

Edwalton P.E. Component knowledge progression document

Strand	Year	KKPD Statement (Composite)	Components	Key Vocabulary
Gymnastic Movements	Nursery	<ul style="list-style-type: none"> PEN.1 know how to go up steps and stairs, or climb apparatus, using alternate feet, maintaining balance and stability 	A) Hands provide stability (keep steady). B) Steps can be walked up and down. C) Climb steps using one foot at a time. D) Left foot, right foot, left foot, right foot. E) The whole foot should be placed on the step. F) Balance is remaining steady. G) Look at where each foot is going.	Placed, balance, steady, control
		<ul style="list-style-type: none"> PEN.2 know how to skip and hop on one leg 	A) Hopping is jumping on one foot. B) Skipping is moving along lightly by hopping or bouncing from one foot to the other.	Hop, bounce, jump, skip
		<ul style="list-style-type: none"> PEN.3 know how to stand on one leg and hold a pose for a game like musical statues 	A) Holding a pose means not moving (for at least 5 seconds). B) Posture is how we hold our body when sitting, standing, moving.	Pose, stillness, posture
		<ul style="list-style-type: none"> PEN.4 know how to maintain balance using hands and body to stabilise 	A) Balance is being able to control the body's position. B) Hands and body can help to stabilise/be steady. C) A shape is a still balance. D) Steady means being unlikely to fall. E) Having both feet on the floor will help to keep steady. F) Holding on to something will help to keep steady.	Control, stabilise, steady, unlikely
		<ul style="list-style-type: none"> PEN.5 know how to copy movements in a simple sequence (e.g. heads, shoulders, knees and toes) 	A) Copying is where something is done exactly the same. B) A movement is an action. C) A sequence is a group of movements completed in an order.	Copy, repeat, sequence, movement
Gymnastic Movements	Reception	<ul style="list-style-type: none"> PER.1 know how to copy a simple sequence 	A) Copying is where something is done exactly the same. B) A sequence is a group of movements completed in an order.	Copy, sequence
		<ul style="list-style-type: none"> PER.2 know how to travel with confidence and skill around, under, over and through balancing and climbing equipment 	A) Travelling is moving from one place to another. B) Skill is doing something well. C) Movements can be done differently, for example, slowly, quickly. D) Movements can be done in different places (over, under etc.)	Travel, confidence, around, under, over, along, through, balance, equipment
		<ul style="list-style-type: none"> PER.3 know how to jump off an object and land on two feet, appropriately using hands, arms and body to stabilise and balance 	A) Bend knees to take off. B) A successful jump will land on two feet which hit the floor at the same time. C) The feet should land flat on the floor. D) There should be a small space between the feet. E) Land with bent knees. F) Hands, arms and body can be used to stabilise.	Successful, flat, space, bent, safe, landing area,

		<ul style="list-style-type: none"> PER.4 know how to move fluently, in a variety of movements, with developing control and grace 	<p>A) There are lots of different movements: skipping, hopping, jumping, running.</p> <p>B) A fluid movement is smooth.</p> <p>C) A graceful movement is fluid, controlled with purpose.</p>	Fluid, smooth, control, grace,
		<ul style="list-style-type: none"> PER.5 know how to make changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping 	<p>A) Movements can be fast or slow.</p> <p>B) Slow movements include slithering, shuffling, rolling, crawling and sliding.</p> <p>C) Medium movements include walking, jumping and hopping.</p> <p>D) Faster movements include running and skipping.</p>	Slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding, hopping
		<ul style="list-style-type: none"> PER.6 know how to combine different movements to make a simple sequence 	<p>A) Combining is putting things together.</p> <p>B) A sequence is a combination of movements completed in an order.</p>	Combine, sequence, link, movement,
Gymnastic Movements	Year 1	<ul style="list-style-type: none"> PE1.1 know how to copy sequences and repeat them 	<p>A) Copying is where something is done exactly the same.</p> <p>B) A sequence is a combination of movements completed in an order.</p> <p>C) Repeating is where something is done more than once.</p> <p>D) Demonstrate is to show.</p>	Copy, sequence, repeat, demonstrate
		<ul style="list-style-type: none"> PE1.2 know how to make their body curled, tense, stretched and relaxed 	<p>A) Curled makes something smaller and round in shape.</p> <p>B) Tense is stretching tightly or being very stiff.</p> <p>C) Tense is the opposite of relaxed.</p> <p>D) Relaxed is not tense.</p> <p>E) No effort is required to relax.</p> <p>F) Stretched is when you reach as far as you can away from the centre of the body</p>	Curled towards, tense, stretched away, relax, effort, tight, extension, point, wide, narrow, centre of body
		<ul style="list-style-type: none"> PE1.3 know how to control their body when travelling and balancing 	<p>A) Control is when you are in charge of your movements.</p> <p>B) Travelling is moving from one place to another.</p> <p>C) Balancing is being still in one position for about 5 seconds.</p> <p>D) Clarity is making shapes and movements clear</p>	Control, travel, balance, position, pose, still, moving, clarity
		<ul style="list-style-type: none"> PE1.4 know how to roll, curl, travel and balance in different ways 	<p>A) Rolling is rotating / turning your body completely around (along an axis).</p> <p>B) An axis is an imaginary line about which a body rotates, for example: head to toe.</p> <p>C) Travelling is moving from one place to another.</p> <p>D) Rocking is performing a balance that moves weight from one place to another.</p> <p>E) Curling is needed to perform a tucked roll.</p> <p>F) Extension is when we stretch as high or far as we can.</p> <p>G) Extension is needed for a pencil roll.</p>	Roll, curl, rocking, travel, balance, rotate, axis, extension
		<ul style="list-style-type: none"> PE1.5 know how to use under and over to move differently 	<p>A) Under is going below something.</p> <p>B) Over is going above something.</p>	Under, over, transition, along

Gymnastic Movements	Year 2	<ul style="list-style-type: none"> PE2.1 know how to plan and perform a sequence of movements 	A) Planning is preparing in advance. B) Performing is carrying a sequence/action out in front of audience. C) Linking is joining two or more movements together. D) Travelling is moving from one place to another. E) Flow means to move steadily and continuously within a performance.	Plan, linking, flow, travelling, performance
		<ul style="list-style-type: none"> PE2.2 know more than one way to create a sequence which follows some 'rules' 	A) Rules are guidance to follow. B) Sequences can be changed to make them different. C) Rules can be applied in different order.	Rules
		<ul style="list-style-type: none"> PE2.3 know how to start and finish using a gymnastic position 	A) Starting is beginning. B) Finishing is ending. C) Starting and finishing positions are controlled and still.	Start, beginning, finish, end, position,
		<ul style="list-style-type: none"> PE2.4 know how to safely attempt a variety of jumps and rolls with moderate control 	A) Safely means without danger or harm. B) Being safe when doing jumps requires sufficient space. C) Being safe when doing jumps requires knowing where to land. D) Being safe when doing rolls requires sufficient space. E) Safety when jumping and rolling means following the rules for how to do these movements.	Danger, spatial awareness, lift, power,
		<ul style="list-style-type: none"> PE2.5 know how to improve a sequence based on feedback 	A) Improving is making things better. B) Feedback is other people's opinions on how successful you have been.	Improve, feedback, opinion, discuss
Gymnastics	Year 3	<ul style="list-style-type: none"> PE3.1 know how to adapt sequences to suit different types of apparatus and criteria 	A) Adapt means to change. B) Apparatus are objects that can be used to perform certain roles – e.g. a narrow bench can be used to balance along. C) Apparatus provides challenge. D) Apparatus influences direction and type of movement.	Progression, choice, confidently
		<ul style="list-style-type: none"> PE3.2 know how strength and suppleness/ flexibility affect performance 	A) Strength is required to perform all gymnastic movements. B) Suppleness/ flexibility allows greater range of movement around a joint. C) Improved strength and flexibility allow for clearly defined and graceful movements.	Strength, suppleness/ flexibility
		<ul style="list-style-type: none"> PE3.3 know how to work collaboratively to produce a routine 	A) Collaboratively is working together effectively. B) Produce is making. C) A routine is a collection of sequences.	Collaboration, produce, routine, create, language, communication, kind, helpful, honest, supportive
Gymnastics	Year 4	<ul style="list-style-type: none"> PE4.1 know how to include a change of height and direction in a sequence 	A) Heights can be low, medium or high. B) Working at different levels means working at different heights. C) Direction can be forwards, backwards, left, right, horizontal, up, down, diagonal.	Height, direction, levels
		<ul style="list-style-type: none"> PE4.2 know how to move in a controlled and challenging way 	A) Challenge is to push yourself to improve performance.	Challenge, improve,
		<ul style="list-style-type: none"> PE4.3 know how to work with a partner to create, repeat and improve a sequence with at least three phases 	A) Working with a partner requires communication. B) Create is making or producing something to cause it to exist. C) Repeat is to do something more than once. D) Improve is to make something better. E) A phase is a clear section in a sequence.	Phase, together, apart, synchronised,

Gymnastics	Year 5	<ul style="list-style-type: none"> PE5.1 know how to make complex extended sequences 	A) Complex sequences consist of many parts. B) Extended is making something last longer.	Complex, challenging,
		<ul style="list-style-type: none"> PE5.2 know how to combine action, balance and shape 	A) Combine is putting parts together. B) Action is a movement. C) Balance is being still in one position. D) Shape is the form you make with your body.	Action
		<ul style="list-style-type: none"> PE5.3 know how to perform a routine consistently to different audiences 	A) Consistency is performing to the same standard repeatedly. B) Different audiences could involve people of different ages, genders, interests etc.	Consistency, standard, audience,
		<ul style="list-style-type: none"> PE5.4 know how to offer constructive feedback to help others improve 	A) Constructive feedback aims to give helpful advice and next steps to improve. B) All feedback is subjective. C) Subjective means it is a personal opinion.	Positive, negative, criticism, specific, subjective,
Gymnastics	Year 6	<ul style="list-style-type: none"> PE6.1 know how to sequence to specific timings 	A) Timings ensure structure. B) Timings ensure standard. C) Sequences can follow structure through timings. D) Timings help sequences flow.	Timings, structure,
		<ul style="list-style-type: none"> PE6.2 know how to adapt a sequence and teach others key gymnastic movements 	A) Adapting is changing something for a different purpose – it can be to make something better. B) Key gymnastic movements include different ways of travelling and remaining stationary. C) All gymnastic movements require good balance, control and purpose. D) Teaching others involves explaining and modelling something that you know how to do. E) Teaching others should be pitched at an age appropriate level, to include visual demonstrations and explanations.	Demonstrate, explain, model, age appropriate, ability, experience
		<ul style="list-style-type: none"> PE6.3 know how to combine own work with that of others to produce a routine 	A) Combining involves everyone sharing their ideas. B) Combining involves everyone being listened to.	Listened, routine,
Basic movements and team games	Nursery	<ul style="list-style-type: none"> PEN.6 know how to throw a ball with increasing force and accuracy 	A) Throwing is sending a ball from one or two hands in the air. B) Sending is moving a ball away from you to another location. C) Force is how hard you move the ball. D) Accuracy is successfully throwing a ball at a target. E)	Throw, force, accuracy, target
		<ul style="list-style-type: none"> PEN. 7 know how to catch a large ball by using two hands and their chest to trap it 	A) Catching is receiving a ball with two hands. B) Receiving is getting the ball. C) The ready position is standing facing the thrower, knees are bent and feet are shoulder width apart. D) The catcher needs to be in the ready position. E) The catcher's hands must be open. F) The catcher's hands are close together are used to make a target, generally in front of the chest area). G) The catcher's elbows are bent. H) Trapping the ball is when the ball is between the hands and chest.	Receiving, catching, ready position, trap, ready position
		<ul style="list-style-type: none"> PEN.8 know how to kick a stationary ball with either foot 	A) The kicker needs to stand close to the ball. B) The kicker's non-kicking foot is put to the side of the ball.	Kick, direction

		<p>C) The kicking leg needs to be pulled back and then towards the ball.</p> <p>D) The ball can be kicked with the inside, outside, front and heel of the foot.</p> <p>E) The direction of the leg swing affects the direction of the ball.</p> <p>F) The position of the kicker's head can affect the direction of the ball.</p>	
	<ul style="list-style-type: none"> PEN.9 know how to show balance and some control (e.g. throwing a ball, riding a scooter, riding a trike) 	<p>A) Balance is remaining steady.</p> <p>B) Control is being in charge of movements.</p>	Balance, control
	<ul style="list-style-type: none"> PEN.10 know how to run taking into account spatial awareness, adjusting speed to avoid obstacles 	<p>A) Running is faster than walking.</p> <p>B) When running, the head needs to stay above the body.</p> <p>C) Eyes look up to adjust speed to avoid obstacles.</p> <p>D) Bent arms swing in opposition to legs.</p> <p>E) Arm swing by passing hips.</p> <p>F) Elbows bend at 90 degrees.</p> <p>G) High knees can increase speed and power.</p> <p>H) Accelerate is to speed up.</p> <p>I) Decelerate is to slow down.</p> <p>J) To slow down, reduce (use less) speed of arms, legs and amount of effort.</p> <p>K) Use flat feet to slow down, brake or change direction.</p> <p>L) Turn hips to lead change of direction with balance and control.</p>	Running, walking, opposite, swing, accelerate, decelerate, direction, scan, space, balance, control, effort
	<ul style="list-style-type: none"> PEN.11 know how to listen and follow one simple instruction in a game 	<p>A) Good listening is paying attention to relevant clues eg. commands, instructions, rules, advice.</p>	Rule, instruction, command
	<ul style="list-style-type: none"> PEN.12 know how to run safely on whole foot 	<p>A) Both feet leave the ground when running.</p> <p>B) To run at speed, run on the balls of the feet.</p> <p>C) Use flat feet to slow down, brake or change direction.</p>	Balls of feet, brake, slow, direction
	<ul style="list-style-type: none"> PEN.13 know how to walk, run and climb on different levels and surfaces 	<p>A) Surfaces influence the method (change the way) of walking, running and climbing.</p> <p>B) For example, if a surface is slippery, walk slowly, with both arms out to steady you.</p> <p>C) Working at higher levels and narrower surfaces requires more balance and control.</p>	surface
	<ul style="list-style-type: none"> PEN.14 know how to jump up into the air with both feet leaving the floor 	<p>A good jump:</p> <p>A) Has feet that are shoulder width apart.</p> <p>B) Starts and ends with bent knees.</p> <p>C) Has the head staying above the chest.</p> <p>D) Means both feet should leave the ground at the same time.</p> <p>E) Uses arms that swing up together in the air for lift.</p> <p>F) Uses arms (out to the side) to balance the landing.</p>	Shoulder width, swing, balance
	<ul style="list-style-type: none"> PEN.15 know how to jump forward a small distance 	<p>To jump forward:</p> <p>A) Both arms swing back a short distance before driving forwards.</p> <p>B) Knees are bent to begin with.</p> <p>C) Next, legs are straightened.</p> <p>D) Lift up through the toes.</p> <p>E) Heels pull through under the body quickly.</p> <p>F) Land with control and balance on two feet.</p>	Straighten, lift

		<ul style="list-style-type: none"> PEN.16 know how to follow adult-led instructions about moving safely 	<p>A) When moving, following instructions is to do as instructed to keep yourself and others safe.</p> <p>B) For example, stop when a whistle is blown.</p>	safely
Basic movements and team games	Reception	<ul style="list-style-type: none"> PER.7 know how to throw, catch, kick, pass and strike a ball 	<p>A) Passing is kicking or throwing to another person.</p> <p>B) Striking is hitting a ball with either the hand, foot or equipment.</p>	Passing, striking, equipment
		<ul style="list-style-type: none"> PER.8 know how to throw a ball with aim, demonstrating increasing control 	<p>A) Throwing accurately requires balance and control.</p> <p>B) Hold the ball using the fingertips and thumb (not the palm).</p> <p>C) Stand sideways on, with feet shoulder-width apart and throwing arm furthest away from the target.</p> <p>D) Turn at the waist so that the upper body faces the target, and hold the ball so the arm looks like the letter L.</p> <p>E) The elbow should be at shoulder height and the hand pointing straight up.</p> <p>F) Lay the wrist back, then snap it forward, straightening the elbow and releasing the ball.</p> <p>G) The arm and fingers should finish pointing directly at the target.</p>	Pointing, accuracy, release
		<ul style="list-style-type: none"> PER.9 know how to show increasing control over an object in pushing, patting, throwing, catching or kicking it 	<p>A) Pushing is moving an object away from the body, with a longer contact time on the ball, for example: using a hockey stick, to push a ball along the ground.</p> <p>B) Patting is striking the ball with a large surface, with a short contact time, for example: patting with the palm of the hand.</p>	Pushing, patting, surface
		<ul style="list-style-type: none"> PER.10 know how to adjust speed or change direction to avoid obstacles when playing games with other children 	<p>A) Scanning is used to look around for space and obstacles, for example: ones and other people.</p> <p>B) Scanning is looking quickly across a large area to spot obstacles.</p> <p>C) Scanning requires turning head and body to see a large area.</p> <p>D) Slowing down gives more time to adjust to (make changes because of) obstacles.</p> <p>E) Speeding up can help move away from obstacles.</p>	Scanning, obstacle
		<ul style="list-style-type: none"> PER.11 know how to listen and follow two simple instructions in a game 	<p>A) Listening and following two simple instructions results in demonstrating two appropriate responses.</p> <p>B) For example: stop when a whistle is blown and hold equipment safely.</p> <p>C) For example: move to a space and start jumping.</p>	
		<ul style="list-style-type: none"> PER.12 know how to run in different directions 	<p>A) Look where to run.</p> <p>B) Turn head to see where to travel to.</p> <p>C) Slow down and use flat feet to change direction.</p> <p>D) Running forward, backward, sideways requires different body positions and footwork.</p>	
		<ul style="list-style-type: none"> PER.13 know how to jump up into the air and maintain balance 	<p>A) Bend knees to take off.</p> <p>B) A successful jump will land on two feet which hit the floor at the same time.</p> <p>C) The feet should land flat on the floor.</p> <p>D) There should be a small space between the feet.</p> <p>E) Land with bent knees.</p> <p>F) Hands, arms and body can be used to stabilise.</p> <p>G) Maintaining balance when jumping means that the body can land in the desired (wanted) position and remain (stay) still.</p>	

		<ul style="list-style-type: none"> PER.14 know how to follow adult-led instructions about moving safely and understand the reasons why 	<p>A) Following instructions keeps people safe.</p> <p>B) For example, I only get on apparatus when I am instructed so I don't get stuck.</p> <p>C) For example, I start/ stop when I am instructed so I can hear instructions and don't bump into other people.</p>	
Basic movements and team games	Year 1	<ul style="list-style-type: none"> PE1.6 know how to throw underarm towards a target 	<p>A) Palms face upwards to hold the ball.</p> <p>B) Fingers are relaxed and around the ball.</p> <p>In one-handed underarm throw:</p> <p>C) Opposite foot to throwing hand is placed forward.</p> <p>D) The throwing arm is extended behind the body, pulled past the hip and extended (stretched out) towards a target.</p> <p>E) Weight is transferred (moved) from back foot to front,</p> <p>In two-handed underarm throw:</p> <p>F) Stance, ready position towards the target, shoulders square to target.</p> <p>G) Square shoulders mean parallel to target.</p> <p>H) Fingers point towards the target on release of the ball.</p>	Palm, relaxed, extended, underarm, pulled, stance, opposite, transferred,
		<ul style="list-style-type: none"> PE1.7 know how to throw in different ways using different objects 	<p>A) Underarm throw is throwing forwards</p> <p>B) Overhead pass is throwing from above the head.</p> <p>C) Pushing can be with one or two hands, from chest or shoulder.</p> <p>D) Heaving is from front to overhead.</p> <p>E) Slingsing is with an extended arm, rotating the body.</p> <p>F) The release affects the direction of where the ball travels to.</p>	Heave, sling, overhead, rotation,
		<ul style="list-style-type: none"> PE1.8 know how to coordinate their body with control 	<p>A) Coordinating is moving different body parts at the same time.</p>	Coordination
		<ul style="list-style-type: none"> PE1.9 know how to move around an area, with agility, without collision and stop in a space 	<p>A) Area is the space allowed to use.</p> <p>B) Agility is moving and changing direction effectively with control and balance.</p> <p>C) Collision is bumping into something or someone.</p> <p>D) Space is away from objects and others.</p>	Area, agility, collision
		<ul style="list-style-type: none"> PE1.10 know how to listen and follow a set of simple instructions in a game 	<p>A) Listening and following simple instructions is important in a game for it to work.</p>	
		<ul style="list-style-type: none"> PE1.11 know how to change direction on command while running 	<p>A) A command is an instruction.</p> <p>B) Be ready to listen for a command.</p> <p>C) Changing direction on command is continuing to move and change direction whilst running, without stopping.</p>	Command,
		<ul style="list-style-type: none"> PE1.12 know how to move in different directions copying various movements 	<p>A) Running forwards is running in a straight line.</p> <p>B) Running a bend is running with a curved direction.</p> <p>C) Running backwards is going backwards, whilst the body faces forwards.</p> <p>D) Running sideways can include side stepping and crossing over feet.</p>	
		<ul style="list-style-type: none"> PE1.13 know how to jump and land with control 	<p>A) Landing with control is with feet shoulder width apart, into a controlled squat.</p> <p>B) Squatting is bent legs, knees over toes, hips and bottom backwards, shoulders above knees, head up.</p> <p>C) Squatting absorbs (soaks up) the force to make it safer to land and prevents (stops) injury.</p>	Absorb, sink, squat,

		<ul style="list-style-type: none"> PE1.14 know how to move safely in a space 	<p>A) Moving safely in space keeps me and others safe.</p> <p>B) Moving safely avoids collisions with others and obstacles.</p> <p>C) Moving safely is staying inside of a playing area, when instructed, for example: between cones/ grids/ pitch etc.</p> <p>D) Moving safely with equipment means carrying and using equipment safely.</p>	collision
Basic movements and team games	Year 2	<ul style="list-style-type: none"> PE2.6 know how to use hitting, kicking, throwing and/or rolling in a game 	<p>A) Hitting, kicking, throwing and rolling can be used in a game to attack or outwit an opponent.</p> <p>B) Hitting, kicking, throwing and rolling can be used to score points/ goals.</p> <p>C) Hitting, kicking, throwing and rolling can be used to gain and keep possession.</p> <p>D) Possession means having the ball or piece of equipment.</p>	Outwit, opponent, teammate, possession, goal, score
		<ul style="list-style-type: none"> PE2.7 know how to catch from a low height and a close throw 	<p>A) Catching requires moving the body in line with the movement of the ball.</p> <p>B) Turn and react to face the ball.</p> <p>C) Move hands quickly to meet the position of the ball.</p> <p>D) Hands can absorb (soak up) the force of the travelling ball.</p> <p>E) Cushioning means bringing the ball closer to the body with control using the hands.</p>	Pathway, absorb, force,
		<ul style="list-style-type: none"> PE2.8 know how to throw towards a target with moderate accuracy 	<p>A) Repetition of movement done for a purpose will increase accuracy.</p> <p>B) Accuracy means being on target.</p> <p>C) Moderate is being successful at reaching a target more than 5/10 attempts.</p>	Repetition, moderate accuracy,
		<ul style="list-style-type: none"> PE2.9 know the best space to be in during a game 	<p>A) Attacking means the team with possession and is able to score.</p> <p>B) Defending means trying to stop the other team (the opponents) from scoring.</p> <p>C) To create space, players should move away from defenders.</p> <p>D) Creating space gives more time to make decisions and execute (successfully complete) a skill.</p> <p>E) Standing closer to an opponent makes it harder for them (closing down).</p> <p>F) Closing down, reduces time for an opponent to make a decision or execute a skill.</p>	Execute, opponent
		<ul style="list-style-type: none"> PE2.10 know how to change direction at speed, with agility, to avoid chasers 	<p>A) Ready position</p> <p>B) Changing directions requires either slowing down or speeding up depending on where the chaser is.</p> <p>C) Eg. breaking, turning, feinting, dodging</p>	Feint, dodge,
		<ul style="list-style-type: none"> PE2.11 know how to follow rules 	<p>A) Following rules allows a game to be safe, fair and fun</p>	Fair
		<ul style="list-style-type: none"> PE2.12 know how to show fairness and respect to others 	<p>A) Showing fairness is playing by the rules</p> <p>B) Respect is showing kindness and courtesy to teammates, opposition and officials</p>	Kindness, courtesy
		<ul style="list-style-type: none"> PE2.13 know how to develop simple tactics for attacking and defending 	<p>A) Tactics are plans and ways to working together towards a goal</p> <p>For example:</p> <p>B) When attacking, to keep possession, move the ball closer to a goal/ target to be able to score</p> <p>C) When defending, work together to intercept and stop the opposition scoring.</p>	Intercept

		<ul style="list-style-type: none"> PE2.14 know how to move in different ways, identify these and know how they look 	<p>A) Identify is to name something / say what it is</p> <p>B) Moving includes travelling in any direction, walk, run, crawl, roll, jump, hop, step, skip, bound, leap (Independently rather than copying)</p>	Identify, bound, leap
Competitive games	Year 3	<ul style="list-style-type: none"> PE3.4 know how to be aware of space and use it to support team-mates and to cause problems for the opposition 	<p>A) Moving to another space influences the options for attackers and defenders</p> <p>When attacking:</p> <p>B) Moving close to a team-mate can support them by providing a passing option</p> <p>C) Moving away from a team-mate can support them by providing more space and time to execute a skill whilst occupying defenders</p> <p>When defending:</p> <p>D) Working with a team-mate can cause problems for opposition, for example: one player to mark and one to hold space, ready to intercept</p>	Opposition, execute, intercept
		<ul style="list-style-type: none"> PE3.5 know how to use rules fairly 	<p>A) Rules are to keep the game fair and fun</p> <p>B) Breaking a rule has consequences, for example, a player might be sent off the pitch</p>	Consequence
		<ul style="list-style-type: none"> PE3.6 know how to apply basic rules 	<p>A) Applying rules allows a game to flow</p>	
		<ul style="list-style-type: none"> PE3.7 know how to begin to use suitable techniques 	<p>A) Suitable techniques include how to pass, receive, score, defend, intercept, tackle</p> <p>B) BOUNCE PASS - Grip the ball in one or two hands; push the ball from behind to bounce approximately half way between the sender and receiver. Release the ball low to allow it to be received no higher than waist height.</p> <p>C) CHEST PASS – Grip the ball in two hands with fingers pointing up and thumbs together behind the ball. Hold the ball in front of the chest and keep your elbows pointing down. Push the hands out to pass the ball.</p> <p>D) SHOULDER PASS – Grip the ball in one hand and use the other hand to keep it steady. Hold the ball above the shoulder of the throwing arm and push the ball up and out to pass it.</p>	
Competitive games	Year 4	<ul style="list-style-type: none"> PE4.4 know how to throw and catch accurately in a team game 	<p>A) Throwing and catching accurately allows you to keep possession and score</p> <p>B) Some throws include: chest-pass, shoulder-pass, over-head pass, bounce-pass, pop-pass</p> <p>C) <u>Cricket - BOWLING:</u> Sideways on. Legs shoulder width apart. Hand without the ball coming straight out towards your target (From 12 to 6 on a clock face). Hand with the ball straight up (From 6 to 12 on a clock face). Non-bowling hand points to the target. Bowling hand comes through and releases the ball at around 10 on a clock face, then follows through to the target. Step through the bowling action.</p> <p>D) <u>OVERARM THROW:</u> Use the non-throwing arm to point at the target. Start with the ball behind the ear.</p>	

			<p>Throw with shoulder, elbow, wrist. Move the arm quickly to increase power. Step through the throw.</p> <p>E) <u>UNDERARM THROW:</u> Bring the arm through straight. Point at the target with the throwing hand on release. Have the opposite foot to the throwing arm forward. Step through the throw.</p>	
		<ul style="list-style-type: none"> PE4.5 know how to strike a ball accurately with control and direction in a team game 	<p>A) Striking can include rackets, bats, club, hands B) Good striking requires good hand-eye co-ordination C) Ready position is important D) Grip is important E) Preparation for shot is important F) Motion of striking/ swing is important G) Follow-through is important for direction Body position and position of equipment in relation to object being struck is important.</p> <p>H) <u>Cricket - BATTING – THE GRIP:</u> Fingers and thumbs wrapped around the bat. 'V' in line between splice and edge. Hands close together. Top hand against inside front thigh.</p> <p>I) <u>BATTING – THE STANCE:</u> Feet parallel and a foot length apart. Weight evenly distributed and knees flexed. Side-on position, relaxed. Eyes level over toes.</p> <p>J) <u>BATTING – THE STRIKE:</u> Lift the bat backwards to waist height. Step with the front foot next to the ball. Strike through the ball keeping the bat face straight.</p>	Co-ordination, follow-through
		<ul style="list-style-type: none"> PE4.6 know how to vary tactics and adapt skills depending on what is happening in a game 	<p>A) Varying tactics is changing the tactic to improve performance B) Adapting skills can be dependent on conditions, rules, opposition</p>	
		<ul style="list-style-type: none"> PE4.7 know how to work as a team to compete against the opposition 	<p>A) Working as a team involves good communication and responsibility for roles, for example: sport-specific positions</p>	Communication, responsibility
Competitive games	Year 5	<ul style="list-style-type: none"> PE5.5 know how to strike a ball, using a varied piece of equipment, into a space 	<p>A) Striking a ball into space can be used to score runs/ points/ rounders and aimed towards a target or goal B) Executing a desired shot can outwit an opponent and have a tactical advantage For example: defensive drive or pull shot in cricket, away from/ over fielders</p> <p>C) <u>Tennis - Serve:</u></p>	Executing, backswing,

		<p>Stand sideways on. Start with the ball in your weak hand, the racket is held in your strong hand over that shoulder. The racket arm should be bent, with the racket pointing straight up. Slowly raise the ball until it gets to shoulder height then toss it up high. Quickly bring the racket up and over so you make contact with the ball at the extent of your reach. Try to hit the ball down over the net. Step through the serve for added power</p> <p>D) Cricket - DEFENSIVE BATTING: Sideways on. Head over the ball. Angle the bat so that the ball goes down after being hit. Keep the bat straight. Step into the shot with the front leg. Make sure the bat comes down next to the leg, making a barrier that the ball cannot pass through to hit the stumps.</p> <p>E) ATTACKING BATTING: Sideways onto the ball. Bat held in two hands on the handle. Large draw back quick explosive release in a straight line towards the ball. Take a positive stride forwards. Hit the ball into space. Hit the ball on the up.</p> <p>F) CROSS BAT (HOOK) SHOT: Move the forward leg from 12 to 9 on a clock face to be straight on. Move your back foot outside off stump onto the ball of your foot Take the hands high in the backswing allowing you to hit from high to low Watch the ball like a hawk Extend the hands out and strike the ball with a horizontal sweep of the bat (the key is to fully extend the arm of your bottom hand - the pull is a bottom hand stroke) Pivot on the ball of your back foot and hit the ball at arms-length for maximum power Roll the wrists to keep the ball down Executing a desired shot can outwit an opponent and have a tactical advantage</p>	
	<ul style="list-style-type: none">PE5.6 know how to use a number of techniques to pass, dribble and shoot	<p>A) There are a number of passes including: chest pass, bounce pass, shoulder pass, overhead pass, lay-up, bank-shot in basketball</p> <p>B) PASSING – Basketball and Netball BOUNCE PASS - Grip the ball in one or two hands; push the ball from behind to bounce approximately half way between the sender and receiver. Release the ball low to allow it to be received no higher than waist height. CHEST PASS – Grip the ball in two hands with fingers pointing up and thumbs together behind the ball. Hold the ball in front of the chest and keep your elbows pointing down. Push the hands out to pass the ball.</p>	

			<p>SHOULDER PASS – Grip the ball in one hand and use the other hand to keep it steady. Hold the ball above the shoulder of the throwing arm and push the ball up and out to pass it</p> <p>C) SHOOTING - Basketball and Netball HANDS Release the ball high. Use one hand to push the ball up to the goal and the other hand to keep it steady. LEGS Start with bent knees – Extend them to add power and help propel the ball upwards towards the goal. AIM Look through the ball towards the goal – The hands should be pointing towards the goal after release.</p> <p>D) DRIBBLING - Basketball HANDS Use the fingertips rather than the palms. Push the ball down and forwards when dribbling and moving. Remember to move your hand up with the ball to cushion it as it bounces up from the floor. Don't bounce the ball any higher than your waist. HEAD Keep your head up. Make sure you maintain good vision of where you are travelling. Avoid looking down at the ball as much as you can. FEET Bounce the ball away from your feet.</p> <p>E) LAY UP SHOT – Basketball HANDS Release the ball high from one hand. Flick the wrist and fingers to propel the ball towards the basket. LEGS Run at an angle towards the basket. Jump from one leg whilst running. Get as high as you can towards the basket before releasing the ball. AIM For the top right near side of the small square on the backboard.</p> <p>F) PASSING – Hockey HANDS Left hand at the top of the stick, right hand halfway down. FEET Wide apart, bent knees. The ball should be near the back foot when the pass starts, with the ball being released somewhere in line with the front foot. This ensures a good push of the ball. SPEED Passes should be accurate and aimed at the stick of the receiver. Aiming to the receivers forehand (right side) makes the ball easier to stop. TARGET Just outside the receiver's right foot.</p> <p>G) DRIBBLING – Hockey HANDS Left hand at the top of the stick, right hand halfway down. Stick head on the floor. BODY POSITION Bent knees. Back slightly arched with head up to see where you are going. Ball should be carried slightly on the right-hand side and in front as you move with it. STICK POSITION The stick should be in constant contact with the ball. When Indian dribbling, make sure the stick turns ahead of the ball, not behind it. The stick should be turned anti-clockwise from forehand to backhand dribble.</p> <p>H) SHOOTING – Hockey HANDS Left hand at the top of the stick, right hand halfway down. Stick head on the floor. Low Hands. BODY POSITION Bent knees. Wide stance. Hands and core should be low to</p>	
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			<p>the ground.</p> <p>STICK POSITION The stick should make a large arc in front of the player and should never go above knee height. Contact is made with the ball somewhere in front of the head. The slap shot should be a low sweep of the stick.</p>	
		<ul style="list-style-type: none"> PE5.7 know how to choose a specific tactic for defending and attacking 	A) Specific tactics influence the pace and flow of a game	
		<ul style="list-style-type: none"> PE5.8 know how to gain possession by working collaboratively and competitively as a team and pass in different ways 	<p>A) Tackling means gaining possession, 1:1 for example: tag-rugby, pull the tag.</p> <p>B) Anticipating means reading cues to inform decisions</p> <p>C) Intercepting means stealing possession by blocking a pass</p> <p>D) Passing to teammates in different positions helps keep possession</p> <p>E) PASSING - Hockey</p> <p>HANDS Left hand at the top of the stick, right hand halfway down.</p> <p>FEET Wide apart, bent knees. The ball should be near the back foot when the pass starts, with the ball being released somewhere in line with the front foot. This ensures a good push of the ball.</p> <p>SPEED Passes should be accurate and aimed at the stick of the receiver. Aiming to the receivers forehand (right side) makes the ball easier to stop.</p> <p>TARGET Just outside the receiver's right foot.</p>	Anticipating, intercepting
Competitive games	Year 6	<ul style="list-style-type: none"> PE6.4 know how to work as a team and communicate a plan 	<p>A) Working as a team involves good communication.</p> <p>B) Communication involves sharing thoughts and feelings.</p> <p>C) Good teamwork includes: turn-taking, sharing responsibility, taking leadership and co-operating.</p>	Co-operation, leadership
		<ul style="list-style-type: none"> PE6.5 know how to agree and explain rules to others 	<p>A) Agreeing is when two or more people share the same opinion</p> <p>B) Explaining rules helps teammates and opposition to play fairly</p> <p>C) Explaining rules helps to reinforce understanding</p>	Agree, explain
		<ul style="list-style-type: none"> PE6.6 know how to show competency in a range of sports 	A) Competency is using a skill effectively in a range of sports	Competent
		<ul style="list-style-type: none"> PE6.7 know how to lead others in a game situation when the need arises 	<p>A) Leading involves good communication, sound knowledge and understanding of the game situation.</p> <p>B) Leading is demonstrating effective decisions for the game being played for example: before kick-off, choosing a tactic, formation, substitutions</p>	
Athletics	Year 3	<ul style="list-style-type: none"> PE3.8 know how to run at fast, medium and slow speeds; changing speed and direction 	<p>A) Sprinting is running as fast as you can</p> <p>B) Medium pace is running quickly over a set distance</p> <p>C) Slow speed is a pace that can be maintained for a longer period</p> <p>D) Effective sprinting involves:</p> <p>Fast arm drive leads to fast legs</p> <p>Pumping arms</p> <p>Arms do not cross mid-line of body</p> <p>High knees</p> <p>Heel flick towards bottom</p> <p>Light contact on the ground with floor</p> <p>E) Medium Pace running involves:</p>	Sprinting, drive, pumping,

			<p>Longer stride Relaxed arm swing Concentrate on breathing rate</p> <p>F) Slow speed running involves: Can be continued without stopping Relaxed, less knee lift Feet stay close to ground</p>	
		<ul style="list-style-type: none"> PE3.9 know how to take part in a relay, remembering when to run and what to do 	<p>A) A relay is a running race where members of a team take turns to complete parts of the race.</p> <p>B) A changeover is where two athletes from the same team pass a baton between one another while running as fast as possible.</p> <p>C) Athletes cannot throw or drop the baton.</p> <p>D) The incoming runner does not slow down.</p> <p>E) The outgoing runner accelerates before receiving baton, so that they are at an optimal speed to continue running.</p> <p>F) The incoming runner approaches outgoing runner from behind so that both runners are facing the same direction.</p>	Relay, optimal, baton, outgoing, incoming
		<ul style="list-style-type: none"> PE3.10 know how to identify different ways to jump linked to athletics 	<p>A) 5 basic jumps are:</p> <p>B) Two-feet to two-feet</p> <p>C) One-foot to two-feet</p> <p>D) Two-feet to one-foot</p> <p>E) One-foot to one foot (same foot= hop)</p> <p>F) One-foot to one foot (to opposite foot= step)</p>	
Athletics	Year 4	<ul style="list-style-type: none"> PE4.8 know how to sprint over a short distance and show stamina when running over a long distance 	<p>A) Sprinting involves maximum effort</p> <p>B) Stamina is strength over time</p> <p>C) Adjusting pace allows you to run quickly over a longer distance without stopping</p>	Stamina
		<ul style="list-style-type: none"> PE4.9 know how to jump in different ways, taking off on one foot and 2 feet and landing with control 	<p>5 basic jumps are</p> <p>A) Two-feet to two-feet (standing broad/ long jump, tuck jump, pike, straddle)</p> <p>B) One-foot to two-feet</p> <p>C) Two-feet to one-foot</p> <p>D) One-foot to one foot (same foot= hop)</p> <p>E) One-foot to one foot (to opposite foot= step)</p>	Tuck, pike, straddle
		<ul style="list-style-type: none"> PE4.10 know how to throw in different ways using different objects 	<p>A) Overarm throwing can be pulling, pushing, or slinging</p> <p>B) Pulling includes: beanbag, javelin, vortex howler, tennis ball</p> <p>C) Pushing includes: chest push, shot put</p> <p>D) Slinging includes: discus, hammer, quoits</p> <p>E) Stance and grip is important to control and direct the item thrown</p> <p>F) Extension is force away from the body</p> <p>G) Rotation is the amount of turn of the body – through hips and shoulders</p> <p>H) Transfer of weight increases momentum and force applied when throwing.</p> <p>I) JAVELIN THROW: Transfer weight from back foot to front foot whilst throwing. Step through the throw to add power from the legs Bring the arm through quickly. Throw at an angle of 45 degrees.</p>	Angle of release, trajectory, speed, grip

			<p>J) SLING THROW: Grip the equipment with knuckles up. Twist and push hips forward just before release. Pull the equipment through quickly with a straight arm. Throw from low to high.</p> <p>K) HEAVE THROW: Use the power in the legs by driving up hard Pull through with the arms. Use speed of arm movement to propel the equipment. Quick weight transition from back to front.</p> <p>L) PUSH THROW: Keep the equipment close to the neck and push away. Drive the equipment up and away. Step through the throw for greater distance. Use the non-throwing hand as a guide for direction</p>	
Athletics	Year 5	<ul style="list-style-type: none"> PE5.9 know how to breakdown the technique of different jumping events, develop each area to provide an overall improvement 	<p>A) Approach is the movement before take off B) Take off is leaving the ground to start the jump C) Landing is returning to the ground with control D) Effective jumping requires combining a good approach, take-off and landing E) Long jump – 1 foot to 2 feet F) Triple jump – hop-step-to 2 feet G) High jump- scissors, sergeant, Fosbury flop, H) Hurdling- 1 foot to alternate foot, run, repeat</p>	Approach, take off, landing,
		<ul style="list-style-type: none"> PE5.10 know how to throw with increasing distance 	<p>A) Different throws produce different distances B) Throwing different equipment effects distances C) Increasing force can increase distance D) Increased speed of arm, increases distance E) The optimal angle of release is 45 degrees for furthest distance</p>	Optimal, force,
Athletics	Year 6	<ul style="list-style-type: none"> PE6.8 know how to demonstrate stamina and increase strength 	<p>A) Races can end with a sprint finish</p>	
		<ul style="list-style-type: none"> PE6.9 know how to identify the attributes required for various events and be able to improve in different physical activities and sports 	<p>A) Speed and power athletics require more fast-twitch fibres B) Endurance athletes require good stamina C) Training effects performance D) Physique influences attributes of athletes E) BATON TRANSFER: Receiver places hand behind them but faces forward. The person running with it places baton into their hand. When then receiver feels it, they close their hand and take it off their partner. Receiver should be running when they receive the baton. F) SPRINTING: Increase stride length – short at first and get bigger. Keep shoulders down when accelerating. Explode out – Drive arms forwards and backwards to power.</p>	Fast-twitch fibres, endurance, physique, influences, attributes

			<p>Drive the knees up and forwards when running.</p> <p>G) HURDLING OBSTACLES: Drive the knee of the lead leg over the hurdle. Bring the foot to the ground quickly. Maintain strong arm action. Bring the trailing leg through quickly.</p> <p>H) HOP, SKIP, JUMP: Balance Land on a flat foot, take off from the ball of the foot. Lean forward on take-off. Propel forward with your arms. Extend the knees and hips quickly. Land with bent knees.</p> <p>I) JOGGING: Relaxed shoulders and arms. Steady breathing. Pace – Don't set off too quickly and tire. Reserve enough energy to sprint the last section to finish strongly</p>	
		<ul style="list-style-type: none"> PE6.10 know how to measure and record results, link to personal best and aiming to improve 	<p>A) A personal best is their own highest result obtained in an event for example: time, distance, height</p> <p>B) Results and personal bests are identified by: Measuring and marking, using appropriate equipment Time-keeping (stop-watch) Distance (tape measures) Observing, recording, comparing and analysing results</p>	
Dance	Nursery	<ul style="list-style-type: none"> PEN.17 know how to move in response to music or rhythms heard 	<p>A) Good listening is paying attention to the music or rhythm and sounds</p> <p>B) Rhythm is a repeated pattern of movements or sounds – long or short</p> <p>C) Beat is the basic unit of time</p> <p>D) Dancer usually moves on the beat counts 1,2,3,4</p> <p>E) Timing involves moving to the beat of the music</p> <p>F) Tempo is the speed (fast/slow) that the dancer performs</p> <p>G) Control is moving our bodies in time with the music, beat or sound</p> <p>H) Moving in response to music or rhythm means changing body position and being still, for example: to begin- starting and finishing still; when music/ rhythm plays, moving to beat</p> <p>I) Change of beat may change the tempo of the dancer, for example: speeding up/ slowing down, pausing/ stopping</p>	<p>Good listening, rhythm, beat,</p> <p>Timing</p> <p>Tempo</p> <p>Control</p>
Dance	Reception	<ul style="list-style-type: none"> PER.15 know how to copy a short, repetitive dance pattern 	<p>A) Copying is to do the same as something or someone else</p> <p>B) Repeat is to do again and again</p> <p>C) A pattern is a series of movements or actions in a particular order</p>	<p>Copy, repeat, pattern</p> <p>start, stop, stomping, pause, heavy, strong</p>
Dance	Year 1	<ul style="list-style-type: none"> PE1.15 know how to start and stop movement using music 	<p>A) Start movement when the music starts.</p> <p>B) Stop movement when music ends.</p>	

		<ul style="list-style-type: none"> PE1.16 know how to copy or make up a short dance using simple movement patterns 	A) Simple movements patterns include actions and sequences B) Sequence is a combination of controlled movements C) Motif is a series of movements that are repeated D) Expression are the actions of dancers to show their thoughts, feelings and character for example; angry, scary, shy, happy	sequence, motif, expression, control
Dance	Year 2	<ul style="list-style-type: none"> PE2.15 know how to change rhythm, speed, level and direction in dance 	A) Speed is how quickly we move B) Levels are the height of performance, for example: low – on floor, medium-crouching, high- tiptoes, jumping/ leaping C) Direction is where to move in a sequence, or pattern, for example: changes in floor patterns, straight, curved, diagonal, changes of direction D) Coordination is moving two or more body parts together smoothly	Speed, levels, direction, coordination, performance
		<ul style="list-style-type: none"> PE2.16 know how to make a sequence by linking simple movement patterns together 	A) Linking is joining two or more movements together	linking
		<ul style="list-style-type: none"> PE2.17 know how to use dance to show a mood or feeling 	A) Mood is the way you feel B) Emotion is the feelings shown by a character/ dancer C) Stimulus is something that provokes or causes an action or response	Mood, emotion, stimulus, provokes
Dance	Year 3	<ul style="list-style-type: none"> PE3.11 know how to share and create phrases with a partner and small group 	A) Sharing is giving ideas to others B) Creating is making something C) Phrase is a part of a sequence D) Creativity is using imagination or original ideas when performing	Sharing, creating, phrase, creativity
		<ul style="list-style-type: none"> PE3.12 know how to remember and repeat a range of movement patterns 	A) Remembering includes using and building on previous ideas or learning from start, middle, end of performance, or previous sessions	Remembering,
		<ul style="list-style-type: none"> PE3.13 know how to improvise freely and translate ideas from a stimulus into movement 	A) Improvise is to perform a movement to music spontaneously, without preparation B) Translate is to change ideas into movements, for example: move like a wild animal, stay in character	Improvise, translate, spontaneously, preparation
Dance	Year 4	<ul style="list-style-type: none"> PE4.11 know how to use a theme as a stimulus to create ideas 	A) A theme is an idea or topic, for example: history topic such as The Greeks, animals such as cats B) Stimulus is something that causes a response	Theme, stimulus
		<ul style="list-style-type: none"> PE4.12 know how to use dance to communicate an idea 	A) Communication through dance involves showing ideas through actions, sequences and patterns B) Choreographing is designing movement patterns to perform	Communication, choreography
		<ul style="list-style-type: none"> PE4.13 know how to take the lead when working with a partner or group 	A) Leading means guiding others	Leading
Dance	Year 5	<ul style="list-style-type: none"> PE5.11 know how to dance showing clarity, fluency, accuracy and consistency 	A) Clarity is how clearly a movement or action is performed B) Fluency is moving with flow and purpose C) Accuracy is moving with precision to perform a desired movement D) Consistency is the ability to repeat movements and/or skills over and over again with fluency, control and success	clarity, fluency, accuracy, consistency, precision
		<ul style="list-style-type: none"> PE5.12 know how to compose own dances in a creative way 	A) Composing is to create an organised dance with choreography	Compose

		<ul style="list-style-type: none"> PE5.13 know how to perform dance to an accompaniment 	A) Accompaniment is something alongside to contribute to a dance, for example: music, video, instrument, voice,	Accompaniment
Dance	Year 6	<ul style="list-style-type: none"> PE6.11 know how to develop sequences in a specific style 	A) Specific is particular type B) There are a range of different dance styles C) Styles of dance could include- contemporary, jazz, ballet, African, street, baroque, Charleston, lindy-hop D) Contemporary means current or modern	Specific, style, contemporary
		<ul style="list-style-type: none"> PE6.12 know how to choose own music and style 	A) Dance styles are influenced by music choice B) Ballet often uses classical pieces C) Lindy-hop is specific to swing music	
Outdoor Adventurous Activity	Year 3	<ul style="list-style-type: none"> PE3.14 know how to follow a map in a familiar context, individually and within a team 	A) A map is a tool used to navigate an area B) Navigate is to plan a route C) To orientate a map is to turn/ rotate the map to match the surroundings and landmarks D) Locate means to find specific objects and landmarks E) Landmark is a main feature or marker F) Familiar context is a site that is known, for example: school grounds G) Birds eye view means viewed from above	Map, orientate, navigate, rotate, landmarks, locate, birds eye view, familiar, unfamiliar
		<ul style="list-style-type: none"> PE3.15 know how to use clues to follow a route 	A) Clues are helpful hints B) A route is the chosen way to travel between points C) A key can be used to label and identify features of the area, shown by a symbol or shape and colours, for example: X, O, Δ, ⊕	Clues
		<ul style="list-style-type: none"> PE3.16 know how to follow a route safely 	A) To stay safe, stay inside the boundary B) To stay safe, follow the key instructions	Boundary
		<ul style="list-style-type: none"> PE3.17 know the boundaries in place 	A) Boundary is the border of the area to work in	Boundary
Outdoor Adventurous Activity	Year 4	<ul style="list-style-type: none"> PE4.14 know how to follow a map in a (more demanding) familiar context, individually and within a team 	A) Demanding means more challenging - physically, technically, strategically B) More demanding could include a larger area to find different objects using clues	Demanding, physically, technically, strategically
		<ul style="list-style-type: none"> PE4.15 know how to follow a route within a time limit 	A) A time limit is the amount of time allowed to complete a course B) Strategy is a planned set of actions to achieve a goal (what) C) Tactics carefully planned set of actions (how)	Strategy, tactics
		<ul style="list-style-type: none"> PE4.16 know how to mark on a map where they are 	A) To mark a map successfully, orientating and identifying landmarks is required B) Describing position in relation to landmarks is important to identifying location <i>This could but does not need to include coordinates</i>	Relation, orientating
Outdoor Adventurous Activity	Year 5	<ul style="list-style-type: none"> PE5.14 know how to follow a map in an unknown location, individually and within a team 	A) An unknown location is an area that is unfamiliar- not visited before – for example: local park, outdoor and adventurous centre	unfamiliar
		<ul style="list-style-type: none"> PE5.15 know how to use clues and a compass to navigate a route 	A) A compass is a tool used to navigate direction B) The 8 points of a compass are: North, North-East, East, South-East, South, South-West, West, North-West C) Magnetic north can help orientate a map	Compass points Magnetic North, gridlines

			D) Maps are orientated to north and can include gridlines E) Clues can include written clues, diagrams, treasure hunt, tracking, picture prompts, geo-caching	
		• PE5.16 know how to use new information to change route	A) New information informs changes of direction and distance of a route	
		• PE5.17 know how to change route to overcome a problem	A) Changing route can overcome problems B) When lost, change route C) If the preferred route is inaccessible, deciding on another route is essential D) Retracing route is important if lost or if a landmark was missed	Inaccessible, retracing
		• PE5.18 know how to explain to others how their map is providing help	A) Scale is the ratio of distance on the map to the corresponding distance on the ground B) Maps are tools to show lots of information quickly such as the surrounding area and potential routes	Scale, corresponding
Outdoor Adventurous Activity	Year 6	• PE6.13 know how to plan a route and a series of clues for someone else, individually and within a team	A) Planning includes step-by-step instructions B) Series means more than one in order	planning
		• PE6.14 know how to plan with others, taking account of safety and danger	A) Considering boundaries, potential risk and safety is vital B) A good plan considers who is completing the course, for example: consider appropriateness for age, terrain, season, strengths and limitations of individuals such as mobility, impairments and support	Terrain, potential, risk, vital, terrain, limitations, mobility, impairments
		• PE6.15 know how to apply a strategy, work efficiently and effectively with the help of a map	A) Collaboration is working together effectively B) Efficiency is working effectively in an organised way minimal wasted effort C) Maps are tools to show lots of information quickly such as the surrounding area and potential routes	Collaboration, efficient, effective, wasted effort
Evaluate	Nursery	• PEN.18 know how to take turns and share resources when playing games, with adult support	A) Taking turns involves more than one person B) Adult support is when an adult is involved, for example through their interactions with a child/children (<i>which might involve providing guidance, giving instructions, supervising, mediating</i>) C) Waiting can be for a turn or to use equipment D) Resources are items in a game such as equipment, ball, hoop, instruction card, cone	Taking turns, support, waiting, resources, interactions
		• PEN.19 know that we breathe faster during exercise	A) Breathing is moving air in and out of our chest B) Breathing helps our body get oxygen to muscles C) Exercise is being physically active D) Exercise affects how quickly we breathe	Breathing, oxygen, exercise, muscles
Evaluate	Reception	• PER.16 know how to take turns and share resources when playing games	A) Independent – without adult support	independent
		• PER.17 know that our heart beats faster during exercise	A) The heart is a muscle B) The heart pumps blood around the body C) Blood carries oxygen to muscles D) Exercise increases heart rate because more oxygen is needed for the working muscles	Heart, blood, heart rate, muscle

Evaluate	Year 1	<ul style="list-style-type: none"> PE1.18 know what works well in a gymnastic or dance sequence 	A) An excellent gymnast can copy, repeat and demonstrate movement phrases with control, balance and clarity B) An excellent dancer can copy and repeat simple movement patterns with expression	Copy, repeat, demonstrate, control, balance, clarity
		<ul style="list-style-type: none"> PE1.19 know how to improve an action such as throwing, catching or striking 	A) Improving is making something better to become more successful B) Improvement can be achieved by practising good technique regularly	Technique
		<ul style="list-style-type: none"> PE1.20 know how to regulate own behaviour when playing team games, with adult support 	A) Listening and following simple instructions is important in a game in order for it to work B) Individual behaviour effects team-mates and opposition C) Appropriate behaviour is sensible, playing safely by the rules	Regulate, behaviour, individual, opposition
		<ul style="list-style-type: none"> PE1.21 know that exercise is part of a healthy lifestyle 	A) Healthy lifestyle is the absence of illness or disease B) Exercise is for a health body and mind C) Exercise can reduce risk of illness and disease	Healthy lifestyle, absence, illness, disease, reduce
Evaluate	Year 2	<ul style="list-style-type: none"> PE2.19 know what works well and what could be better in a gymnastic or dance sequence 	A) Identify means to notice what is happening (this is different to the definition given before - not sure either are right) B) Constructive feedback is thoughtful, kind and helpful For example: I noticed that you were balanced and to make it even better, point your toes. For example: The starting position was clear and now try to flow into your next movement. C) Improved strength and flexibility improve the ability to perform clearly defined and graceful movements	Identify, constructive feedback, thoughtful, kind, helpful, flexibiliy, defined, graceful
		<ul style="list-style-type: none"> PE2.20 know how to improve an action such as throwing, catching or striking with increasing aim and direction 	A) Repetition of purposeful movement will increase accuracy B) STRIKE: Pointing our elbow to the sky and using the correct grip in turn forces the bat to point towards the ground at 180 degrees to allow a greater chance of connection. For example, changing stance, where to face and look, how to hold equipment will change direction of a throw or hit	Purposeful, increase, accuracy
		<ul style="list-style-type: none"> PE2.21 know how to regulate own behaviour when playing team games 	A) Playing and respecting the rules effects team-mates and opposition B) Recognising own behaviour is important	Opposition
Evaluate	Year 3	<ul style="list-style-type: none"> PE3.18 know how to compare and contrast gymnastic sequences 	A) To compare and contrast is to observe and identify what is the same or different between sequences	Compare, contrast, observe, identify
		<ul style="list-style-type: none"> PE3.19 know how to recognise own improvement in invasion games 	A) Passing with range of passing techniques can help your team keep possession of the ball B) Shooting should focus on keeping the hands high and releasing the ball as high as possible in the shooting motion	

		<ul style="list-style-type: none"> PE3.20 know how to evaluate own performance in terms of improving from not winning and then recognising own success both in terms of performance and attitude 	<p>A) Evaluate is to reflect on what worked well and what could be improved</p> <p>B) Performance means how the activity was completed- good or poor.</p> <p>C) Characteristics include effort, team-work, communication, playing by the rules, perseverance, skill</p> <p>D) Outcome can be winning/ losing but also gaining experience, enjoyment, satisfaction, goal achieving</p> <p>E) Attitude is a learned and behavioural response to a stimulus- positive/ negative</p>	Evaluate, performance, outcome, satisfaction, attitude, perseverance, characteristics, stimulus
Evaluate	Year 4	<ul style="list-style-type: none"> PE4.17 know how to provide support and advice to others in gymnastics and dance 	A) Advice is giving help to improve performance	Advice
		<ul style="list-style-type: none"> PE4.18 know how to listen to the ideas of others 	<p>A) Good listening is paying attention.</p> <p>B) Accepting criticism is important to improve performance</p> <p>C) Everyone has an opinion</p> <p>D) Opinions are subjective</p>	Criticism, opinion, subjective
		<ul style="list-style-type: none"> PE4.19 know how to work as a team to develop others both in terms of performance and attitude 	<p>A) Being part of a team requires contributing to strategies, tactics and taking roles and responsibilities seriously.</p> <p>B) Individual attitudes, opinions and performance impact the team's performance and attitude.</p>	Attitude, impact
Evaluate	Year 5	<ul style="list-style-type: none"> PE5.19 know how to recognise the successful elements of their own performance and why it was better, or not as good as, their last 	<p>A) Self-reflection is a skill that is important to recognise success and areas to improve</p> <p>B) Improving on previous performances will make a performance better</p> <p>C) Not improving on previous performances will not make a performance better</p>	Self-reflection
		<ul style="list-style-type: none"> PE5.20 know how to articulate to others something a partner has done well and also something that can be improved both in terms of performance and attitude 	A) Articulate means to express oneself with clear and effective language	Articulate, express
Evaluate	Year 6	<ul style="list-style-type: none"> PE6.16 know which sports they are good at and find out how to improve further 	<p>A) To know what makes someone good at a sport/ activity requires experience an understanding of what is successful.</p> <p>B) In order to improve a performance, the performer needs to seek support and further challenge for example: resources/ joining clubs/ coaching expertise</p>	
		<ul style="list-style-type: none"> PE6.17 know how to identify activities to help improve performance 	<p>A) Specific activities can target improvement of components of fitness, skill development and reduce risk of injury, for example: pilates and yoga to improve flexibility; weightlifting can develop power and strength</p> <p>B) Strength and conditioning can support personalised goals</p> <p>C) Sport specific training targets skills</p> <p>D) Training can improve more than one component of fitness</p>	Personalised goals, components, conditioning

		<ul style="list-style-type: none"> PE6.18 know how to modify and adapt games with their own ideas and teach this to others 	<p>A) Modify/ adapt means to change and alter.</p> <p>B) Sharing ideas can help the performance of others</p> <p>C) Teaching others requires demonstration and clear articulation of ideas</p>	Modify, adapt, demonstration, articulate
Understanding	Year 3	<ul style="list-style-type: none"> PE3.21 know how to identify how their body has changed as a result of exercise 	<p>A) Identifying is noticing changes in the body (again, another definition different to the two previous)</p> <p>B) Exercise produces immediate and long-term physical changes to bodies</p> <p>C) Immediate effects include: Exercise increases heart rate, Exercise increases breathing rate, Exercise increases body temperature Exercise increases blood flow to the skin surface to cool the body, for example: red cheeks Exercise makes us sweat – to cool the body down Exercise can increase thirst- to replace fluids lost through sweat Exercise can make us tired - fatigue, muscle ache</p> <p>D) Long term effects include: Regular and targeted exercise can increase agility Regular and targeted exercise can improve balance Regular and targeted exercise can improve coordination Regular and targeted exercise can improve strength Regular and targeted exercise can improve flexibility Regular and targeted exercise can improve stamina Regular and targeted exercise can improve speed Regular and targeted exercise can improve power Regular and targeted exercise can lower resting heart rate Regular and targeted exercise can lower blood pressure</p>	Agility, flexibility, stamina, coordination, balance, fatigue, regular, targeted
Understanding	Year 4	<ul style="list-style-type: none"> PE4.20 know how to discuss the benefits of keeping active 	<p>A) Keeping active will improve the components of fitness</p> <p>B) Components of fitness include: Agility, balance, coordination, strength, flexibility, stamina, speed, power Keeping active can help improve mental wellbeing Exercise can release endorphins, hormones that can make us feel happier</p>	Components of fitness: agility, balance, coordination, strength, flexibility, stamina, speed, power Mental and physical wellbeing, hormones, endorphins
Understanding	Year 5	<ul style="list-style-type: none"> PE5.21 know how to tell others how they look after themselves based around sport and physical activity 	<p>A) I look after myself by participating in.....(list activities)</p> <p>B) This helps improve/ maintain my.....(components of fitness)</p> <p>C) I belong to a team/ club/ or exercise on my own...this develops friendships and communication skills, enjoyment, fun, challenge, resilience, perseverance, inclusion, belonging, commitment,</p>	resilience, perseverance, inclusion, belonging, commitment, maintain
Understanding	Year 6	<ul style="list-style-type: none"> PE6.19 know the importance of being active 	<p>A) Exercise contributes to physical wellbeing</p> <p>B) Exercise contributes to mental wellbeing</p>	Physical, mental wellbeing,
		<ul style="list-style-type: none"> PE6.20 know how to talk about how to stay active in and out of school 	<p>A) Being active in school includes: PE lessons Being active in class Staying active at break and lunch times</p> <p>B) Being active outside school can include</p>	Recreational, extracurricular, external

			<p>Active travel</p> <p>Extracurricular activities</p> <p>External clubs</p> <p>At home in organised or recreational play</p>	
Swimming	Year 1	<ul style="list-style-type: none"> PE1.22 know how to begin to swim competently, confidently 	<p>A) Entering the water safely starting in a sitting position, placing both hands to the side of the body and lowering into the pool with control, holding the side.</p> <p>B) Competently means performing a skill well.</p> <p>C) Confidence in water means in water moving without fear</p> <p>D) Being able to float on front and back, submerge body, blow bubbles with face in water, push and glide on front and back</p>	<p>STAGE APPROPRIATE- NOT AGE APPROPRIATE</p> <p>Taught by swimming teachers.</p> <p>Needs consultation with Swimming Experts.</p>
		<ul style="list-style-type: none"> PE1.23 know how to stay safe in the water 	<p>A) Open-water can be dangerous</p> <p>B) Lakes, rivers, canals, sea, tides are all types of open water</p> <p>C) Do not enter open water</p> <p>D) Never swim alone</p> <p>E) Swim under lifeguard supervision in safe places, for example: swimming pool, on beach with lifeguard</p> <p>F) Lifeguards keep you safe</p> <p>G) Being able to swim is a life skill that keeps you safe</p> <p>H) If in danger in the water, float on your back</p>	
Swimming	Year 2	<ul style="list-style-type: none"> PE2.22 know how to swim competently, confidently up to 25 metres 	<p>A) Entering the water safely starting in a sitting position, placing both hands to the side of the body and lowering into the pool with control, holding the side.</p> <p>B) Competently means performing a skill well.</p> <p>C) Confidence in water means in water moving without fear</p> <p>D) Being able to float on front and back, submerge body, blow bubbles with face in water, push and glide on front and back</p> <p>E) Front crawl is swimming on the front</p> <p>F) It involves the face in the water, breathing to the side, alternating arm strokes, legs straight</p> <p>G) Back stroke is swimming on the back, alternating arm strokes, straight leg kicks</p>	safe
		<ul style="list-style-type: none"> PE2.23 know why we need to stay safe in the water 	<p>A) Being able to swim is a life skill that keeps you safe</p> <p>B) Open water can be dangerous</p> <p>C) Open water includes lakes, rivers, canals, sea, tides</p> <p>D) Do not enter open water</p> <p>E) Never swim alone</p> <p>F) Swim under lifeguard supervision in safe places e.g. swimming pool, on beach with lifeguard</p> <p>G) Lifeguards keep you safe</p>	
Swimming	Year 3	<ul style="list-style-type: none"> PE3.22 know how to swim competently and confidently to 25 metres 	<p>A) Entering the water safely starting in a sitting position, placing both hands to the side of the body and lowering into the pool with control, holding the side.</p> <p>B) Competently means performing a skill well.</p> <p>C) Confidence in water means in water moving without fear</p>	Front crawl, backstroke, sculling, treading water

			D) Being able to float on front and back, submerge body, blow bubbles with face in water, push and glide on front and back	
		<ul style="list-style-type: none"> PE3.23 know how to begin to use a range of strokes effectively such as front crawl, backstroke and breaststroke 	A) Front crawl is swimming on the front B) Back stroke is swimming on the back, alternating arm strokes, straight leg kicks C) Breaststroke - lie face down in the water, extend the arms in front of the head, pull the arms back under the surface of the water, then perform a frog kick.	
		<ul style="list-style-type: none"> PE3.24 know and demonstrate how to stay safe in the water 	A) Sculling is an efficient method to swim and save energy B) Treading water is staying afloat in the same vertical position with head out of water C) Open water can be dangerous D) Open water includes lakes, rivers, canals, sea, tides E) Do not enter open water F) Never swim alone G) Swim under lifeguard supervision in safe place e.g. swimming pool, on beach with lifeguard H) Lifeguards keep you safe I) Treading water is staying afloat in the same vertical position with head out of water	
Swimming	Year 4	<ul style="list-style-type: none"> PE4.21 know how to swim competently, confidently and proficiently to 25 metres 	A) Children must demonstrate an increasingly accurate technique in their strokes.	Sculling, proficient
		<ul style="list-style-type: none"> PE4.22 know how to use a range of strokes effectively such as front crawl, backstroke and breaststroke 	A) Face in the water, breathing to the side, alternating arm strokes, legs straight B) Hands used to pull the water to help efficiency. C) Leg kicks create small splash to improve effectiveness.	
		<ul style="list-style-type: none"> PE4.23 know, and demonstrate the importance of staying safe in the water 	A) Demonstrate an action to show help B) Sculling is an efficient method to swim and save energy	
Swimming	Year 5	<ul style="list-style-type: none"> PE5.22 know how to swim competently, confidently and proficiently over a distance of at least 25 metres 	A) Children perform an accurate and consistent stroke on their front and back when swimming 25m	Self-rescue
		<ul style="list-style-type: none"> PE5.23 know how to use a range of strokes effectively such as front crawl, backstroke and breaststroke 	A) Face in the water, breathing to the side, alternating arm strokes, legs straight B) Hands used to pull the water to help efficiency. C) Leg kicks create small splash to improve effectiveness.	
		<ul style="list-style-type: none"> PE5.24 know how to begin to perform safe self-rescue in different water-based situations 	A) If you fall in accidentally, float on your back until you decide what to do next B) Shouting, waving, signalling, treading water and swimming are all options that should be considered C) Treading water is used to maintain a clear airway. D) To signal for help you should raise one hand in the air while treading water and shout "HELP!"	

Swimming	Year 6	<ul style="list-style-type: none"> PE6.21 know how to swim competently, confidently and proficiently over a distance of at least 25 metres 	A) Children perform an accurate and consistent stroke on their front and back when swimming 25m	Self-rescue
		<ul style="list-style-type: none"> PE6.22 know how to use a range of strokes effectively such as front crawl, backstroke and breaststroke 	A) Face in the water, breathing to the side, alternating arm strokes, legs straight B) Hands used to pull the water to help efficiency. C) Leg kicks create small splash to improve effectiveness.	
		<ul style="list-style-type: none"> PE6.23 know how to perform safe self-rescue in different water-based situations 	A) Personal survival stroke is where the arms remain underneath the water, especially if clothed, as this is easier than being above the water and will help to save energy.	