**PE – Get set 4 PE**

Whole School

Knowledge and skills



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| **Knowledge+ Skills** | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **Reception** | **Introduction to PE –**  **unit 1**  To move safely and sensibly in a space with consideration of others.  To develop moving safely and stopping with control.  To use equipment safely and responsibly.  To use different travelling actions whilst following a path.  To work with others co-operatively and play as a group.  To follow, copy and lead a partner.  . | **Fundamentals – Unit 1**  To develop balancing whilst stationary and on the move.  To develop running and stopping.  To develop changing direction.  To develop jumping and landing.  To develop hopping and landing with control.  To explore different ways to travel. | **Dance – Unit 1**  To explore different body parts and how they move.  To explore different body parts and how they move and remember and repeat actions.  To express and communicate ideas through movements exploring directions and levels.  To create movements and adapt and perform simple dance patterns.  To copy and repeat actions showing confidence and imagination.  To move with control and co-ordination, linking, copying and repeating actions. | **Gym – Unit 1**  To copy and create shapes with your body.  To be able to create shapes while on apparatus.  To develop balance and taking weight on different body parts.  To develop jumping and landing safely.  To develop rocking and rolling.  To copy and create short sequences by linking actions together. | **Ball Skill – Unit 1**  To develop rolling a ball to a target.  To develop stopping a rolling ball.  To develop accuracy when throwing to a target.  To develop bouncing and catching a ball.  To develop dribbling a ball with your feet.  To develop kicking a ball. | **Games – Unit 1**  To work safely and develop running and stopping.  To develop throwing and learn how to keep score.  To play games showing an understanding of the different roles within it.  To follow instructions and move safely when playing tagging games.  To work co-operatively and learn to take turns.  To work with others to play team games. |
| **Introduction to PE –**  **unit 2**  To move around safely in space.  To follow instructions and stop safely.  To stop safely and develop control when using equipment.  To follow instructions and play safely as a group.  To follow a path and take turns.  To work co-operatively with a partner | **Fundamentals – Unit 2**  To develop balancing.  To develop running and stopping.  To develop changing direction.  To develop jumping.  To develop hopping.  To explore different ways to travel using equipment. | **Dance – Unit 2**  To copy, repeat and explore actions in response to a theme.  To explore and remember actions considering level, shape and direction.  To explore movement using a prop with control and co-ordination.  To move with control and co-ordination, expressing ideas through movement.  To remember and repeat actions moving in time with the music.  To explore actions in response to a theme and begin to use counts. | **Gym – Unit 2**  To create short sequences using shapes, balances and travelling actions.  To develop balancing and safely using apparatus.  To develop jumping and landing safely from a height.  To develop rocking and rolling.  To explore travelling around, over and through apparatus.  To create sequences using apparatus. | **Ball Skills – Unit 2**  To develop rolling and tracking a ball.  To develop accuracy when throwing to a target.  To develop dribbling with hands.  To develop throwing and catching with a partner.  To develop dribbling a ball with your feet.  To develop kicking a ball to a target. | **Games – Unit 2**  To aim when throwing and practise keeping score.  To follow instructions and move safely when play tagging games.  To learn to play against a partner.  To develop co-ordination and play by the rules.  To explore striking a ball and keeping score.  To work co-operatively as a team. |
| Vocabulary | Moving safely, running, jumping, throwing, catching, rolling, share and taking turns, supporting others, Confidence, Rules. | Hopping, Galloping, Skipping, Sliding, Jumping, changing direction, Balancing, Running, working with others, Challenging yourself. | Travelling, Copying and performing actions, Balance, Co-ordination, Respect, Co-operating with others, Working independently, Confidence, Observing and providing feedback, Selecting and applying actions | Shapes, Balances, Jumps, Rock and roll, Barrel roll, Straight roll, forward roll, Travelling, Taking turns, Helping others, Determination, selecting and applying skills, Creating sequences | Rolling a ball, Tracking a ball, Throwing at a target, Bouncing a ball, Dribbling a ball with feet, Kicking a ball,  Co-operation, Sharing and taking turns,  Determination, Tactics, Decision making | Running, Changing direction, Striking a ball, Co-operation, Taking turns, Respect, Supporting and encouraging others, Honesty, Using tactics |
| Year 1 | **Fitness**  To develop knowledge of how exercise can make you feel.  To develop knowledge about how exercise can make you strong and healthy.  To develop knowledge about how exercise relates to breathing.  To develop my understanding of how exercise helps my brain.  To develop my understanding of how exercise helps my muscles.  To begin to understand the importance of daily exercise. | **Fundamentals**  To explore balance, stability and landing safely.  To explore how the body moves differently when running at different speeds.  To explore changing direction and dodging.  To explore jumping, hopping and skipping actions.  To explore co-ordination and combination jumps.  To explore combination jumping and skipping in an individual rope. | **Dance**  To use counts of 8 to move in time and make my dance look interesting.  To explore pathways in my dance.  To create my own dance using, actions, pathways and counts.  To explore speeds and actions in our pirate inspired dance.  To copy, remember and repeat actions that represent the theme.  To copy, repeat, create and perform actions that represent the theme.  To explore speeds and actions in our toy inspired dance.  To use expression and create actions that relate to the story.  To use a pathway when travelling.  To explore and copy actions in response to a theme.  To create my own actions for an animal.  To explore pathways with a partner  **Ball Skills**  To develop dribbling a ball with your hands.  To explore accuracy when rolling a ball.  To explore throwing with accuracy towards a target.  To explore catching with two hands.  To explore dribbling a ball with your feet,  To explore tracking a ball that is coming towards me. | **Yoga**  To explore yoga and mindfulness.  To be able to copy and remember poses.  To develop flexibility when holding poses.  To develop balance whilst holding poses.  To create yoga poses using a hoop.  To create a yoga flow with a partner.  **Sending and receiving**  To develop rolling and throwing a ball towards a target.  To develop receiving a rolling ball and tracking skills.  To be able to send and receive a ball with your feet.  To develop throwing and catching skills over a short distance.  To develop throwing and catching over a longer distance.  To apply sending and receiving skills to small games. | **Invasion games**  To understand the role of defenders and attackers.  To recognise who to pass to and why.  To move towards goal with the ball.  To support a teammate when playing in attack.  To move unto space showing an awareness of defenders.  To stay with a player when defending.  **Gymnastics**  To explore travelling movements.  To develop and combine travelling movements.  To develop quality when performing and linking shapes.  To develop quality when linking shapes.  To develop stability and control when performing balances.  To develop technique and control when performing shape jumps.  To develop technique in the barrel, straight and forward roll.  To develop rolls and use them in a sequence.  To link gymnastic actions to create a sequence.  To develop quality in gymnastics sequences. | **Target games**  To develop underarm throwing towards a target.  To develop throwing for accuracy.  To develop underarm and overarm throwing at a target.  To develop throwing for accuracy and distance using underarm and overarm.  To select the correct throw for the target.  To develop throwing for accuracy.  **Team Building**  To co-operate and communicate with a partner to solve challenges.  To explore and develop teamwork skills.  To develop communication skills.  To use communication skills to lead a partner.  To plan with a partner and small group to solve problems.  To communicate with a group to solve challenges. |
| Vocabulary | Running, Co-ordination, Stamina, Strength, Agility, Balance, Co-operation, Support, Honesty, Independence, Creativity, Problem solving | Balancing, Sprinting, Jogging, Dodging, Jumping, Hopping, Skipping, Taking turns, Supporting and encouraging others, Working safely, Challenging myself, Perseverance, Honesty, Selecting and applying, Identifying strengths, Listening and following instructions | Travel, Copying and performing actions, Using shape, Balance, Co-ordination, Dribble with hands, roll, throw, catch, dribble with feet, track, Co-operation, Communication, making decisions with a partner, Respect, Confidence, Acceptance, Observing and providing feedback, Selecting and applying actions | Breathing, Relaxation, Balance, Flexibility, Strength, Roll, Throw, Catch, Track, Kick, Receive with feet, Send with racket, Working safely, Sharing ideas, Leadership, Calmness, Patience, Independence, Selecting actions, Focus, Providing feedback | Dribble, Throw, Catch, Kick, Receive, Run, Jump, Change direction, Change speed, Shapes, Balancing, Travelling actions, Shape jumps, Barrell roll, Straight roll, Forward roll, Communication, Sharing ideas, Inclusion, Encouraging and supporting others, Confidence, Trust, Honesty, Decision making, Using tactics  Providing instructions, Planning, Problem solving | Underarm throw, overarm throw, Competition, Team work, Winner, Dribble, Obstacle course, Roll, Balance |
| **Year 2** | **Fitness**  To understand how to run for longer periods of time without stopping.  To develop co-ordination and timing when jumping in a long rope.  To develop individual skipping.  To take part in a circuit to develop stamina and agility.  To explore exercises that use your own body weight.  To develop ‘ABC,’ agility, balance and co-ordination. | **Fundamentals**  To develop balance, stability and landing safely.  To explore how the body moves differently when running at different speeds.  To develop changing direction and dodging.  To develop and explore jumping, hopping and skipping actions.  To develop co-ordination and combining jumps.  To develop combination jumping and skipping in an individual rope. | **Dance**  To remember, repeat and link actions to tell the story of my dance.  To develop an understanding of dynamics and how they can show an idea.  Use counts of 8 to help you stay in time with the music.  To copy, remember and repeat actions using facial expressions to show different characters.  To explore pathways and levels.  To remember and rehearse our circus dance showing expression and character.  To copy, repeat and create actions in response to a stimulus.  To copy, create and perform actions considering dynamics.  To create a short dance phrase with a partner showing clear changes of speed.  To copy, repeat and create movement patterns in response to the theme.  To create and perform using unison, mirroring and matching with a partner.  To remember and repeat actions and dance as a group.  **Ball Skills**  To develop rolling a ball to hit a target.  To develop stopping a rolling ball.  To develop dribbling a ball with your feet.  To develop kicking a ball.  To develop throwing and catching.  To develop dribbling a ball with your hands. | **Yoga**  To copy and repeat yoga poses.  To develop an awareness of strength when completing yoga poses.  To develop an awareness of flexibility when completing yoga poses.  To copy and remember actions linking them into a flow.  To create a flow and teach it to a partner.  To explore poses and create a yoga flow.  **Sending and receiving**  To roll a ball towards a target.  To track and receive a rolling ball.  To send and receive a ball with your feet.  To develop catching skills.  To develop throwing and catching skills.  To send and receive a ball using a racket. | **Invasion Games**  To understand what being in possession means and support a teammate to do this.  To understand that scoring goals is an attacking skill and to explore ways to do this.  To understand that stopping goals is a defending skill and explore ways to do this.  To explore how to gain possession.  To mark an opponent and understand that this is a defending skill.  To apply simple tactics for attacking and defending.  **Gymnastics**  To perform gymnastics shapes and link them together.  To perform gymnastic shapes with control and link them together.  To use shapes to create balances.  To link travelling actions and balances using apparatus.  To develop travelling actions and balances using apparatus.  To demonstrate different shapes, take off and landing when performing jumps.  To develop different shapes, take offs and landings when performing jumps.  To develop rolling and sequence building.  To refine rolling and sequence building.  To create a sequence using apparatus. | **Target games**  To consider how much power to apply when aiming at a target.  To understand how to score using overarm and underarm throwing.  To develop striking to a target.  To develop hitting a moving target.  To select and apply the appropriate skill to the target game.  To show an improvement in my personal best.    **Team Building**  To follow instructions and work with others.  To co-operate and communicate in a small group to solve challenges.  To create a plan with a group to solve the challenges.  To communicate effectively and develop trust.  To work as a group to solve problems.  To work with a group to copy and create a basic map. |
| Vocabulary | Agility, Balance, Co-ordination, Speed, Stamina, Skipping, Taking turns, Encouraging and supporting others, Determination, Perseverance, Challenging myself, Identifying strengths and areas for improvement, Observing and providing feedback | Balancing, Sprinting, Jogging, Dodging, Jumping, Hopping, Skipping, Taking turns, Supporting and encouraging others, Respect, Challenging myself, Perseverance, Honesty, Selecting and applying, Identifying strengths | Travel, Copying and performing actions, Using dynamics, pathway, expression and speed, Balance, Co-ordination, Roll, Track, Dribble with feet, Kick, Throw, Catch, Dribble with hands, Respect, Consideration, Sharing ideas, Decision making with others, Acceptance, Confidence, Thinking, selecting and applying actions, Observing and providing feedback,  Creating | Breathing, Balance, Flexibility, Strength, Roll, Track, Catch, Receive with feet, Kick, Send and receive with a racket, Working safely, Sharing ideas, Leadership, Calmness, Patience, Selecting actions, Creating poses, Focus, Providing feedback | Dribble, Throw, Catch, Kick, Receive, Run, Jump, Change direction, Change speed, Travelling actions, Jumping, Balancing, Straight jumps, Barrel roll, Straight roll, Forward roll, Communication, Listening, Leading, Trust, Honesty and fair play, Acceptance, Planning, Decision making, Problem solving | Roll, Overarm throw, Underarm throw, Strike, Dodge, Jump, Competition, Team work, Winner, Dribble, Obstacle course, Balance |