

PE Knowledge Map

Year R

Health and Fitness

- I can describe how the body feels when still and when exercising.

Autumn Term 1 – Games

Games

Vocabulary:

- Body, throw and catch.

Skills

- I can roll equipment in different ways.
- I can throw an object at a target.
- I can catch equipment using two hands.
- I can travel in different ways including sideways and backwards.
- I can play chasing games.
- I can follow rules.
- I can play games.

Evaluation

- I can talk about what I have learnt.
- I can talk about what others have done.

Autumn Term 2 – Gymnastics and Dance

Gymnastics

Vocabulary:

- Mat, roll, jump and gymnastics.

Skills:

- I can create a short sequence of movements.
- I can roll in different ways with control.
- I can stretch in different ways.
- I can jump in a range of ways.
- I can control my body when performing a sequence of movements.

Evaluation:

- I can talk about what I have done.

Dance

Vocabulary:

- Travel, move, crawling, slithering.

Skills:

- I can move freely in a variety of ways, e.g. slithering, crawling, rolling, shuffling etc.
- I can begin to change the speed of actions.
- I can create a short movement phrase that shows my ideas.
- I can control my body when performing a sequence of movements.

Evaluation:

- I can talk about what I have done.
- I can talk about what others have done.

Spring Term 1 –Gymnastics apparatus and OAA

Gymnastics

Vocabulary:

- Balance, travel and apparatus.

Skills:

- I can jump in a range of ways.
- I can jump on and off an object landing appropriately.
- I can begin to balance with control including being able to stand on one foot.
- I can travel in different ways, including moving around, under, over and through different objects and equipment.
- I can control my body when performing a sequence of movements.

Evaluation:

- I can talk about what others have done.

OAA

Vocabulary:

- Forest, boundary, sticks.

Skills:

- I can begin to participate in outside games within a team and individually.
- I can develop my fine and gross motor skills through woodland craft.

Evaluation:

- I can talk about what I have done.
- I can begin to offer an evaluation of personal performances and activities.
- I can talk about what others have done.

Spring Term 2 – Games

Games

Vocabulary:

- Space and move.

Skills

- I can move a ball in different ways, including bouncing and kicking.
- I can control a ball.
- I can kick a ball.
- I can move into space.
- I can change speed and direction to avoid objects.
- I can play chasing games.
- I can follow rules.
- I can play games.

Evaluation

- I can talk about what I have learnt.
- I can talk about what others have done.

Summer Term 1 – Games and Sports Day Practices

Games

Vocabulary:

- Racquet, underarm, overarm.

Skills

- I can hit a ball with a bat or a racquet.
- I can throw underarm.
- I can catch a ball using two hands.
- I can follow rules.
- I can play games.

Evaluation:

- I can talk about what I have learnt and what others have done.

Summer Term 2 – Athletics

Athletics

Vocabulary:

- Jump and safely.

Skills:

Running:

- I can run safely.

- I can run in different ways for different purposes.

Jumping:

- I can jump in a range of ways landing safely.

Throwing:

- I can roll equipment in different ways.
- I can throw an object underarm.
- I can throw an object at a target.

Perform:

- I can control my body when performing different movements in athletics.

Evaluation:

- I can talk about what I have learnt.
- I can talk about what others can do.

Year 1

Health and Fitness

- I can describe how my body feels before, during and after exercise.
- I can carry and place equipment safely.

Autumn Term 1 – Games- Basic ball skills and OAA

Games

Vocabulary:

- Equipment, striking and receiving.

Skills:

- I can throw underarm
- I can throw overarm
- I can catch and bounce a ball
- I can use rolling skills in a game
- I can throw and catch accurately
- I can travel with a ball in different ways.
- I can travel with a ball in different directions including side to side and forwards and backwards.
- I can pass a ball to another person.
- I can use kicking skills to pass to a partner.

Evaluation:

- I can watch and describe some performances of others.

OAA

Vocabulary: Scavenger hunt, group, parachute games.

Skills:

- I can take part in outside games within a team and individually.
- I can take part in scavenger hunts as a team and individually.

Evaluation:

- I can describe what I have done and what others have done.
- I can begin to say they could improve.

Autumn Term 2 –Gymnastics

Gymnastics

Vocabulary:

- Forwards, backwards, sideways, narrow, wide.

Skills:

- I can create and perform a short sequence of movements.
- I can copy actions and movement sequences with a beginning, middle and end.
- I can link two actions together to make a sequence.
- I can recognise and copy contrasting actions – (tall/small and wide/narrow)
- I can travel in different ways changing my speed and direction.
- I can carry out simple stretches.
- I can perform basic controlled rolls.
- I can complete a range of simple jumps.

Evaluation:

- I can watch and describe performances and say how they can improve.

Spring Term 1 – Dance and Gymnastics apparatus

Dance

Vocabulary:

- Stillness, space, speed, routine, action.

Skills:

- I can copy and repeat actions.
- I can put a sequence of actions together to create a routine.
- I can vary the speed of my actions.
- I can begin to improvise on my own to create a simple dance.
- I can perform using a range of actions and body parts with some coordination.
- I can begin to perform learnt skills with some control.

Evaluation:

- I can watch and describe a performance.
- I can begin to say how they may improve.

Gymnastics

Vocabulary:

- Shape, stretch.

Skills:

- I can recognise and copy contrasting actions when using apparatus – (tall/small and wide/narrow)
- I can perform using some agility, balance and coordination in apparatus.
- I can begin to use the apparatus
- I can complete a range of simple jumps, landing safely off apparatus.
- I can begin to move with control and care on, around and off apparatus.
- I can begin to perform learnt skills with some control.

Evaluation:

- I can watch and describe performances and say how they can improve.

Spring Term 2 – Games

Games**Vocabulary:**

- Team, dodge, direction and accuracy.

Skills:

- I can move in different directions to create space.
- I can run at different speeds.
- I can begin to dodge to find space in a game e.g. tag
- I can use simple skills to get passed another player.
- I can follow simple rules to play games including team games.
- I can perform learnt skills with some control.
- I can take part in competitive activities and team games.

Evaluation:

- I can begin to say how others can improve.

Summer Term 1 - Games

Games**Vocabulary:**

- Hitting,

Skills

- I can throw underarm and overarm.
- I can use hitting skills in a game.
- I can practice basic striking.
- I can practice basic sending and receiving.
- I can follow simple rules to play games.

Evaluation:

- I can begin to say how others can improve.

Summer Term 2 – Athletics

Athletics

Vocabulary:

- Pace and distance.

Skills:

Running:

- I can vary pace and speed when running.
- I can run with a basic technique over different distances.
- I can change direction when running at different speeds.

Jumping:

- I can do different types of jumps: two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot

Throwing:

- I can throw underarm and overarm.
- I can throw an object towards a target with increasing accuracy.
- I can throw over a distance by using more power.

Compete/ Perform:

- I can perform what I have learnt with some control.
- I can take part in competitive activities and games.

Evaluation:

- I can watch and describe the performances of others.
- I can begin to say how others can improve.

Year 2

Health and Fitness

- I can recognise and describe how the body feels during and after different physical activities.
- I can explain what they need to stay healthy

Autumn Term 1 – Games and Athletics (running)

Games

Vocabulary:

- Coordination, control, speed.

Skills:

- I can throw different types of equipment in different ways for accuracy and distance.
- I can throw, catch and bounce a ball with a partner.
- I can use throwing and catching skills in a game.
- I can throw a ball for distance.
- I can use hand eye coordination to control a ball.
- I can vary the types of throw I use.
- I can bounce a ball whilst moving.
- I can change my speed and direction when running.

Evaluation:

- I can watch others perform the skills and learn from them.

Athletics

Vocabulary:

Stride

Running:

- I can run at different paces and I can describe the different paces.
- I can use a variety of different stride lengths.
- I can travel at different speeds.
- I can think about the best pace and speed to use for different distances.
- I can complete an obstacle course.
- I can vary the speed and direction in which I travel.
- I can run with basic techniques following a curved line.
- I can maintain and control a run over different distances.

Autumn Term 2 – Gymnastics and OAA

Gymnastics

Vocabulary:

- Point, patch, sequence, agility.

Skills:

- I can copy, explore and remember movements to create my own sequence.
- I can link actions to make a sequence.
- I can travel in different ways.
- I can master basic movement skills like agility, coordination and balance.
- I can hold a balance for 3 seconds, individually, with a partner.
- I know what a point and patch balance is.
- I can use a variety of body parts to balance on.
- I can jump in a variety of ways and land with increasing control and balance.
- I can create a sequence in gymnastics and perform any learnt skills.
- I can move with increasing control and care.

- I can begin to move with control and care.
- I can begin to perform learnt skills with some control.

Evaluation:

- I can watch and describe performances and use what I see to improve my own performance.
- I can talk about the differences between my own work and others.

OAA

Vocabulary: Climbing, team-spirit, independent.

Skills:

- I can confidently take part in outside games within a team and individually.
- I can build small scale structure.

Evaluation:

- I can talk about the differences between mine and others outcomes.
- I can suggest improvements of my own and others work.

Spring Term 1 - Dance

Dance

Vocabulary:

- Levels, repetition, canon, mirroring, unison.

Skills:

- I can copy, remember and repeat actions.
- I can create a short routine.
- I can change the level and speed of my actions.
- I can use canon, mirroring and unison in my dance.
- I know that music is counted in 8's and I can move in time to music.
- I can perform sequences I have created with coordination.
- I can perform learnt skills with increased control.

Evaluation:

- I can watch others perform and use what I see to help improve my own performances.
- I can discuss the differences between mine and others work.

Spring Term 2 – Games and Gymnastics Apparatus

Games

Vocabulary:

- Attacking, defending, scoring.

Skills:

- I can kick a ball whilst moving.
- I can use kicking skills in a game.
- I can use dribbling skills in a game.
- I can use different ways of travelling at speeds and in different pathways, directions and courses.
- I can change my speed and direction when running.
- I can begin to choose the best space in the game.
- I can understand the terms attacking and defending.
- I can use one technique to attack or defend to play a game successfully.
- I can understand the importance of rules in games.
- I can perform learnt skills in games.

Evaluation:

- I can watch others perform the skills and learn from them.

Gymnastics

Vocabulary:

- Coordination, apparatus.

Skills:

- I can copy, explore and remember movements to create my own sequence on apparatus.
- I can link actions to make a sequence that include apparatus.
- I can hold a balance for 3 seconds on the apparatus.
- I can jump in a variety of ways off apparatus and land with increasing control and balance.
- I climb onto and jump off the equipment safely.
- I can use apparatus appropriate for my age.

Evaluation:

- I can watch and describe performances and use what I see to improve my own performance.

Summer Term 1 - Games

Games

Vocabulary:

fielding, position

Skills

- I can strike or hit a ball with increasing control.
- I can learn skills for playing striking and fielding games.
- I can position my body to strike a ball.
- I can use throwing and catching skills in a game.
- I can throw a ball for distance.

Evaluation:

- I can talk about the differences between my work and that of others.

Summer Term 2 - Athletics and Swimming

Athletics

Vocabulary:

- Stride and obstacle.

Skills:**Jumps:**

- I can perform and compare different types of jump.
- I can combine different types of jumps.
- I can jump for distance from a standing position.
- I can decide the best jump to use to cover different distances.
- I know that the leg muscles are used when performing a jump.

Throwing:

- I can throw different types of equipment in different ways for accuracy and distance.
- I can throw with accuracy at targets of different heights.
- I can try different ways to throw to achieve a greater distance.

Perform/ Compete:

- I can perform learnt skills with increasing control.
- I can compete against others.

Evaluation:

- I can watch other people's performances and talk about the differences in mine and others work and use what I see to help my own performance

Swimming

Vocabulary:

- Float, shallow, deep.

Health and Fitness:

- I can describe how my body feels when swimming.

Skills:

- I can enter the swimming pool safely.
- I can kick my legs on my front and my back.
- I can use my arms to help me move through the water.
- I can perform a star float and mushroom float to help with self-rescue.

Year 3

Health and Fitness

- I can recognise and describe the effects of exercise on the body.
- I know the importance of strength and flexibility for physical activity.
- I can explain why it is important to warm up and cool down.

Autumn Term 1- Games and OAA

Games

Vocabulary:

- Success and invasion.

Skills:

- I can throw and catch with growing accuracy.
- I can practise the correct technique for throwing and catching, and use it in a game.
- I can perform a range of catching and gathering skills with control.
- I can catch with increasing control and accuracy.
- I can throw a ball in different ways.
- I can move with the ball in a variety of ways with some control.

Evaluation:

- I can watch, describe and evaluate the effectiveness of a performance.

OAA

Vocabulary:

- Fine motor skills, equipment, communication

Skills:

- I know the rules and boundaries within Forest School.
- I can build small shelters. E.g. bug homes.
- I can take part in a range of nature activities individually and as a team.
- I can identify and use effective communication to begin to work as a team.
- I can communicate with others.
- I can begin to choose equipment that is appropriate for an activity.

Evaluation:

- I can describe how my work has improved over time.

Autumn Term 2 - Gymnastics

Gym

Vocabulary:

- Combination and flexibility.

Skills:

- I can choose ideas to compose a movement sequence independently and with others.
- I can link combinations of actions with increasing confidence, including changes of direction, speed or level.
- I can develop the quality of my actions, shapes and balances.
- I can move with coordination, control and care.
- I can use turns whilst travelling in a variety of ways.
- I can use a range of jumps in my sequences.
- I can create interesting body shapes while holding balances with control and confidence.
- I can begin to show flexibility in movement.

Compete/ Perform:

- I can develop the quality of my actions in my performances.
- I can perform learnt skills and techniques with control and confidence.

Spring Term 1 – Dance

Dance**Vocabulary:**

- Reaction, pattern, stimuli, expression, rhythm.

Skills:

- I can begin to improvise with a partner to create a simple dance.
- I can create motifs from different stimuli.
- I can begin to compare and adapt movements and motifs to create a larger sequence.
- I can use simple dance vocabulary to compare and improve work.
- I can perform with some awareness of rhythm and expression.
- I can develop the quality of my actions in my performances.
- I can perform learnt skills and techniques with control and confidence.

Evaluation:

- I can watch, describe and evaluate the effectiveness of a performance.
- I can describe how a performance has improved over time.

Spring Term 2 – Gymnastics Apparatus and Games

Gymnastics**Vocabulary:**

- compose, star jump, tuck jump.

Skills:

- I can choose ideas to compose a movement sequence independently and with others on and around apparatus.
- I can develop the quality of my balances on apparatus.
- I can move with coordination, control and care on and around apparatus.
- I can use a range of jumps off apparatus in my sequences.
- I can create interesting body shapes while holding balances with control and confidence on apparatus.
- I can safely use the apparatus, age appropriately.

Compete/ Perform:

- I can develop the quality of my actions in my performances.
- I can perform learnt skills and techniques with control and confidence.

Games**Vocabulary:**

- Tactics, possession, goal.

Skills:

- I can use two different ways of moving with a ball in a game.
- I can pass a ball in two different ways, in a game situation, with some success.
- I can keep and win back possession of a ball in a team game.
- I can find a useful space to get into in order to support my team-mates.
- I can use simple attacking and defending skills in a game.
- I can apply and follow rules fairly.
- I can understand and begin to apply the basic principles of invasion games.
- I can use learnt skills to take part in a game with confidence.

Evaluation:

- I can watch, describe and evaluate the effectiveness of a performance
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Summer Term 1 – Games and swimming

Games**Vocabulary:**

- Distance, bowl, effective.

Skills

- I can demonstrate successful hitting and striking skills.
- I can develop a range of skills in striking.
- I can develop a range of skills in fielding.
- I can practice the correct batting technique (bat may vary)
- I can batt in a game of rounders.

- I can strike the ball for distance.
- I can begin to use a bowling technique.

Evaluation:

- I can describe how my performance has improved over time.

Swimming

Vocabulary:

- Push and glide, length, width.

Skills:

- I can begin to use a range of strokes over short distances.
- I can use different techniques to float in the water.

Summer Term 2 – Athletics

Athletics

Vocabulary:

- Demonstrate, hurdles, trail and lead leg.

Skills:

Running:

- I can identify and demonstrate how different techniques can affect my performance.
- I can focus on arm and leg action to improve my sprinting technique.
- I can begin to combine running with jumping over hurdles.
- I can focus on trail leg and lead leg action when running over hurdles.
- I understand the importance of adjusting running pace to suit the distance being run.

Jumping:

- I can use one and two feet to take off and to land with.
- I can develop an effective take-off for the standing long jump.
- I can develop an effective flight phase for the standing long jump, and safely, with control.

Throwing:

- I can throw with greater control and accuracy including showing increasing control in my overarm throw, performing a push throw and continuing to develop techniques to throw for increased distance.

Perform/ Compete:

- I can perform learnt skills and techniques with control and confidence.
- I can compete against self and others in a controlled manner.

Evaluation:

- I can watch, describe and evaluate the effectiveness of a performance.

- I can describe how my performance has improved over time.

Year 4

Health and Fitness

- I can describe how the body reacts at different times and how this affects performance.
- I can explain why exercise is good for my health.
- I know some reasons for warming up and cooling down.

Autumn Term 1 – Games (invasion- Hockey)

Games

Vocabulary:

- Opponent, dribble,

Skills:

- I can hold a hockey stick correctly for pushing and stopping the ball.
- I can push the ball accurately.
- I can stop and control the ball.
- I can use hand eye co-ordination to strike a moving and a stationary ball.
- I can pass the ball with increasing speed and accuracy and success in a game situations.
- I can move with the ball using a range of techniques.
- I can occasionally contribute to helping my team to keep and win pack possession of the ball in a game.
- I can make the best use of space to pass and receive the ball.
- I can use a range of attacking and defending skills in a game.
- I can vary the tactics I use in a game.
- I can perform apply skills with control and accuracy.
- I can take part in a range of competitive games and activities.

Evaluation:

- I can modify my skills and techniques to achieve a better result.

Autumn Term 2 - Gymnastics

Gym:

Vocabulary:

- Centre of gravity, fluency, expression, vault and springboard.

Skills:

- I can create a sequence of actions that fit a theme.
- I can use an increasing range of actions, directions and levels in their sequences.
- I can move with clarity, fluency and expression, showing changes of direction, speed and level during a performance.
- I can travel in different ways, including using flight.
- I can improve the placement and alignment of body parts in balances.
- I can begin to use equipment to vault in a variety of ways.
- I can carry out balances, recognising the position of their centre of gravity and how this affects the balance.
- I can begin to develop good technique when travelling, balancing and using equipment.
- I can develop strength, technique and flexibility throughout performance.

Compete/ Perform

- I can perform and create sequences with fluency and expression.
- I can perform and apply skills and techniques with control and accuracy.

Evaluation:

- I can watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.
- I can modify my use of skills or techniques to achieve a better results.

Spring Term 1 – Dance

Dance

Vocabulary:

- Technique, compose, improvise, dynamics,

Skills:

- I can identify and repeat movement patterns and actions of a chosen style dance.
- I can compose a dance that reflects the chosen dance style.
- I can confidently improvise with a partner or on my own.
- I can compose longer dance sequences in a small group.
- I can demonstrate precision and some control in response to a stimulus.
- I can begin to vary dynamics and develop actions and motifs in response to stimuli.
- I can demonstrate rhythm and spatial awareness.
- I can change parts of a dance as a result of self-evaluation.
- I can use simple dance vocabulary when comparing and improving my work.
- I can perform and create sequences with fluency and expression.

Evaluation:

- I can watch and evaluate performances, giving ideas for improvements.
- I can modify my skills and techniques to achieve a better result.

Spring Term 2 – OAA and Games- Mini Red Tennis and swimming

OAA:

Vocabulary:

- Gross motor skills, decision making, Evaluate.

Skills:

- I can build larger shelters/ dens.
- I can use gross motor skills during activities i.e dead hedging and willow weaving.
- I can tie a range of knots.
- I can communicate clearly with other people in a team, and with other teams.
- I can work as part of a team.
- I can use a range of equipment for creating and completing an activity.
- I can make an informed decision on the best equipment to use for the activity.

Evaluation:

- I can describe and evaluate the effectiveness of work giving ideas for improvement.
- I can modify my skills or techniques to achieve better results.

Games- Tennis

Vocabulary: forehand, backhand, rally, net, serve.

Skills:

- I can use a racket to hit a ball with accuracy and control.
- I can accurately serve underarm.
- I can perform a forehand shot.
- I can begin to perform a backhand shot.
- I can build a rally with a partner.
- I can use hand eye co-ordination to strike a moving and stationary ball.

Evaluation:

- I can modify my use of tennis skills to achieve a better result.

Swimming

Vocabulary:

- Front crawl, back stroke, breast stroke.

Skills:

- I can develop a range of strokes.
- I can show increased control when using different strokes.
- I can coordinate my arms and legs when swimming.

I can begin to use the correct breathing technique when swimming.

Summer Term 1 – Games

Games- Rounders

Vocabulary: rounder, post, stump.

Skills:

- I can use a batt to hit a ball with accuracy and control.
- I can bowl underarm.
- I can make best use of space when fielding.
- I can develop different ways of throwing and catching.
- I can throw the ball with increasing speed while fielding in a game situation.
- I can vary the tactics I use in a game.
- I can use hand eye co-ordination to strike a moving and stationary ball.

Evaluation:

- I can modify my use of tennis skills to achieve a better result.

Summer Term 2 – Athletics

Athletics

Vocabulary:

- Relay, baton and change overs.

Skills:

Running:

- I can confidently demonstrate an improved technique for sprinting.
- I can carry out a sprint finish.
- I can perform a relay, focusing on baton changeovers.
- I can speed up and slow down smoothly.

Jumping:

- I can start to combine a hop, step and jump to perform a standing triple jump.
- I can begin to measure the distance of my jumps.

Throwing:

- I can perform a pull throw.
- I can measure the distance of my throws.
- I can develop my throwing technique over distance.

Perform/Compete:

- I can perform running, jumping and throwing skills with control and accuracy.
- I can take part in a range of competitive athletic games and activities.

Evaluation:

- I can watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.
- I can modify my own performances to achieve better results

Year 5**Health and Fitness**

- I know and understand the reasons for warming up and cooling down.
- I can explain some safety principles when preparing for and during exercise.

Autumn Term 1 - Games (Invasion- Football)**Games****Vocabulary:**

- Support, marking.

Skills:

- I can create space to produce goal scoring opportunities.
- I can 'mark' a player when defending to prevent goal scoring opportunities
- I can attack in a game situation and attempt to shoot/score
- I can link skills together, such as running with the ball whilst evading a defender
- I can pass a ball with and select which pass is appropriate in a game situation
- I can pass a ball with speed and accuracy using appropriate techniques in a game situation
- I can make appropriate decisions in a game e.g. know when to pass and when to dribble in a game.
- I can keep and win back possession of the ball in a game situation.
- I can take part in a competitive game with some a good understanding of tactics.

Evaluation:

- I can watch my team mates and suggest ideas why they have used particular skills and the effect they had on their performance.

Autumn Term 2 – Gymnastics and OAA**Gymnastics****Vocabulary:**

- Handstand, cartwheel.

Skills:

- I can select ideas to compose specific sequences of movements, shapes and balances.
- I can perform jumps, shapes and balances fluently and with control.
- I can confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance.
- I can develop strength, technique and flexibility throughout performances.
- I can confidently use equipment to vault in a variety of ways.

Compete/ Perform:

- I can perform longer, more complex sequences in time to music.
- I can consistently perform and apply skills and techniques with accuracy and control.

Evaluation:

- I can choose and use criteria to evaluate own and others' performances.
- I can explain why they have used particular skills or techniques, and the effect they have had on their performance.

OAA

Vocabulary: Criteria, Collaborate

Skills:

- I can use tools successfully to create items.
- I can make small wooden crafts using tools individually and as part of a team.
- I can communicate with others clearly and effectively.
- I can work effectively as part of a team.
- I can choose the best equipment for an activity.

Evaluation:

- I can choose and use criteria to evaluate own and others work.
- I can explain why they have used particular skills or techniques, and how effective they have been.

Spring Term 1 – Dance and swimming

Dance

Vocabulary: ·

- Complex, consistency, transitions.

Skills:

- I can identify and repeat the movement patterns and actions of a chosen dance style.

- I can compose individual, partner and group dances that reflect the chosen dance style
- I can show a change of pace and timing in my movements.
- I can show an awareness of use of space in my dance.
- I can respond to stimuli with creativity and imagination.
- I can demonstrate different levels in my movements.
- I can ensure my dance fits the rhythm of music.

Swimming

Vocabulary:

- Submerge, confidently, effectively.

Skills:

- I can use a range of strokes effectively.
- I can swim confidently over a short distance.

Spring Term 2 – Gymnastics Apparatus

Gymnastics

Vocabulary:

- Lunge, leap.

Skills:

- I can select ideas to compose specific sequences of movements, shapes and balances on and around apparatus.
- I can perform jumps, shapes and balances fluently and with control on apparatus.
- I can develop strength, technique and flexibility throughout performances.
- I can combine equipment with movement to create sequences.

Compete/ Perform:

- I can perform longer, more complex sequences in time to music.
- I can consistently perform and apply skills and techniques with accuracy and control.

Evaluation:

- I can choose and use criteria to evaluate own and others' performances.
- I can explain why they have used particular skills or techniques, and the effect they have had on their performance.

Summer Term 1 – Games

Games

Vocabulary:

- Umpire, backstop, Wicket, bails, long/ short barrier, LBW, crease

Skills

- I can use different techniques to hit a ball.
- I can explore when different shots are best used.
- I can begin to direct my shots.
- I can decide the best techniques for throwing and catching in a game.

Evaluation:

- I can explain why someone has used a particular skill or technique.

Summer Term 2 – Athletics

Athletics

Vocabulary:

- Elements, triple jump, reaction time, vertical jump,

Skills:

Running:

- I can accelerate from a variety of different positions and select my preferred position
- I can use a sprint start and identify the reaction time
- I can refine my sprinting technique, focusing on a sprint start.
- I can select the most suitable pace for distance and maintain it for a sustained run.
- I can demonstrate stamina in my running and explain its importance for runners.

Jumping:

- I can perform an effective standing long jump
- I can perform an effective triple jump with confidence.
- I can perform a vertical jump
- I can land from jumps safely and with control.
- I can investigate different jumping techniques.
- I can measure the distance and height of jumps with accuracy.

Throwing:

- I can perform a fling throw.
- I can throw a range of implements using a variety of techniques
- I can combine a range of actions to increase throw for distance e.g. introduce a run up
- I can measure and record the distance of my throw.

Perform. Compete:

- I can perform and apply skills and techniques with accuracy and control.

- I can compete in a range of athletics competitions.

Evaluation:

- I can evaluate others techniques and offer advice on improving.

Year 6

Health and Fitness

- I understand the importance of warming up and cooling down.
- I can carry out warm-ups and cool-downs safely and effectively.
- I understand why exercise is good for health, fitness and wellbeing.
- I Know ways I can become healthier.

Autumn Term 1 – Games and OAA

Games

Vocabulary:

- Pressure, tactics, competitive

Skills:

- I can throw and catch accurately and successfully under pressure in a game.
- I can use ball skills in various ways in a game situation, and link these together effectively.
- I can make the best pass in a game situation and link a range of skills together with fluency e.g passing and receiving the ball on the move.
- I can keep and win back possession of the ball effectively and in a variety of ways in a team game.
- I can demonstrate a good awareness of space.
- I can think ahead and plan attack or defence.
- I can apply knowledge of attacking and defending.
- I can follow complicated rules to play a game successfully.
- I can communicate plans to others during a game.
- I can lead others during a game.
- I can perform and apply a variety of skills and techniques confidently, consistently and with precision.
- I can take part in competitive games with a strong understanding of tactics.

Evaluation:

- I can thoroughly evaluate my own and others work suggesting appropriate improvements.

OAA

Vocabulary:

- Leadership, design

Skills:

- I can apply shelter building skills to design and create my own shelters as part of a team or individually.
- I can work effectively as part of a team, demonstrating leadership when necessary.
- I can apply knowledge and skills of tools to use them appropriately for the appropriate job.

Evaluation:

- I can evaluate my own and others work, suggesting thoughtful and appropriate improvements.

Autumn Term 2 – Gymnastics and swimming

Gymnastics:**Vocabulary:**

- Formation, pike, straddle.

Skills:

- I can create my own complex sequences involving the full range of actions and movements.
- I can demonstrate precise and controlled placement of body parts in my actions, shapes and balances.
- I can apply skills and techniques consistently, showing precision and control.
- I can develop strength, technique and flexibility throughout performance.

Compete/ Perform:

- I can link actions to create a complex sequence using a full range of movement that showcases different agilities.
- I can perform and apply a variety of skills and techniques confidently, consistently and with precision.

Evaluation:

- I can thoroughly evaluate my own and others' work, suggesting thoughtful and appropriate improvements

Swimming**Vocabulary:**

- Dive, tread water, depth.

Skills:

- I can swim competently over 25 metres.
- I can swim confidently over 25 metres.
- I can begin to tread water.

Spring Term 1 – Dance

Dance

Vocabulary:

- Choreography, composition, rhythmically, dramatic.

Skills:

- I can use dramatic expression in dance movements and motifs.
- I can perform with confidence using a range of patterns.
- I can demonstrate strong and controlled movements throughout a dance sequence.
- I can combine flexibility, techniques and movements to create a fluent sequence.
- I can move appropriately and with the required style in relation to the stimulus.
- I can show a change in pace and timing in my movements.
- I can move rhythmically and accurately in dance.
- I can improvise with confidence.
- I can dance with fluency and control, ensuring that transitions flow.
- I can demonstrate consistent precision when performing.
- I can link actions to create a complex sequence in time with the music.

Evaluation:

- I can thoroughly evaluate my work and the work of others.
- I can suggest thoughtful and appropriate improvements.

Spring Term 2 – Games and Gymnastics Apparatus

Games

Vocabulary:

- Volley, smash, shuttlecock, overhead clear, love, advantage.

Skills

- I can understand how to serve in order to start a game.
- I can develop a backhand technique and use it in a game.
- I can use a range of shots in a game effectively.
- I can follow complicated rules to play a game successfully.

Evaluation:

- I can thoroughly evaluate my own and others work suggesting appropriate improvements.

Gymnastics:

Vocabulary:

- To understand all previous vocabulary related to gym.

Skills:

- I can create my own complex sequences involving the full range of actions and movements on and around apparatus.
- I can demonstrate precise and controlled placement of body parts in my actions, shapes and balances on apparatus.
- I can confidently use equipment to vault and incorporate this into sequences.

Compete/ Perform:

- I can link actions to create a complex sequence using a full range of movement that showcases different agilities.
- I can perform and apply a variety of skills and techniques confidently, consistently and with precision.

Evaluation:

- I can thoroughly evaluate my own and others' work, suggesting thoughtful and appropriate improvements

Summer Term 1 – Games- Rounders

Games**Vocabulary:**

- Back stop, bowler, and fielder, base, run out, umpire.

Skills

- I can hit a bowled ball.
- I can use good hand eye co-ordination to be able to direct a ball when striking.
- I can throw and catch accurately and successfully under pressure in a game.
- I can choose the best throw in a game situation.
- I can demonstrate a good awareness of space.
- I can communicate plans to others during a game.

Evaluation:

- I can thoroughly evaluate my own and others work suggesting appropriate improvements.

Summer Term 2 – Athletics

Athletics

Vocabulary:

- Accelerate and stamina.

Skills:**Running:**

- I can sprint using an effective technique that includes a sprint finish.
- I can run over hurdles with fluency, focusing on the lead leg technique and stride pattern.
- I can work as a team competitively to perform a relay.
- I can confidently and independently select the most appropriate pace for different distances and different parts of a run.
- I can demonstrate endurance and stamina over longer distances in order to maintain a sustained run.

Jumping:

- I can confidently do the standing vertical jump.
- I can control each stage of the triple jump and land safely.
- I can perform and apply different types of jumps.
- I can develop and improve my own and other jumping technique.
- I can set up and lead jumping activities including measuring jumps with accuracy.

Throwing:

- I can do a heave throw.
- I can measure and record the distance of my throws.

Perform and compete:

- I can compete in a range of athletic completion.

Evaluation:

- I can evaluate my own and others performances within athletics and suggest appropriate improvements.