddle sit</p>	<p>Sequence, perform, fluent, floor work, body tension, apparatus, wall bars, jump, stretch jump, balances, one leg balance, scale balance, Y balance, hand stand, symmetrical and asymmetrical, bridge, hand stand forward roll, backwards roll into straddle stand, full turn jump (360), spring board, vault, squat through, straddle over, dynamic, long sit, short sit, straddle sit</p>

Dance							
	R	Y1	Y2	Y3	Y4	Y5	Y6
Knowledge	I know my body can move in different ways.	<p>I know that being still is not moving</p> <p>I know that at the start of a dance we should be still</p> <p>I know when dancing we can move to music or without</p> <p>I know I can move around in different ways such as jumping, creeping, crawling</p> <p>I know that it is nice to smile when dancing</p> <p>I know that a motif is a mini group dance within a dance</p> <p>I know a tableau is when the whole class are involved in the dance</p> <p>I know that my body can create different shapes</p> <p>I know I have to watch carefully to copy others dances</p>	<p>I know that being still is not moving</p> <p>I know that at the start of a dance we should be still</p> <p>I know when dancing we can move to music to show mood or feeling</p> <p>I know I can move around in different ways such as jumping, creeping, crawling</p> <p>I know that a motif is a mini group dance within a dance</p> <p>I know a tableau is when the whole class are involved in the dance</p> <p>I know that my body can create different shapes and how to control the shapes</p> <p>I know I have to watch carefully to copy others dances like looking in a mirror</p>	<p>I know how to use different stimulus to give me ideas for dance</p> <p>I know that when dancing it must match the music</p> <p>I know different ways to travel so the dance in interesting to the audience</p> <p>I know what cannon is how to include it in a dance</p> <p>I know what a motif is</p> <p>I know what a tableau is</p> <p>I know my body can make different shapes and how to make them</p> <p>I know what mirroring is in dance</p> <p>I know what shadowing is in dance</p>	<p>I know how to use different stimulus to give me ideas for dance</p> <p>I know that when dancing it must match the music</p> <p>I know different ways to travel so the dance in interesting to the audience</p> <p>I know what cannon is how to include it in a dance</p> <p>I know what a motif is</p> <p>I know what a tableau is</p> <p>I know my body can make different shapes and how to make them</p> <p>I know what mirroring is in dance</p> <p>I know what shadowing is in dance</p> <p>I know I need to be aware of my space around me</p>	<p>I know how to use different stimulus to give me ideas for dance</p> <p>I know that when dancing it must match the music</p> <p>I know different ways to travel so the dance is interesting to the audience and conveys a chosen mood</p> <p>I know what cannon is how to include it in a dance</p> <p>I know what a motif is</p> <p>I know what a tableau is</p> <p>I know my body can make different shapes and how to make them</p> <p>I know what mirroring is in dance</p> <p>I know what shadowing is in dance</p> <p>I know I need to be aware of my space around me</p> <p>I know when to show energy or calmness in my dances for effect</p>	<p>I know how to use stillness to show chosen mood for my dances</p> <p>I know ways to change my body shape</p> <p>I know that simultaneous means at the same time</p> <p>I know what cannon is how to include it in a dance</p> <p>I know what a motif is</p> <p>I know what a tableau is</p> <p>I know my body can make different shapes and how to make them</p> <p>I know what mirroring is in dance</p> <p>I know what shadowing is in dance</p> <p>I know I need to be aware of my space around me</p> <p>I know when to show energy or calmness in my dances for effect</p>

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Skills	<p>I can experiment with different ways of moving my body</p>	<p>I can be still</p> <p>I can move to music or without</p> <p>I can travel in different ways</p> <p>I can smile when dancing</p> <p>I can make a simple motif</p> <p>I can make a simple tableau</p> <p>I can make different shapes with my body</p> <p>I can watch and copy others' dances</p>	<p>I can be still</p> <p>I can move to music to show mood or feeling</p> <p>I can travel in different ways</p> <p>I can create motifs</p> <p>I can create tableaus</p> <p>I can make different body shapes with control</p> <p>I can include jumps in my dance</p> <p>I can watch and copy others dance movements (mirroring)</p>	<p>I can use a range of stimulus to provide ideas for dance and movement</p> <p>I can move to music</p> <p>I can travel in different ways</p> <p>I can move in cannon</p> <p>I can create motifs</p> <p>I can create tableaus</p> <p>I can make different body shapes</p> <p>I can include jumps in my dance</p> <p>I can link my movement to make a sequence</p> <p>I can describe the parts of my dance</p> <p>I can watch and copy others dance movements (mirroring and shadowing)</p> <p>I can improvise freely on my own & with a partner</p> <p>I can use dance vocabulary to compare & improve my work</p> <p>I can vary dynamics, levels, speed & direction</p>	<p>I can move to music</p> <p>I can travel in different ways</p> <p>I can make different body shapes</p> <p>I can create motifs</p> <p>I can create tableaus</p> <p>I can move in cannon</p> <p>I can include jumps in my dance</p> <p>I can link my movement to make a sequence</p> <p>I can compare, develop & adapt movement & motifs to create longer dances.</p> <p>I can watch and copy others dance movements (mirrored and shadowing)</p> <p>I continually demonstrate rhythm & spatial awareness</p>	<p>I can move to music</p> <p>I can travel in different ways to convey the mood of the dance</p> <p>I can be still for effect of the dance</p> <p>I can make different body shapes to convey the mood of the dance</p> <p>I can decide when best to create motifs or tableaus for dances</p> <p>I can move in cannon</p> <p>I can link my movement to make a sequence</p> <p>I can describe the parts of my dance</p> <p>I can watch and copy others dance movements (mirrored and shadowing)</p> <p>I can demonstrates precision, control & fluency in response to stimuli</p> <p>I can vary dynamics & develop actions with a partner or as part of a group</p> <p>I continually demonstrate rhythm & spatial awareness</p> <p>I can vary dynamics & develop actions with a partner or as part of a group</p>	<p>I can be still to convey the mood of the dance</p> <p>I can make different body shapes appropriate to the dance</p> <p>I can perform simultaneous movements</p> <p>I can link my movement to make a sequence</p> <p>I can watch and copy others dance movements (mirrored and shadowing)</p> <p>I can suggest ways to improve quality of performance showing sound knowledge & understanding</p> <p>I can lead my own warm up & demonstrates all round safe practice</p> <p>I can perform & create motifs in a variety of dance styles with accuracy & consistency</p>
Vocabulary	<p>Dance, movement, tip toes, soft, silence</p>	<p>Dance, movement, tip toes, soft, silence, still, music, travel, smile, motif, tableau, shapes, watch, copy</p>	<p>Dance, movement, tip toes, soft, light, silence, still, music, mood, feeling, travel, smile, motif, tableau, body shapes, jumps, watch, copy, mirroring</p>	<p>Stimulus, dance, movement, travel, cannon, motif, tableau, body shapes, jumps, link movements, mirroring, shadowing, improvise, level, speed, direction</p>	<p>Stimulus, dance, movement, travel, cannon, motif, tableau, body shapes, jumps, link movements, mirroring, shadowing, improvise, level, speed, direction, framing, rhythm, spatial awareness</p>	<p>Stimulus, dance, movement, travel, cannon, motif, tableau, body shapes, jumps, link movements, mirroring, shadowing, improvise, level, speed, direction, framing, rhythm, spatial awareness, dynamics,</p>	<p>Stimulus, dance, movement, travel, cannon, motif, tableau, body shapes, jumps, link movements, mirroring, shadowing, improvise, level, speed, direction, framing, rhythm, spatial awareness, dynamics, simultaneous, accurate, consistent</p>

Athletics							
	R	Y1	Y2	Y3	Y4	Y5	Y6
Knowledge				<p>I know that sprinting is running my fastest</p> <p>I know I need to pace myself when running for a longer time</p> <p>I know how to pass a baton in a relay to help my team win</p> <p>I know the technique for throwing a javelin</p> <p>I know some different types of jumps and when to use them</p>	<p>I know that sprinting is running my fastest</p> <p>I know I need to pace myself when running for a longer time</p> <p>I know how to pass a baton in a relay to help my team win</p> <p>I know the technique for throwing a javelin</p> <p>I know the technique for throwing a discus</p> <p>I know the technique for standing vertical jump</p> <p>I know the technique for standing long jump</p>	<p>I know that sprinting is running my fastest</p> <p>I know running for distance means keeping good pace</p> <p>I know that hurdling is sprinting over barriers</p> <p>I know I need to have even pace between the hurdles</p> <p>I know the correct technique for throwing a javelin and discus and use it to improve my performance</p> <p>I know the correct technique for shot putt</p> <p>I know the correct technique for standing vertical jump</p> <p>I know the correct technique for standing long jump</p>	<p>I know that sprinting is running my fastest</p> <p>I know running for distance means keeping good pace</p> <p>I know that hurdling is sprinting over barriers</p> <p>I know I need to have even pace between the hurdles</p> <p>I know the correct technique for throwing a javelin and discus and use it to improve my performance</p> <p>I know the correct technique for shot putt</p> <p>I know the correct technique for standing vertical jump</p> <p>I know the correct technique for standing long jump</p> <p>I know the correct technique for standing triple jump</p> <p>I know how to perform a sprint start from a crouch position</p>

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Skills				<p>I can sprint I can run for distance I can run in relays I can throw far (ball and javelin) I can jump for speed (speed bounce) I can jump for distance (standing long jump)</p>	<p>I can sprint I can run for distance I can run in relays I can throw far (javelin and discus) I can jump high (standing vertical jump) I can jump for distance (standing long jump)</p>	<p>I can sprint I can run for distance I can hurdle I can throw far (javelin, discus and shot putt) I can jump high (standing vertical jump) I can jump for distance (standing long jump)</p>	<p>I can sprint fast I can run for distance I can hurdle I can throw (javelin and discus) I can putt (shot putt) I can jump for height (standing vertical jump) I can jump for distance (standing long jump) I can combine movements to jump for distance (standing triple jump) I can work in a team during a relay I can show quick reaction times from a crouch position</p>
Vocabulary				<p>Sprint, athletics, run, distance, relays, throw, ball, javelin, jump, speed bounce, standing long jump</p>	<p>Sprint, athletics, run, distance, relays, throw, ball, javelin, jump, speed bounce, standing long jump, technique, discus, vertical jump</p>	<p>Sprint, athletics, run, distance, relays, throw, ball, javelin, jump, speed bounce, standing long jump, technique, discus, vertical jump, hurdle, shot putt</p>	<p>Sprint, athletics, run, distance, relays, throw, ball, javelin, jump, speed bounce, standing long jump, technique, discus, vertical jump, hurdle, shot putt, standing triple jump, reaction time, crouch start</p>

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Outdoor Adventurous Activities (OAA)							
	R	Y1	Y2	Y3	Y4	Y5	Y6
Knowledge				I know what tactics are I know what good teamwork looks like I know what a good leader does	I know how to communicate effectively in a pair and a team I know how to problem solve	I know how to use a map I know how to orientate a map I know the four compass points	I know how to be an effective leader I know how best to communicate I know what resources are best to use
Skills				I can use simple tactics I can work as a team I can problem solve I can use leadership skills	I can communicate effectively I can use problem solving skills in a range of group sizes	I can use a map I can locate points I can use my problem-solving skills while using a map	I can organise people I can adapt tasks to meet a criteria
Vocabulary				Tactics, leadership, teamwork, problem solving	Teamwork, problem solving, communicate, skills	Map, orientate, orientation, orienteering, compass points, north, south, east, west, position, locate	Leader, leadership, teamwork, communicate, task, criteria, effective, resources, organise

Evaluating and Improving							
	R	Y1	Y2	Y3	Y4	Y5	Y6
Knowledge		I know that it is important to know what I am learning so I will get better I know that it is nice to tell a friend something they have done well in PE.	I know how to improve my one part of my dance or gymnastic sequence to make it better I know what could make an action better	I know how to improve my performance by acting on feedback from others I know how to improve my performance	I know how to improve my performance I know how to help other get better.	I know how to improve my performance I know how to improve my performance to improve my personal best	I know how to improve my performance
Skills		I can talk about what I have done or learnt in my PE lesson(s) I can tell a friend what they have done well in the PE lesson (s)	I can improve my sequences in dance and gymnastics I can say how someone else could improve their performance I can use advice from others to improve my own performance	I can improve the quality of my sequences in gymnastics I can watch and suggest improvement for others	I can suggest how others can improve I can improve my sequences in dance I can change and improve my sequences in gymnastics	I can watch and suggest improvement for others I can use the advice given to improve my performance	I can suggest how others can improve I can improve my own performance

Health and Fitness							
	R	Y1	Y2	Y3	Y4	Y5	Y6
Knowledge	I know I get warm during and after I've been moving more.	I know my heart beats faster when I've been exercising.	I know my heart beats faster and my breathing gets faster when I've been exercising. I know I need a PE kit for PE lessons.	I know my heart rate increases when I exercise. I know my breathing increases when exercising I know the increase in heart rate is to pump more blood around my body to the muscles for exercise. I know that we change our clothes for PE because we sweat during PE and we need to keep our clothes fresh	I know that my heart rate and breathing rate is linked to allow blood to carry more oxygen to muscles during exercise. I know that sweating during exercise is my body trying to cool down and we need to have a change of clothes for PE for personal hygiene reasons.	I know that the heart is a muscle and exercise helps to make my heart stronger. I know my heart is a pump which beats harder and faster during exercise to get oxygen to the muscles as energy.	I know that the heart is a muscle and exercise helps to make my heart stronger. I know my heart is a pump which beats harder and faster during exercise to get oxygen to the muscles as energy.
Skills	I can play games, dance and use gymnastics skills to raise my heart rate.	I can exercise and move to increase my heart rate.	I can exercise and move to increase my heart rate and breathing rate.	I can take part in a range of activities to raise my heart rate and breathing rate.	I can push myself to improve my personal best to improve my fitness. I can ensure I have a PE kit in school at all times to take part in physical activities.	I can identify which activities help to improve my health. I can join in PE activities for fun to develop lifelong healthy choices.	I can identify which activities help to improve my health. I can join in PE activities for fun to develop lifelong healthy choices. I can recognise my strengths and weaknesses and seek ways to improve on my weaknesses.
Vocabulary	Hot, heartbeat, breathing faster	Hot, heartbeat, breathing faster	Hot, heart rate, breathing rate, increase, PE kit	Exercise , heart rate, breathing rate, increase, decrease, sweat, pump, blood, muscles	Exercise, heart rate, breathing rate, increase, decrease, sweat, pump, blood, muscles, oxygen, hygiene	Exercise, heart rate, breathing rate, increase, decrease, sweat, pump, blood, muscles, oxygen, hygiene, energy, health	Exercise, heart rate, breathing rate, increase, decrease, sweat, pump, blood, muscles, oxygen, hygiene, energy, health, strengths, weaknesses, improve