

PE- Gymnastics

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Skills	<p>Pupils move with confidence, Imagination and safety.</p> <p>Travel with confidence and skill around, under, over and through balancing and climbing equipment.</p>	<p>Show basic control and coordination when travelling and when remaining still.</p> <p>Choose and link 'like' actions; remember and repeat these actions accurately and consistently.</p> <p>Find and use space safely, with an awareness of others.</p> <p>Identify and copy the basic actions of gymnasts</p> <p>Use words such as rolling, travelling, balancing and climbing; make their body tense, relaxed, stretched and curled.</p>	<p>Plan and repeat simple sequences of actions</p> <p>Show contrasts in shape; perform the basic gymnastic actions with coordination, control and variety.</p> <p>Recognise and describe how they feel after exercise.</p> <ul style="list-style-type: none"> - Describe what their bodies feel like during gymnastic activity <p>Describe what they and others have done; say why they think gymnastic actions are being performed well.</p>	<p>Use a number of their own ideas for movements in response to a task.</p> <p>Choose and plan a sequence of actions.</p> <p>Adapt sequence to suit different types of apparatus and their partner's ability.</p> <p>Explain how strength and suppleness affect performance.</p> <p>Comment on differences and similarities in gymnastic performances; with help, recognise how performances could be improved.</p>	<p>Choose and plan a sequence of shapes and balances with control.</p> <p>Perform and repeat longer sequences that include changes of speed and level.</p> <p>Adapt sequences to suit their partner's ability; understand that strength and suppleness can be improved; help think of some warm-up activities and stretches.</p> <p>Watch, describe and suggest possible improvements to others' performances; suggest how their own performance could be improved.</p>	<p>Create, practise and refine longer, more complex sequences, including changes in level, direction and speed.</p> <p>Choose body shapes and balances from a wider range of theme.</p> <p>Adapt their performance to the needs of the task.</p> <p>Understand the need to warm up and work on body strength and flexibility.</p> <p>Suggest ideas for warm-up activities;</p> <p>Use set criteria to make simple judgements about performances and suggest ways in which they could be improved.</p>	<p>Create, practise and refine longer, more complex sequences.</p> <p>Adapt their performance to the needs of the task, developing solutions from a range of compositional principles.</p> <p>Show clarity, fluency, accuracy and consistency in their movements.</p> <p>Understand the importance of warming up and cooling down.</p> <p>Explain in simple terms why activity is good for health, fitness and well-being.</p> <p>Show an awareness of the factors influencing the quality of a performance.</p>
Key Vocabulary	<p><i>Backwards, Balls of the Feet, Cool down, Forwards, Freeze, Hop, Jog, Jump, Long, On the spot, Relaxation, Run, Short, Sideways, Skip, Stretch, Tension, Turn, Walk, Warm up.</i></p>	<p><i>Backwards, Balls of the Feet, Cool down, Forwards, Freeze, Hop, Jog, Jump, Long, On the spot, Relaxation, Run, Short, Sideways, Skip, Stretch, Tension, Turn, Walk, Warm up.</i></p>	<p><i>Backwards, balls of the feet, forwards, freeze, hop, jog, jump, long, on the spot, phrase, relaxation, run, short, sideways, skip, stretch, tension, turn, walk, high, levels, low, phrase, relaxation, sideways, slow, space, stretch, stride, tension, Travel, turn, walk, and warm up.</i></p>	<p><i>Body shapes, combinations, contrasting, flow, mirroring, sequence, high, low, medium, mirroring, performance, sequence, suppleness, travel</i></p>	<p><i>Body tension, flow, levels, link, partner balance, sequence, shape, stretch, forward roll, log roll, teddy roll, strength, suppleness, Balance, Sequence, Combine, Contrast.</i></p>	<p><i>Body tension, health, linking movements, partner, sequence, shape, stretch, asymmetrical, balance, body tension, extend, matching, mirroring, shape, symmetrical, travel, Muscles, Apparatus.</i></p>	<p><i>Body tension, control, health, linking movements, partner balance, sequence, shape, stretch, balance, control, fitness, flight, jump, landing, linking movements, muscles, suppleness, take-off, travel, joints, contrasting.</i></p>
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Year 1							
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PE- Dance

<p>Skills</p>	<p>To move to the music and understand how to stop and start when the music plays and stops.</p> <p>To copy and perform some dance moves.</p> <p>Move around the space safely.</p>	<p>Perform basic body actions; use different parts of the body singly and in combination.</p> <p>Show some sense of dynamic, expressive and rhythmic qualities in their own dance.</p> <p>Choose appropriate movements for different dance ideas.</p> <p>Remember and repeat short dance phrases and simple dances.</p> <p>Move with control.</p> <p>Vary the way space is used.</p> <p>Describe how their lungs and heart work when dancing;</p> <p>Describe basic body actions and simple expressive and dynamic qualities of movement.</p>	<p>Perform body actions with control and coordination.</p> <p>Choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling.</p> <p>Link actions; remember and repeat dance phrases.</p> <p>Perform short dances, showing an understanding of expressive qualities.</p> <p>Describe the mood, feelings and expressive qualities of dance.</p> <p>Describe how dancing affects their body; know why it is important to be active.</p> <p>Suggest ways they could improve their work.</p>	<p>Improvise freely, translating ideas from a stimulus into movement.</p> <p>Create dance phrases that communicate ideas.</p> <p>Share and create dance phrases with a partner and in a small group.</p> <p>Repeat, remember and perform these phrases in a dance.</p> <p>Use dynamic, rhythmic and expressive qualities clearly and with control.</p> <p>Understand the importance of warming up and cooling down.</p> <p>Recognise and talk about the movements used and the expressive qualities of dance.</p> <p>Suggest improvements to their own and other people's dances.</p>	<p>Respond imaginatively to a range of stimuli related to character and narrative.</p> <p>Use simple motifs and movement patterns to structure dance phrases on their own, with a partner and in a group.</p> <p>Refine, repeat and remember dance phrases and dances.</p> <p>Perform dances clearly and fluently.</p> <p>Show sensitivity to the dance idea and the accompaniment.</p> <p>Show a clear understanding of how to warm up and cool down safely.</p> <p>Describe, interpret and evaluate dance, using appropriate language.</p>	<p>Compose motifs and plan dances creatively and collaboratively in groups.</p> <p>Adapt and refine the way they use levels, space and rhythm in their dances to express themselves in the style of dance they use.</p> <p>Perform different styles of dance clearly and fluently.</p> <p>Organise their own warm-up and cool down exercises.</p> <p>Show an understanding of safe exercising.</p> <p>Recognise and comment on dances.</p> <p>Show an understanding of style.</p> <p>Suggest ways to improve their own and other people's work.</p>	<p>Work creatively and imaginatively on their own, with a partner and in a small group to compose motifs and structure simple dances.</p> <p>Perform to an accompaniment expressively and sensitively.</p> <p>Perform fluently and with control.</p> <p>Warm up and cool down independently.</p> <p>Understand how dance keeps them healthy.</p> <p>Use appropriate criteria to evaluate and refine their own and others' work.</p> <p>Talk about dance with understanding, using appropriate language and terminology.</p>
<p>Key Vocabulary</p>	<p><i>Stamp, Reach, Lean, Wave, Run, Skip, Hop, Crawl, Freeze, 'as still as a statue', Forwards, Backwards, Up, Down, Fast, Slow, Strong, Light, Mirroring, Rhythm.</i></p>	<p><i>Stamp, Reach, Lean, Wave, Run, Skip, Hop, Crawl, Freeze, 'as still as a statue', Copy, Improvisation, Forwards, Backwards, Up, Down, Fast, Slow, Strong, Light, Mirroring, Rhythm, Variation.</i></p>	<p><i>Stamp, Reach, Lean, Wave, Run, Skip, Hop, Crawl, Freeze, 'as still as a statue', Copy, Improvisation, Forwards, Backwards, Up, Down, Fast, Slow, Strong, Light, Mirroring, Rhythm, Variation.</i></p>	<p><i>Freeze, High, Jog, Middle, Mirror, Mobilise Joints, Low, On the spot, Still as a statue, Stretch, turn, Walk, Warm up, Change direction, Lead, Improvise, Follow, and Complement.</i></p>	<p><i>Body language, Change direction, Cool down, Facial expressions, Find a space, Freeze, High, Jog, Low, Middle, Mobilise, On the spot, Still as a statue, Stretch, Turn, Unison, Walk, Warm up.</i></p>	<p><i>Body tone, Direction, Exercise, Fitness, Flexibility, High, Joints, Levels, Low, Middle, Mobilise, Muscles, Pace, Phrase, Improvise, Rotate, Spacing, Strength, Stretch, Technique.</i></p>	<p><i>Choreography, Body tone, Direction, Exercise, Fitness, Direction, Flexibility, High, Joints, Levels, Low, Middle, Mobilise, Muscles, Pace, Phrase, Mirror, Improvise, Gesture, Rotate, Spacing, Strength, Stretch, Technique.</i></p>
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PE- Games

<p>Skills</p>	<p>Show control when kicking, throwing and catching.</p> <p>Show good control and co-ordination in large and small movements.</p>	<p>Use basic underarm, rolling and hitting skills; sometimes use overarm skills.</p> <p>Intercept, retrieve and stop a beanbag and a medium-sized ball with some consistency; sometimes catch a beanbag and medium-sized balls.</p> <p>Track balls and other equipment sent to them, moving in line with the ball to collect it; throw, hit and kick a ball in a variety of ways, depending on the needs of the game.</p> <p>Choose different ways of hitting, throwing, striking or kicking the ball.</p> <p>Decide where to stand to make it difficult for their opponent.</p> <p>Describe what they and others are doing.</p> <p>Describe how their body feels during games</p>	<p>Show awareness of opponents and teammates when playing games.</p> <p>Perform basic skills of rolling, striking and kicking with more confidence.</p> <p>Apply these skills in a variety of simple games.</p> <p>Make choices about appropriate targets, space and equipment.</p> <p>Use a variety of simple tactics.</p> <p>Work well with a partner.</p> <p>Describe how their bodies work and feel when playing games.</p>	<p>Throw and catch with control under some pressure.</p> <p>Be aware of space; know and use rules fairly to keep a game going.</p> <p>Explain why it is important to warm up and cool down.</p> <p>Recognise and evaluate good performance.</p>	<p>Play games with some fluency and accuracy, using a range of throwing and catching techniques.</p> <p>Find ways of attacking successfully; use simple tactics for attacking well, keeping possession of the ball as a team and getting into positions to score.</p> <p>Know the rules of the games.</p> <p>Understand that they need to defend as well as attack.</p> <p>Understand how strength, speed and stamina can be improved by playing invasion games.</p> <p>Know the importance of doing warm-up routines.</p> <p>Watch and describe others' performances as well as their own, and suggest simple ways in which to improve.</p>	<p>Pass, dribble and shoot with control in games.</p> <p>Identify and use tactics to help their team keep the ball and take it towards the opposition's goal.</p> <p>Mark opponents and help each other in defence.</p> <p>Know and carry out warm-up activities that use exercises helpful for invasion games.</p> <p>Pick out things that could be improved in performances and suggest ideas and practices to make them better.</p>	<p>Use different techniques for passing, controlling, dribbling and shooting the ball in games.</p> <p>Apply basic principles of team play in order to keep possession of the ball.</p> <p>Use simple marking and tackling skills in games.</p> <p>Understand team positions and the importance of supporting the player with the ball.</p> <p>Play effectively as part of a team.</p> <p>Plan warmups to get ready for playing safely.</p> <p>Recognise strengths and weaknesses in their own and others' performances and suggest ideas that will improve performance.</p>
<p>Key Vocabulary</p>	<p><i>Throw, Catch, Roll, Aim, Eye on the ball, Ready, Freeze, Stop, Head up, On the spot, Turn, Warm up, Forward, Backwards, Sideways, Balance.</i></p>	<p><i>Throw, Catch, Roll, Aim, Eye on the ball, Ready, Freeze, Stop, Head up, On the spot, Turn, Warm up, Forward, Backwards, Sideways, Find a space, Balance.</i></p>	<p><i>Throw, Catch, Under arm, Roll, Aim, Eye on the ball, Ready, Freeze, Stop, Head up, On the spot, Turn, Warm up, Forward, Backwards, Sideways, Find a space, Balance, Own space.</i></p>	<p><i>Throw, Catch, Aim, Eye on the ball, Ready, Underarm, Freeze, Stop, Head up, On the spot, Turn, Warm up, Forward, Backwards, Sideways, Space, Accuracy, Pass, Score, Keeping Possession, Attack, Defence, Marking, Blocking, Position.</i></p>	<p><i>Throw, Catch, Aim, Eye on the ball, Ready, Underarm, Freeze, Stop, Head up, On the spot, Turn, Warm up, Forward, Backwards, Sideways, Make and use space, Accuracy, Pass, Score, Keeping Possession, Attack, Defence, Marking, Blocking, Position, Control.</i></p>	<p><i>Changing direction, close control, drag back, dribbling, exercise, skill, stop, turn, Technique, Attack, Defence, Blocking, Marking, Position, Keeping possession, Compact, Space.</i></p>	<p><i>Changing direction, close control, drag back, dribbling, exercise, skill, stop, turn, Technique, Attack, Defence, Blocking, Marking, Position, Keeping possession, Compact, Space, Health, Stamina, Plan, Fitness, Speed, Exercise.</i></p>
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PE- Athletics

<p>Skills</p>	<p>Participate in Sports day and physical activities that are included within this using a variety of equipment that focuses on running, jumping, throwing as part of a team, taking turns and celebrating other's successes.</p>	<p>To run at fast, medium and slow speeds, changing speed and direction.</p> <p>Link running and jumping activities with some fluency, control and consistency.</p> <p>Make up and repeat a short sequence of linked jumps.</p> <p>Take part in a relay activity, remembering when to run and what to do; throw a variety of objects, changing their action for accuracy and distance.</p> <p>Recognise when their heart rate, temperature and breathing rate have changed.</p>	<p>To show greater difference between slow and fast speeds.</p> <p>Start at a medium pace for a longer distance.</p> <p>Make up and teach others a short sequence of linked jumps.</p> <p>Throw more accurately and greater distances.</p> <p>Show consistency, control and accuracy when throwing objects into targets from increasing distances.</p> <p>Identify the changes that take place after exercise, and describe how their bodies will react when running, jumping and throwing.</p>	<p>Run at fast, medium and slow speeds, changing speed and direction.</p> <p>Link running and jumping activities with some fluency, control and consistency.</p> <p>Make up and repeat a short sequence of linked jumps.</p> <p>Take part in a relay activity, remembering when to run and what to do.</p> <p>Throw a variety of objects, changing their action for accuracy and distance.</p> <p>Recognise when their heart rate, temperature and breathing rate have changed.</p>	<p>Understand and demonstrate the differences between sprinting and running for sustained periods.</p> <p>Know and demonstrate a range of throwing techniques; throw with some accuracy towards a target area.</p> <p>Perform a range of jumps, showing consistent technique and using a short run-up.</p> <p>Play different roles within small groups; understand that different activities have different effects on heart rate and body temperature, and make use of some of these activities when warming up.</p> <p>Compare and contrast performances using appropriate language.</p>	<p>Choose the best pace for a running event so that they can sustain their running.</p> <p>Show control at take-off in jumping activities.</p> <p>Show accuracy and good technique in throwing activities.</p> <p>Understand how power and stamina help people to perform well in different athletic activities.</p> <p>Identify good athletic performance and explain why it is good, using agreed criteria.</p>	<p>To show good control, speed, strength and stamina when running, jumping and throwing.</p> <p>Adapt their skills to different challenges and equipment have good technique and pace their effort well.</p> <p>Evaluate events and performances well.</p> <p>Identify activities that will help develop stamina or power and suggest how some of these can be used in a warm-up.</p> <p>Pick out the important features of a performance; make good suggestions about what can be improved.</p>
<p>Key Vocabulary</p>	<p><i>Forward, One at a time, Fast, Slow, Position, Team, Turn, Wait, Ready, Go.</i></p>	<p><i>Aim, Backwards, Change direction, Cool down, Forwards, Freeze, High, in a space, Jog, Low, Near, Rotate, Throw overarm, Throw underarm, Turn, Walk, Warm up, cool down, Starting Position.</i></p>	<p><i>Aim, Backwards, Change direction, Cool down, Forwards, Freeze, High, in a space, Jog, Low, Near, Rotate, Throw overarm, Throw underarm, Turn, Walk, warm up, Starting Position, Cool down.</i></p>	<p><i>Aim, Backwards, Change direction, Cool down, In a space, Forwards, Freeze, High, Jog, Jump, low, near, Rotate, Throw overarm, Throw Underarm, Turn, Walk, Warm up, Sprint, Run, Walk, Stretch, Relay, Speed.</i></p>	<p><i>Aim, Backwards, Stride, Change direction, Cool down, In a space, Target, Forwards, Freeze, High, Jog, Jump, Low, Near, Rotate, Throw overarm, Throw Underarm, Accuracy, Turn, Walk, Warm up, Sprint, Run, Walk, Stretch, Relay, Speed.</i></p>	<p><i>Accuracy, Aim, Fast, Jog, Lunge, Pace, Relay, Run, Slow, Speed, Sprint, Stride, Control, Distance, Throwing action, Javelin, Discus, Twist, Competition, Exercise, Take off, Strength</i></p>	<p><i>Fast, Jog, Lunge, Pace, Relay, Run, Slow, Speed, Sprint, Stride, Control, Distance, Throwing action, Javelin, Discus, Twist, Competition, Exercise, Bend the knees, Land safely, Power run-up, Momentum, Standing Jump, Accuracy, Aim, Take off, Strength.</i></p>
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