

# New Invention

INFANT SCHOOL

We can...we will...together



Outside today i practised my writing patterns 🍌  
I liked lying on my belly which helps to make my core nice and strong 🍌🍌🍌

Look at all the early writing patterns i did today 🍌 I went top to bottom, left to right and round and round 🍌🍌🍌

# PE Syllabus



To empower our children to be the change-makers of the future.

## #WecanWewillTogether

NII is a safe, secure and nurturing school where children develop positive relationships.

Our children are confident, articulate and resilient both in education and attitude to life.

Our staff are motivated, tenacious and committed working with integrity to ensure the best outcomes for our children and families.

We are the focal point of our community where families feel supported, respected and are partners in their children's journey.

Our high aspirations, forward thinking, innovative approach inspires our children to be change-makers of the future.



They are compassionate, empathetic and supportive of others.



They strive for excellence in all that they do.



Everyone in our school community contributes and is both heard and valued.



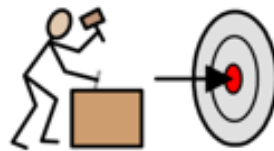
inclusivity

Diversity  
Equity  
Respect  
Acceptance



integrity

Moral  
Principles  
Honesty  
Fairness



tenacity

Resilience  
Hard working  
Perseverance  
Never give up



collaboration

Partnerships  
Working together  
Supportive  
'Families'



ambition

Excellence  
High expectations  
Creative  
Innovative  
Risk taking

# How our Mission, Vision and Values are reflected in PE



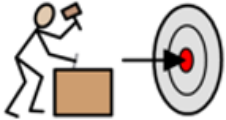
inclusivity

All children are included in PE lessons where they have the same opportunities to develop skills in Gymnastics, Games and Dance. Children will, like their peers, be asked to demonstrate skills in lessons. Adaptions will be made using equipment matched to need where appropriate e.g. large ball for visual impairment, peer or adult to model side by side an action. All children are encouraged to access lunchtime clubs in Year 1 and 2 and where needed will be supported by an adult in these.



integrity

Through PE exploration children are taught how to be honest about their skills, talents and difficulties. Children are encouraged to see the importance of physical activity and exercise as a core principle of keeping healthy. They are taught about how to be a good team player, to be honest in fair play and to take accountability for their actions. Children are expected to apply morals of acceptance when working with their peers who may have different levels of capability.



tenacity

In all PE lessons and physical activity at school we expect every child to work to work their bodies to their full potential. Through Gymnastics, Games and Dance children are taught that skill and expertise comes with perseverance, some children are naturally talented but everyone still has to practise to be the best they can be. Children are asked to evaluate their own performance and that of others. Through physical activity which challenges physically and mentally they begin to master resilience.



collaboration

Children are given lots of opportunities to work collaboratively when taking part in activities including partner work and team games in lessons and during extra-curricular clubs. Children are given opportunities to learn from each other through modelling, observation and pupil feedback. During lessons children are encouraged to discuss key skills, strategies and tactics with their peers and the teacher.



ambition

Children are exposed to a wide range of sports through the curriculum and in extra-curricular clubs. Children are taught about having a healthy/active lifestyles in PE and in other areas of the curriculum. Throughout the year children are exposed to sports personalities, both male and female from a range of backgrounds to give links to the real world of PE and provide inspirational figures for children to aim for. During lessons the children are given the opportunity to take risks and build their resilience skills by practising skills and adapting things when needed. Visitors invited into school give children a 'Wow' experience and a real life context to their PE learning. PE in school provides children with the opportunity to be active, learn new skills, get into sport and lead healthy lifestyles.

# PE Curriculum Intent

PE is part of every child's entitlement to a good education. It provides pupils with the essential skills, knowledge and understanding they need to become physically literate and lead healthy lifestyles. Our aim is to enthuse and inspire pupils to participate fully and develop a life-long love of physical activity, sport and exercise. Every child is entitled to a rich, broad and balanced curriculum where physical education is a critical element. It develops children's competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school. A high quality PE curriculum enables all children to enjoy and succeed in many kinds of physical activity. They develop a wide range of fundamental movement skills including the ability to use tactics, strategies and compositional ideas to perform successfully. As a result, children develop the confidence to take part in different activities and learn about the value of healthy, active lifestyles. Discovering what they like to do, what their aptitudes are at school, and how and where to get involved in physical activity helps them make informed choices about lifelong physical activity. PE also helps children develop personally and socially. They work as individuals, in groups and in teams, developing concepts of fairness and of personal and social responsibility. Through the range of experiences that PE offers, they learn how to be effective in competitive, creative and challenging situations.

# PE

## Implementation – (Areas of the Subject)

Fundamental  
Movement Skills

Games

Gymnastics

Dance

# PE – Implementation

## Fundamental Movement Skills/Movement skills

### Nursery

- Negotiates space when running and using balance bikes, scooters and trikes.
- Moves in different ways such as running, jumping, crawling and balancing on different surfaces and equipment.
- Practises kicking, throwing and catching large balls.
- Makes straight lines, circle, horizontal, vertical and circular movements with pom poms and mark making tools.
- Write dance and dough disco sessions throughout the week.

### Reception

- Negotiates space with obstacles when running, skipping and hopping and using different equipment.
- Moves in different ways such as running, jumping, skipping, hopping on different equipment.
- Practises rolling, bouncing, throwing, catching and kicking balls.

### Year One

- Beginning to master basic movements including running, jumping, throwing and catching as well as developing some co-ordination
- Beginning to develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.

### Year Two

- Develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

# PE – Implementation

## Games

### Nursery

- Playing simple games e.g. hide and seek, tag, the floor is lava.
- Racing and chasing games.

### Reception

- Playing simple games e.g. duck duck goose, dishes and domes, tag, stuck in the mud, the floor is lava. freeze, jelly beans, traffic light games.
- Partner work e.g. bouncing ball to each other/in teams.

### Year One

- Beginning to participate in games developing simple tactics for attacking or defending.
- Is beginning to show basic control when moving a ball/equipment around objects while travelling using hands, feet and equipment e.g. hockey stick.
- After discussion with a teacher attempts to move to catch a ball during the game e.g. piggy in the middle.
- Can safely negotiate space when travelling in a game.

### Year Two

- Participate in games developing simple tactics for attacking and defending
- Shows a range of passing skills e.g. throwing, kicking within a simple game
- Can use a range of throws (underarm, overarm, bounce pass) accurately towards a target and in simple games
- Can confidently control a ball with good pace when moving around objects while travelling using hands, feet and equipment e.g. hockey stick
- Uses space to their advantage during simple games e.g. beginning to interact with team members in order to win a game by making members aware of your position, identifying spaces and opportunities to pass the ball
- Uses simple tactics to win a game e.g. dodging to pass an opponent

# PE – Implementation

## Gymnastics

### Nursery

- Can travel over, on, in and under nursery outdoor equipment.
- Beginning to experiment with different ways of travelling e.g. skipping, hopping etc.
- Can use alternate feet when climbing steps/stair and can jump over a small object safely.

### Reception

- Negotiates and navigates space successfully with obstacles - fast/slow, travels, low and high travels
- Experiments with different ways of travelling e.g. skipping, hopping etc.
- Completes jumps on the floor and off apparatus
- Begins to complete simple rolls and balances and combines them on and off apparatus

### Year One

- Practises movements to prepare to perform rolls.
- Is experimenting with balance using hands, feet and knees with some control and coordination
- Is developing their jumping and landing skills in order to land safely
- Can link at least 2 different elements during gymnastics e.g. completes a straight jump and a log roll, a travel and a balance etc

### Year Two

- Can perform rolls safely.
- Can balance with control using large and small body parts on the floor or on apparatus holding the position for 5 seconds.
- Can complete a range of simple jumps on the floor and from apparatus landing appropriately with feet together bending their knees and arms in-front.
- Can develop a partner sequence (3/4 movements) based on following and matching, which can be transferred onto gymnastics apparatus.

# PE – Implementation

## Dance

### Nursery

- Dances with ribbons, streamers or pompom with control.
- Makes up and down/side to side and circular movements with pom poms/ribbons to music.
- Starting to dance appropriately to music and beats.

### Reception

- Copies simple movements.
- Beginning to create their own movement.
- Beginning to have spatial awareness by standing in different spots.
- Dances with props.
- Dances with a partner.
- Travels to music in different ways.
- Can perform a simple dance.

### Year One

- Copy set motifs.
- Can create movements based on a theme including levels and spontaneous improvisation.
- Performs movements with technical skill – applying control, balance and coordination.
- Shows performance skills with some sense of focus (stillness) energy, expression and extension.
- Retrieve movement/demonstrate movement memory (remembering motifs)
- To travel in different directions (where you move to) or move using different facings (where you face).

## Year Two

- Moves with rhythm and musicality to reflect music.
- Learns and performs set motifs with technical skill, applying control, balance, coordination and fluency.
- Develops movements with a partner considering direction and style.
- Apply canon/unison/timing. Count to the rhythm of the music.
- Changes formation and direction.
- Shows performance skills with sense of focus (stillness) energy, expression and extension.

# PE Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery</b>	<ul style="list-style-type: none"> <li>Using scooters, balance bikes and trikes</li> <li>Simple ball play (kick, throw and catch footballs)</li> <li>Moving in simple ways e.g. clap, stamp</li> <li>Playing simple games including hide and seek, tag etc</li> <li>Daily write dance and dough disco sessions</li> </ul>		<b>Dance:</b> <ul style="list-style-type: none"> <li>Copying simple movements</li> <li>Stopping and holding a pose</li> <li>Explore moving to music</li> <li>Explore moving to a beat</li> <li>Copying 1-2 moves in succession</li> <li>Explore using props</li> </ul>	<b>Movement and co-ordination</b>  <b>Travelling</b>	<b>Fundamental movement - Dance</b>	<b>Movement and co-ordination</b>  <b>Ball skills – rolling, throwing</b>
<b>Reception</b>	<b>Rules of the hall, finding spaces, starting and stopping games</b>  <b>Listening, stopping and starting, spatial awareness</b>	<b>Fundamental movement - Gymnastics</b>	<b>Fundamental movement - Multi-skills</b>	<b>Fundamental movement - Gymnastics</b>	<b>Fundamental movement - Multi-skills</b>	<b>Dance - You've got a friend in me/Down in the jungle</b>
<b>Year 1</b>	<b>Transition games - focussing on getting to know each other/working as a team</b>  <u>Dance - Roar</u>	<b>Gymnastics – travels, jumps, rolls</b>	<b>Gymnastics – travels, jumps, rolls</b>	<b>Games – throwing and catching</b>	<b>Dance – Under the Sea</b>	<b>Games – foot-eye coordination</b>
<b>Year 2</b>	<b>Transition games - focussing on getting to know each other/working as a team</b>  <u>Dance – Basement Jaxx</u>	<b>Gymnastics – travels, balances, jumps and landings, rolls</b>	<b>Invasion games – throwing and catching/foot-eye coordination</b>	<b>Invasion games – throwing and catching/foot-eye coordination</b>	<b>Dance - Bhangra</b>	<b>Gymnastics - sequences</b>

# Lesson/Activity Sequencing

Overview Nursery

Me and My celebrations

People Who Help Us

Down on the Farm

Autumn

Spring

Summer One

**Focus:**  
Locomotor skills: walking, running, jumping, hopping

Spatial awareness: stopping, starting, changing direction  
Following simple movement instructions

Identifying body parts and copying simple movements, making shapes with the body.

Moving safely in space, stopping on signal and avoiding others.

**Activities:**  
Movement games (e.g., “Traffic Lights,” “Find a Space”)  
Action songs and rhymes (e.g., "Heads, Shoulders, Knees, and Toes")  
Free movement with music  
Obstacle-free running and stopping games

**Vocabulary:**  
Fast, slow, stop, go, high, low, under, over

**Theme:** *Movers and Shakers – Developing Control*

**Focus:**  
Balance and coordination  
Balancing on different body parts  
Holding a shape  
Simple pathways  
Rolling, crawling, climbing  
Begin basic manipulative skills (rolling a ball, carrying objects)  
Looking at speed fast and slow  
Moving in different ways

**Activities:**  
Balance beams (low-level), stepping stones  
Climbing frame exploration  
Ball rolling to a partner, catching large soft balls  
Animal walks (crab walk, bear crawl, frog jump)  
Being police cars for speed  
Vets – moving like different animals e.g. slither like a snake, hop like a bunny  
Obstacle course for the emergency services.

**Vocabulary:**  
Balance, steady, careful, roll, bounce, catch

**Focus:**  
Turn-taking, group play, and simple team activities  
Intro to games with basic rules  
Continued development of FMS and object control  
Moving in time with music – farm songs  
Copying and creating movement patterns  
Linking movements together – run and stop and roll  
Following simple obstacle paths

**Activities:**  
Parachute play  
Beanbag balancing games  
Mini obstacle courses  
Throwing at targets  
Simple races (egg and spoon, relays)  
Dance for farm performance  
Getting the animals into their field

**Vocabulary:**  
Team, wait, turn, share, throw, aim

Overview Reception

Autumn One		Autumn Two		Spring One		Spring Two		Summer One		Summer Two	
<ul style="list-style-type: none"> <li>· Rules of the hall, finding spaces, starting and stopping games (over several weeks)</li> <li>· Listening, stopping and starting, spatial awareness</li> <li>· Traffic lights games with different travels –skip, hop and run</li> <li>· Beans game</li> <li>· Car game—stop and go, following instructions, beginning partner work</li> <li>· Duck, duck goose—following rules</li> <li>· Domes and dishes—team games</li> </ul>	<p><b>Fundamental movement skills (Gymnastics)</b></p> <p>Lessons may need to be run over 2 sessions depending on children’s progress</p> <ul style="list-style-type: none"> <li>· Negotiating space successfully with obstacles Up into Space lesson 1)</li> <li>· Experimenting with different ways of travelling e.g. skipping, hopping and Nursery travels (In the Army lesson 2)</li> <li>· Navigating through obstables - fast/slow travels, low and high travels (In the Jungle lesson 3)</li> <li>· Making shapes on a mat, include travels</li> <li>· Jumping on floor and off apparatus—rockets and stars (See you at the Seaside lesson 5)</li> </ul>	<p><b>Multi-skills (using Sport Xplorers Handy Harry for lesson ideas)</b></p> <p>Lessons may need to be run over 2 sessions depending on children’s progress</p> <ul style="list-style-type: none"> <li>· Rolling and aiming (Up into Space lesson 1)</li> <li>· Rolling and receiving (In the Army lesson 2)</li> <li>· Throwing to a target with accuracy—(Off to the Supermarket lesson 3)</li> <li>· Throwing and catching (Fairy Tales Adventure lesson 6)</li> <li>· Throwing with power (In the Jungle lesson 4 and 5)</li> <li>· Throwing in teams</li> </ul>	<p><b>Fundamental movement skills (Gymnastics) (using Sport Xplorers Balancing Bella for lesson ideas)</b></p> <p>Lessons may need to be run over 2 sessions depending on children’s progress</p> <ul style="list-style-type: none"> <li>· Recapping travels and jumps previously taught (on apparatus and off)</li> <li>· Rolls (Off to the Racetrack lesson 6)</li> <li>· Balances (On the way to the Zoo lesson 7)</li> <li>· Sequences - combining rolls and balances on and off apparatus</li> </ul>	<p><b>Multi-skills (using Sport Xplorers Handy Harry for lesson ideas)</b></p> <p>Lessons may need to be run over 2 sessions depending on children’s progress</p> <ul style="list-style-type: none"> <li>· Bouncing a ball to each other(See you at the seaside lesson 7)</li> <li>· Bouncing a ball in teams (Off to the Racetrack lesson 8)</li> <li>· Bounce and move off</li> <li>· Hand to eye coordination—activities for physical phun</li> </ul>	<p><b>Fundamental movement skills (Dance)</b></p> <p>Dance - You’ve got a friend in me/Down in the jungle</p> <ol style="list-style-type: none"> <li>1. Copying movement</li> <li>2. Dancing with a prop</li> <li>3. Characterisation.</li> <li>4. Partner work.</li> <li>5. Travel/pathways</li> <li>6. Performance skills</li> </ol> <p>Other skills</p> <ul style="list-style-type: none"> <li>· Mirror image - copying the teacher</li> <li>· Improvisation - creating own movement based on each task</li> <li>· Spatial awareness - standing in different places (spots)</li> <li>· Travelling in different ways</li> <li>· Reflecting a theme/emotion through set phrases.</li> </ul>						

Overview Year One

Overview Year One					
Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
<p><b>Week One/Two - Transiton games - focussing on getting to know each other/working as a team</b></p> <p><b><u>Dance - Roar</u></b></p> <p>Assessment focus for AWL grid –</p> <ol style="list-style-type: none"> <li>Learn set motif.</li> <li>Movement memory.</li> <li>Partner work.</li> <li>Canon and addition.</li> <li>Dance structure.</li> <li>Creating own movements.</li> <li>Performance skills.</li> </ol> <p>Other focuses –</p> <ul style="list-style-type: none"> <li>· Expression</li> <li>· Spatial awareness</li> <li>· Travel</li> <li>· Creativity through freezes, improvisation and own 2 count phase</li> </ul>	<p>Gymnastics</p> <p>Follow lesson planning from Primary Gymnastic Academy</p> <p>Lesson 1</p> <ul style="list-style-type: none"> <li>• To perform basic shapes on large and small body parts.</li> </ul> <p>Lesson 2</p> <ul style="list-style-type: none"> <li>• To create movement and roll within basic shapes.</li> </ul> <p>Lesson 3</p> <ul style="list-style-type: none"> <li>• To rebound jump in various directions and show a variety of jumping patterns.</li> </ul> <p>] Lesson 4</p> <ul style="list-style-type: none"> <li>• To jump and land safely using a variety of shapes. • To co-ordinate a hurdle step.</li> </ul> <p>Lesson 5</p> <ul style="list-style-type: none"> <li>• Perform a forward roll and finish sitting in a tuck shape.</li> </ul> <p>Lesson 6</p> <ul style="list-style-type: none"> <li>• Develop and improve balance, rolls, and jumps previously learned.</li> </ul>	<p>Gymnastics</p> <p>Follow lesson planning from Primary Gymnastic Academy</p> <p>Lesson 1</p> <ul style="list-style-type: none"> <li>• Perform 1-point balances on small and large body parts on a range of equipment.</li> </ul> <p>Lesson 2</p> <ul style="list-style-type: none"> <li>• To perform and adapt 4, 3, and 2 point balances. • To balance using equipment/partners in a variety of ways.</li> </ul> <p>Lesson 3</p> <ul style="list-style-type: none"> <li>• To perform a forward roll to stand.</li> </ul> <p>Lesson 4</p> <ul style="list-style-type: none"> <li>• Perform walks, turn, steps, and jumps whilst balancing along beams.</li> </ul> <p>Lesson 5</p> <ul style="list-style-type: none"> <li>• To travel and take weight on hands, on and over equipment.</li> </ul> <p>Lesson 6</p> <ul style="list-style-type: none"> <li>• To perform a sequence of skills.</li> </ul>	<p><b><u>Games - Throwing and catching skills - introduction of Invasion Games</u></b></p> <ul style="list-style-type: none"> <li>· Bouncing and catch static using two hands</li> <li>· Bounce and catch whilst moving using two hands</li> <li>· Repeated bouncing static two hands</li> <li>· Repeated bouncing whilst moving using two hands</li> <li>· One handed to two handing catch static</li> <li>· One handing bouncing static then moving</li> <li>· Challenges - e.g. can you do it 5 times in a row/10 times in a row etc</li> <li>· Trucks and trailers game to apply skills</li> <li>· Hoop ball - simple invasion game - introduction of tactics</li> <li>· Receiving a rolling ball (low throw)</li> <li>· Catching a ball that had been bounced a few times</li> <li>· Catching a ball as a bounce pass</li> <li>· Throwing and catching a ball</li> <li>· Partner work - low, medium and high throws</li> <li>· High, medium and low game - discuss strategies/tactics</li> <li>· TOPS card game (Blockers and shooters) - discuss strategies/tactics</li> </ul>	<p><b><u>Dance - Under the sea</u></b></p> <ol style="list-style-type: none"> <li>Learn set motifs based on a theme.</li> <li>To use expression to communicate a theme.</li> <li>Partner work, independently rehearsing and problem solving with a peer.</li> <li>Apply addition/unison/timing to different styles of music.</li> <li>Using levels to create/apply dance structure.</li> <li>Performance skills including energy, extension, expression, focus.</li> </ol> <p><b><u>Otherskills -</u></b></p> <ul style="list-style-type: none"> <li>• Movement memory.</li> <li>• Mirror image.</li> <li>• Facings/change of direction.</li> <li>• Creativity – freestyle sections of the warm-up, adding own movement to set motifs, choreographing a start, and ending position.</li> <li>• Evaluating/self/peer feedback to improve.</li> </ul>	<p><b><u>Games</u></b></p> <p><b><u>Foot eye coordination</u></b></p> <ul style="list-style-type: none"> <li>· Practise dribbling (little touches) around the hall making own pathways</li> <li>· Dribbling around cones in the hall</li> <li>· Passing to a partner (side foot)</li> <li>· Game - in teams of 4 - practise passing to each other first (6 successful passes gets a point)</li> <li>· Join teams and begin to defend</li> </ul> <p><b><u>Apparatus (hockey sticks)</u></b></p> <ul style="list-style-type: none"> <li>· Practise holing stick correctly</li> <li>· Moving around the hall own pathway</li> <li>· Moving beanbag around the hall own pathway etx in between cones</li> <li>· Passing beanbag to a partner</li> <li>· Game - in teams of 4 - practise passing to each other first (6 successful passes gets a point)</li> <li>· Join teams and begin to defend</li> </ul>

Overview Year Two

Autumn One		Autumn Two		Spring One		Spring Two		Summer One		Summer Two	
<p><b>Week One/Two - Transition games - focussing on getting to know each other/working as a team</b></p> <p><b>Dance: Basement Jaxx</b></p> <p>1. Learn set motifs based on a theme.</p> <p>2. Understanding spatial awareness – traveling using different directions/facings.</p> <p>3. Partner work—to make contact with a partner</p> <p>4. Apply canon to a creative task.</p> <p>5. Create an end position to reflect a theme.</p> <p>6. Performing a dance to some form of audience.</p> <p><b>Otherskills -</b></p> <ul style="list-style-type: none"> <li>• Movement memory.</li> <li>• Mirror image.</li> <li>• Creativity - - freestyle sections of the warm-up, adding own movement to set motifs, choreographing a start, and ending position.</li> <li>• Evaluating/self/peer feedback to improve.</li> <li>• Evaluating/peer feedback to improve.</li> </ul>		<p><b>Gymnastics</b></p> <p>Follow lesson planning from Primary Gymnastic Academy</p> <p>Lesson 1</p> <ul style="list-style-type: none"> <li>• To perform and link basic shapes in a sequence.</li> </ul> <p>Lesson 2</p> <ul style="list-style-type: none"> <li>• To balance with a partner in a variety of ways.</li> </ul> <p>Lesson 3</p> <ul style="list-style-type: none"> <li>• To perform a forward roll to a variety of end positions.</li> </ul> <p>Lesson 4</p> <ul style="list-style-type: none"> <li>• To perform teddy bear rolls and prepare the body for backward rolls.</li> </ul> <p>Lesson 5</p> <ul style="list-style-type: none"> <li>• To explore rolling on equipment and to perform a backward roll with support.</li> </ul> <p>Lesson 6</p> <ul style="list-style-type: none"> <li>• To jump in a variety of ways and land safely from a height</li> </ul>		<p><b>Games -</b></p> <p><b>Invasion</b></p> <ul style="list-style-type: none"> <li>• <b>Throwing and catching skills</b></li> <li>- bounce pass, overhead and chest pass</li> <li>- underarm and overarm with a tennis ball in teams</li> </ul> <p>Apply these skills to a range of games, teaching layout, roles and rules:</p> <ul style="list-style-type: none"> <li>- Piggy in the middle</li> <li>- Treasure chest</li> <li>- Zone passing</li> <li>- Aiming game</li> <li>- 3 hoop ball</li> <li>- Gateway game</li> <li>- Fives</li> </ul> <p><b>Foot eye coordination</b></p> <ul style="list-style-type: none"> <li>- touches and stopping ball</li> <li>- passing skills in teams</li> <li>- dribbling</li> <li>- scoring</li> <li>- 4 v 1</li> </ul> <ul style="list-style-type: none"> <li>• Hockey stick skills (holding the stick, controlling and stopping)</li> <li>- Traffic lights games to apply skills</li> <li>- passing and receiving the ball ext in teams</li> <li>- Gateway game - then add defenders</li> <li>• Dribbling, passing through goals and shooting</li> </ul> <p>• Design their own game using previously taught skills and play it with a group</p> <p>Teach other children their game and evaluate</p>		<p><b>Gymnastics</b></p> <p>Lesson 1</p> <p>low lesson planning from Primary Gymnastic Academy</p> <ul style="list-style-type: none"> <li>• Perform a hurdle step from a run and land safely with control.</li> </ul> <p>Lesson 2</p> <ul style="list-style-type: none"> <li>• To perform a squat on vault.</li> </ul> <p>Lesson 3</p> <ul style="list-style-type: none"> <li>• To perform a cartwheel over a bench.</li> </ul> <p>Lesson 4</p> <ul style="list-style-type: none"> <li>• To roll in a variety of directions.</li> </ul> <p>Lesson 5</p> <ul style="list-style-type: none"> <li>• To link walks, turns, steps, and jumps whilst balancing along beams.</li> </ul> <p>Lesson 6</p> <ul style="list-style-type: none"> <li>• To create and perform a sequence of skills</li> </ul>		<p><b>Dance - Bhangra</b></p> <p>Assessment focus for AWL grid –</p> <ol style="list-style-type: none"> <li>1. Learn set motif.</li> <li>2. Perform the set motif.</li> <li>3. To develop movement with a partner considering direction and style.</li> <li>4. Apply canon/unison/timing. Count to the rhythm of the music.</li> <li>5. Change formation and direction.</li> <li>6. Structure/change of levels.</li> <li>7. To perform in the style of Bhangra.</li> </ol> <p>Other focuses –</p> <ul style="list-style-type: none"> <li>• Spatial awareness.</li> <li>• Movement memory.</li> <li>• Mirror image.</li> <li>• Facings/change of direction.</li> <li>• Travel.</li> <li>• Positions of feet.</li> </ul>		<p><b>Games</b></p> <p><b><u>Due to be written following training which take place in Spring term 2026</u></b></p>	

# Breakdown of Knowledge

This document shows how **substantive, declarative (knows that)** and **procedural (knows how to)** knowledge develops in Computing across the school.



# Knowledge Organisers



Year group: One

Strand: *Gymnastics*

My prior knowledge

What skills/knowledge should I have learnt before starting this strand:

- Negotiating space successfully with obstacles
- Experimenting with different ways of travelling e.g. skipping, hopping, jumping and Nursery travels
- Navigating through obstacles - fast/slow travels, low and high travels
- Making shapes on a mat, include travels
- Jumping on floor and off apparatus
- Beginning to experiment with different rolls
- Sequences - combining two skills on and off apparatus



What skills/knowledge will I learn by the end of this unit? [e.g. key facts, concepts]

To tuck sit.

Egg Roll / log roll dish & arch roll.

Bunny hop on / along / over / through a range of equipment.

Moving through front / back / side support.

Rebound jumps in a variety of ways / bunny hop on, over, through, along equipment/ hurdlestep/ stretch and star jump to land.

Dish shape / arch shape / tuck shape/ stretch shape / front support / back support / side support / H balance / half star / arabesque / shoulder stand / move in a basic shapes.

Walking on tip toes: forward / backward / sideways / cat leaps / chasse steps.

Perform 3 skills linked together to create a short sequence

Performance skills and techniques

Phase One

- Pupils will demonstrate basic balances and be able to move and roll within basic shapes showing control, extension, and tension.
- Pupils will jump quickly in and out of the floor, developing rebound and travelling on their feet in a variety of ways: 1 to 1, 1 to 2, 2 to 1, 2 to 2 and in a range of directions.
- Pupils will perform a range of shapes when jumping and will learn to land safely.
- Pupils will develop the co-ordination to perform a hurdle step.
- Pupils will learn to forward roll to sit in a tuck shape on a flat mat

Phase Two

- Pupils will transfer 1-point balances onto apparatus and be able to hold their body still for 3 seconds on large and small body parts whilst balancing
- Pupils will be able to adapt 4, 3 and 2-point balances and demonstrate a range of balances with equipment and partners showing balances on, over and under.
- Pupils will be able to perform a forward roll to stand and perform dynamic balances - walks, turns, steps, and jumps along raised beams, travelling forwards, backwards and sideways.
- Pupils will demonstrate a bunny hop with straight arms, co-ordinating hands then feet when travelling and will bunny hop over equipment with control.

[Links to NC domains/strands e.g. historical enquiry, scientific investigation, fieldwork, ]

**Fundamental movement skills** - Developing basic movements and stillness as well as beginning to show balance and co-ordination mastering these in isolation.

**Gymnastics** - Beginning to master basic movements as well as developing some co-ordination



Engagement motivation and thinking (CoL)

Shows a positive attitude towards physical activity and being healthy, has confidence to try out new activities and foods and is developing resilience when challenged.

In gymnastics are able to comment on their own and a friends performance.



Cross-curricular links if appropriate

**Science** - effects of exercise on the body, muscles being used during exercise

Gymnastics - balances, jumps, travel

Glossary

Body Positions

- **Tuck** - Knees pulled to the chest, body rounded.
- **Pike** - Legs straight and together, bending at the hips.
- **Straddle** - Legs straight and apart, forming a "V" shape.
- **Star shape** - Arms and legs spread wide.
- **Straight body** - Standing tall with arms by your ears.

Movements

- **Roll** - A simple forward or backward tumbling motion.
- **Forward roll** - A roll over the head and back.
- **Leg roll** - Rolling sideways with a straight body.
- **Bear walk** - Walking on hands and feet with your tummy facing up.
- **Crab walk** - Walking on hands and feet with your tummy facing up.
- **Bunny hop** - A small jump with feet together.
- **Jump** - Both feet leave the floor and land together.
- **Hop** - Jump on one foot.

Skills and Shapes

- **Balance** - Holding still in one position.
- **Stretch** - Making your body long or wide.
- **Pointed toes** - Feet stretched so toes are long and straight.
- **Arms up / arms by ears** - Standard arm position for jumping, landing, etc.



Year group: Two

Strand: Gymnastics

My prior knowledge

What skills/knowledge should I have learnt before starting this strand:

- Pupils will demonstrate basic balances and be able to move and roll within basic shapes showing control, extension, and tension.
- Pupils will jump quickly in and out of the floor, developing rebound and travelling on their feet in a variety of ways; 1 to 1, 1 to 2, 2 to 1, 2 to 2 and in a range of directions.
- Pupils will perform a range of shapes when jumping and will learn to land safely.
- Pupils will develop the co-ordination to perform a hurdle step.
- Pupils will learn to forward roll to sit in a tuck shape on a flat mat



What skills/knowledge will I learn by the end of this unit? [e.g. key facts, concepts]

To stand / straddle sit / pike sit / dish shape.

Down a slope to knees with support

Egg Roll / log roll / dish & arch roll / teddybear roll.

Dynamic front, back and side support / cartwheel over a bench.

Stretch, star, tuck, 1/2 turn jump / land safely from a height / perform a squat on vault / hurdle step from a run

Link all basic shapes with movement to create a sequence / balace with partners on, under, over, with.

Walking on tip toes / jumping on beam / dip walks / 1/2 turn spin / cat leaps / chasse steps / linking turn, steps and walks on beams to create a short sequence.

Create and perform a routine linking 3-5 skills.

Performance skills and techniques

Phase 1

- Pupils will balance and roll in basic shapes and will link all basic shapes together to form a sequence.
- Pupils will show control in paired balances using small and large body parts on several points of contact.
- Pupils will perform a forward roll to stand and to a variety of end positions on a flat mat and perform a 1/2 and 1/1 teddy bear rolls individually.
- Pupils will perform a range of sideways and forward rolls on equipment and perform a backward roll with support down a slope. Pupils will show a distinctive body shape in a range of jumps and can land safely from a height.

Phase 2

- Pupils will co-ordinate a hurdle step from a run up and land safely and perform a squat on to their feet onto a box top from a standing position. Pupils will perform a cartwheel over a bench showing a distinctive star shape in the air.
- Pupils will continue to develop their forward roll to stand, teddy bear roll and backward roll down a slope with support.
- Pupils will perform dynamic balances in combination – walks, turns, steps, and jumps along raised beams with balance and control.
- Pupils will create and link 4 skills together along the floor, without hesitation and perform these skills to an audience.

[Links to NC domains/strands e.g. historical enquiry, scientific investigation, fieldwork, ]

**Fundamental movement skills**— develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.

**Gymnastics** – master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities



Engagement motivation and thinking (CoL)

Shows a positive attitude towards physical activity and being healthy, has confidence to try out new activities and foods and is developing resilience when challenged.

In gymnastics are able to comment on their own and a friends performance.



Cross-curricular links if appropriate

Science - effects of exercise on the body, muscles being used during exercise

Glossary

Body Positions

- **Tuck** - knees bent, hugged to chest
- **Straddle** - legs apart, straight
- **Pike** - legs together, straight and forward
- **Star** - arms and legs wide apart like a star
- **Straight** - body in a long line, arms overhead

Balances

- **One-leg balance** - standing still on one foot
- **Arabesque** - standing on one leg, other leg stretched back
- **Front support** - like a plank position on hands and feet
- **Back support** - facing upwards, supported by hands and feet
- **Dish** - lying on back, arms and legs lifted
- **Arch** - tummy down, chest and legs lifted

Travelling (Locomotion)

- **Bunny hop** - jumping with feet together
- **Bear walk** - walking on hands and feet
- **Crab walk** - moving on hands and feet with belly up
- **Tiptoe** - walking quietly on toes
- **Gallop** - like skipping but one foot leads

Jumps and Leaps

- **Straight jump** - jumping with body straight
- **Star jump** - jumping into a star shape
- **Tuck jump** - jumping and tucking knees to chest
- **Half turn** - turning 180° in the air
- **Full turn** - turning all the way around in a jump

Rolls

- **Leg roll** - rolling sideways in a straight body shape
- **Egg roll** - rolling sideways in a tuck shape
- **Forward roll** - rolling forward on the floor from a crouch

Shapes and Poses

- **Bridge** - arching the back while supported by hands and feet
- **Table** - back flat like a table, hands and feet on floor
- **Pointy toes** - toes stretched long
- **Strong arms** - arms held straight and firm

# New Invention Infant School Knowledge Organiser

PE



Year group: One

Strand: Dance

My prior knowledge

What skills / knowledge should I have learnt before starting this strand:

To move different parts of the body in various ways (bending, stretching, twisting, balancing) and basic movements.

To learn basic movements and develop coordination, balance and control through activities like running, hopping, skipping and jumping.

To understand how to use space by moving in different directions and recognising personal space.

To begin to explore making different shapes with their bodies, such as curling, stretching or forming straight lines.

To start to experiment with repeating movement patterns e.g. a sequence of jumps or turns.

To learn to move in time with music, responding to simple rhymes and beats.

To practise listening carefully to different tempos, changes in music and responding with movement that reflect those variations.

To incorporate rhyme into movement by clapping, stomping or tapping to the beat

What skills / knowledge will I learn by the end of this unit? (e.g. key facts, concepts)

Copy set motifs (series of movements) based on a theme

Can create movements based on a theme including levels and spontaneous improvisation

To perform movements with technical skill - applying control, balance and coordination

To show performance skills with some sense of focus (stillness) energy, expression and extension

Retrieve movement/demonstrate movement memory (remembering motifs)

To travel in different directions (where you move to) or move using different facings (where you face)

Is beginning to evaluate a friend's performance (a star and a wish)

Can safely negotiate space when travelling

Identify moods, feelings or ideas in a dance they have seen

Performance skills and techniques

**Balance** - being able to keep a stable body (without wobbling or falling) for at least 3 seconds over a base of support e.g. hands or feet.

**Body Awareness** - understanding how your body is moving in time to the music.

**Control** - the power to direct your body and body parts to master dance moves

**Co-ordination** - being able to move different parts at the same time

**Rhythm** - being able to listen to the beat of a piece of music and ensure your moves are in time with this beat.

**Space** - using the correct amount of space needed to show the meaning of the dance and using different positions when in a group.

**Timing** - performing basic steps to the beat of the music.

(Links to NC domains/strands e.g. historical enquiry, scientific investigation, fieldwork, ...)

**Fundamental movement skills** - Developing basic movements and stillness as well as beginning to show balance and co-ordination mastering these in isolation.

**Gymnastics** - Beginning to master basic movements as well as developing some co-ordination



Engagement motivation and thinking (CoI)

Shows a positive attitude towards physical activity and being healthy, has confidence to try out new activities and foods and is developing resilience when challenged.

In dance are able to comment on their own and a friend's performance



Cross-curricular links (if appropriate)

**Science** - effects of exercise on the body, muscles being used during exercise

**Gymnastics** - balances, jumps, travels, performance

**Music** - responding to different pieces/moods of music

Glossary

<b>Sequence</b>	A pattern of movements.
<b>Repetition</b>	Movements/sequences repeated.
<b>Unison</b>	All performers complete the same movement at exactly the same time.
<b>Mirroring</b>	Doing the same travel, jump, shape or balance at exactly the same time.
<b>Transition</b>	Movement, passage, or change from one position, state, stage, subject, style, concept or place, etc., to another
<b>Levels</b>	The different physical aspects that the dancer reaches while he or she is dancing.
<b>Direction</b>	The direction of steps forward, backwards, up, down, diagonal.
<b>Shape</b>	May refer to individual body shapes (the way in which 3-dimensional space is used by the body) and group shapes. Body shapes are present in all actions in dance. Shapes in dance convey meaning.
<b>Pause/Stillness</b>	Holding a position still for a short amount of time.
<b>Mood</b>	Portraying feelings through movement.
<b>Improvisation</b>	The spontaneous creation of movement in the moment, without a pre-planned choreography
<b>Expression</b>	Use of the movement, body language and facial gestures to convey emotional and tell stories
<b>Extension</b>	The ability to fully elongate and hold a limb, especially the leg, in an extended position.
<b>Coordination</b>	The ability to control multiple body parts to move together smoothly and efficiently.
<b>Movement memory</b>	The ability to recall and perform learned sequences of movement without conscious thought.
<b>facings</b>	The directions the body's torso is orientated in relation to the performance space or audience.



## New Invention Infant School Knowledge Organiser

PE



Year group: Two

Strand: Dance

### My prior knowledge

What skills /knowledge should I have learnt before starting this strand:

Copy set motifs (series of movements) based on a theme

Can create movements based on a theme including levels and spontaneous improvisation

To perform movements with technical skill - applying control, balance and coordination

To show performance skills with some sense of focus (stillness) energy, expression and extension

Retrieve movement/ demonstrate movement memory (remembering motifs)

To travel in different directions (where you move to) or move using different facings (where you face)

Is beginning to evaluate a friend's performance (a star and a wish)

Can safely negotiate space when travelling

Identify moods, feelings or ideas in a dance they have seen



What skills /knowledge will I learn by the end of this unit? (e.g. key facts, concepts)

Perform dances using different motifs (series of movements).

To perform movements with technical skill - applying control, balance, coordination and fluency.

Apply unison and canon to movement.

Moves with rhythm and musicality to reflect music e.g. lively music - do they reflect this?

To show performance skills with sense of focus (stillness) energy, expression and extension

To retrieve movements in the correct order (movement memory)

Is able to evaluate one aspect of their own or friend's performance to improve.

To create their own movement based on a style or theme.

Can use some sense of expression throughout the movement.

### Performance skills and techniques

**Balance** - being able to keep a stable body (without wobbling or falling) for at least 3 seconds over a base of support e.g. hands or feet.

**Body Awareness** - understanding how your body is moving in time to the music.

**Choreography** - being able to create a dance or a set of dance moves

**Control** - the power to direct your body and body parts to master dance moves

**Co-ordination** - being able to move different parts at the same time

**Dynamic** - being able to change the way your body moves e.g. fast, slow, jerky, smooth etc.

**Expression** - being able to show a story or a feeling through the medium of dance

**Rhythm** - being able to listen to the beat of a piece of music and ensure your moves are in time with this beat.

**Space** - using the correct amount of space needed to show the meaning of the dance and using different positions when in a group.

**Timing** - performing basic steps to the beat of the music.

(links to NC domains/sounds, e.g. historical enquiry, scientific investigation, folkwork, )

**Fundamental movement skills** - Master basic movements as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

**Gymnastics** - Master basic movements as well as developing balance and co-ordination, and begin to apply these in a range of activities



### Engagement motivation and thinking (E.g.)

Shows a positive attitude towards physical activity and being healthy, has confidence to try out new activities and is resilient when challenged

In dance, gymnastics and games is able to evaluate their own and a friend's performance.



### Cross-curricular links if appropriate

**Science** - effects of exercise on the body, muscles being used during exercise

**Gymnastics** - balances, jumps, travel

**Music** - responding to different pieces/ moods of music

### Glossary

Sequence	A pattern of movements
Contrasting	Dance partners to perform contrasting movements to each other
Transition	Movement, passage, or change from one position, state, stage, subject, style, concept or place, etc., to another
Canon	A choreographic device or structure in which movements introduced by one dancer are repeated exactly by subsequent dancers in turn
Direction	The direction of steps - Forward, backwards, up, down, diagonal
Shape	May refer to individual body shapes (the way in which 3-dimensional space (used by the body) and group shapes. Body shapes are present in all actions in dance. Shapes in dance convey meaning.
Pause/Stillness	Holding a position still for a short amount of time.
Mood	Portraying feelings through movement
Gesture	The movement of face, body or limbs to express ideas and emotions, or anything done to communicate a purpose or feeling.
Style	Different genres of dance such as ballet, hip-hop, jazz etc. A distinctive manner of moving or dancing; the characteristic way a dance is done, created or performed that identifies the dance of a particular performer, choreographer, culture, or period.
Musicality	The attention and sensitivity to the musical elements of dance while creating or performing
Mood	Portraying feelings through movement
Improvisation	The spontaneous creation of movement in the moment, without a pre-planned choreography
Expression	Use of the movement, body language and facial gestures to convey emotional and tall stories
Extension	The ability to fully elongate and hold a limb, especially the leg, in an extended position.
Coordination	The ability to control multiple body parts to move together smoothly and efficiently.
Movement memory	The ability to recall and perform learned sequences of movement without conscious thought.
Facings	The directions the body's torso is orientated in relation to the performance space or audience.



Year group: One

Strand: Games - Invasion/ Net and Wall

Also look at TOPS cards to inform planning

My prior knowledge

What skills/knowledge should I have learnt before starting this strand:

Shows good control and co-ordination in large and small movements when moving around the playground in different ways e.g. climbing, running, walking, jumping

Developing core strength by taking part in a range of physical activities.

Can change speed when instructed.

Confidently negotiates space successfully when playing racing and chasing games with other children and changing direction to avoid obstacles.

Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.



What skills /knowledge will I learn by the end of this unit? [e.g. key facts, concepts

Develops key skills of throwing, catching, passing and kicking sometimes using equipment in isolation and when playing simple games.

Can control a ball when travelling using hands, feet and equipment.

Participate in a range of games involving simple tactics for attacking and defending.

Performance skills and techniques throughout the unit

Beginning to master basic movements including running, jumping, throwing and catching as well as developing so me co-ordination.

Beginning to participate in games developing simple tactics for attacking or defending.

Can catch/hit a large ball and is beginning to catch/hit a small ball.

Is beginning to send/pass a ball towards a target with basic control and accuracy.

Can throw/hit a ball underarm into a space. Can throw/hit a ball underarm into a space.

Is beginning to show basic control when moving a ball around objects while travelling using hands, feet and equipment e.g. hockey stick.

After discussion with a teacher attempts to move to catch a ball during the game e.g. piggy in the middle.

Can hit a placed ball with equipment towards a target with some accuracy and beginning to hit a ball that has been thrown towards them.

Can safely negotiate space when travelling.

Links to NC domains/strands e.g. historical enquiry, scientific investigation, fieldwork.

**Fundamental movement skills** - Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

Participate in team games, developing simple tactics for attacking and defending

Shows core strength and fitness through a range of exercise and activities.



Engagement motivation and thinking (CoL)

Engages in competitive activities in a range of increasingly challenging situations (both against self and others) and responds to the outcome in an appropriate way (e.g. fairness and respect)

Shows a positive attitude towards physical activity and being healthy, has confidence to try out new activities and foods and is resilient when challenged

Is able to evaluate their own and a friends performance.



Cross-curricular links if appropriate

Science - effects of exercise on the body, muscles being used during exercise

Problem solving - attacking and defending

Leadership/social skills

Glossary

<b>Spatial Awareness</b>	Recognising their position with association of the object of play and their opponent.
<b>Travelling</b>	Going forwards, backwards, to either side, and to all diagonals.
<b>Direction</b>	a course along which someone or something moves.
<b>Control</b>	The power to direct your body, body parts and equipment to master moves
<b>Co-ordination</b>	Being able to move different parts of the body at the same time
<b>Attacking</b>	Gaining possession of the ball/ scoring in the oppositions goal.
<b>Defending</b>	Keeping possession of the ball/stopping the opposition from scoring.
<b>Sending and Receiving</b>	Throwing/catching/kicking/ passing a ball with hands, feet or equipment.
<b>Teamwork</b>	The combined action of a group, especially when effective and efficient.
<b>Dribbling</b>	Take the ball forwards past opponents with slight touches of the feet or the stick, or by continuous bouncing.
<b>Opposition</b>	The opposite team.
<b>Aiming</b>	To position or direct so that the object that is thrown, hit or kicked will hit a target.
<b>Target</b>	A person, object, or place selected as the aim of an attack.
<b>Marking</b>	Blocking a person/target so that you can block or gain possession of the ball
<b>Dodging</b>	Maintaining personal space, making sure not to collide with other players or objects
<b>Leadership</b>	The action of leading a group by giving advice and making decisions.



Year group: Two

Strand: Games - Invasion/  
Striking and Fielding

Also look at TOPS cards to  
inform planning

My prior knowledge

What skills /knowledge should I have learnt before starting this strand:

Develops key skills of throwing, catching, passing and kicking sometimes using equipment in isolation and when playing simple games.

Can control a ball when travelling using hands, feet and equipment.

Participate in a range of games involving simple tactics for attacking and defending.

Engages in competitive activities (both against self and others) and responds to the outcome in an appropriate way with adult support (e.g. fairness and respect).

Shows a positive attitude towards physical activity and being healthy, has confidence to try out new activities and foods and is developing resilience when challenged.

What skills /knowledge will I learn by the end of this unit? [e.g. key facts, concepts]

Apply key skills of throwing, catching, passing and kicking sometimes using equipment when playing a range of games.

Confidently control a ball with good pace when travelling using hands, feet and equipment.

Participate in games developing simple tactics for attacking and defending

Performance skills and techniques throughout the unit

Develop agility and co-ordination and begin to apply these in a range of activities

Recognise and describe how the body feels during and after physical activity.

Uses and understands the terms attacking and defending.

Confidently throw/hit/catch a small ball from an increased distance

Confidently throw, catch and hit a ball with a partner using different techniques from an increased distance.

Show a range of passing skills e.g. throwing, kicking within a simple game and begin to choose the best pass to make in a game.

Use a range of throws (underarm, overarm, bounce pass) to pass a ball using the correct technique with control and accuracy to a partner and in simple games.

Kick a ball, using the correct technique whilst moving control and fluency.

Can confidently control a ball with good pace when moving around objects while travelling using hands, feet and equipment e.g. hockey stick

Use throwing, catching and kicking skills in a game with confidence and success.

Participate in games developing simple tactics for attacking and defending including dodging and marking

Uses space to their advantage during simple games e.g. beginning to interact with team members in order to win a game by making members aware of your position, identifying spaces and opportunities to pass the ball

Follow rules to play different games and understand the importance of having them.

Show good teamwork in competitive situations.

[Links to NC domains/strands e.g. historical enquiry, scientific investigation, fieldwork.]

**Fundamental movement skills** - Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

Participate in team games, developing simple tactics for attacking and defending

Shows core strength and fitness through a range of exercise and activities.



Engagement motivation and thinking (CoL)

Engages in competitive activities in a range of increasingly challenging situations (both against self and others) and responds to the outcome in an appropriate way (e.g. fairness and respect)

Shows a positive attitude towards physical activity and being healthy, has confidence to try out new activities and foods and is resilient when challenged

Is able to evaluate their own and a friends performance.



Cross-curricular links if appropriate

Science - effects of exercise on the body, muscles being used during exercise

Problem solving - attacking and defending

Leadership/social skills

Glossary	
<b>Spatial Awareness</b>	Recognising their position with association of the object of play and their opponent.
<b>Travelling</b>	Going forwards, backwards, to either side, and to all diagonals.
<b>Direction</b>	a course along which someone or something moves.
<b>Control</b>	The power to direct your body, body parts and equipment to master moves
<b>Co-ordination</b>	Being able to move different parts of the body at the same time
<b>Agility</b>	The ability to accelerate, decelerate, stabilize, and quickly change directions with proper posture.
<b>Attacking</b>	Gaining possession of the ball/ scoring in the oppositions goal.
<b>Defending</b>	Keeping possession of the ball/stopping the opposition from scoring.
<b>Sending and Receiving</b>	Throwing/catching/kicking/passing a ball with hands, feet or equipment.
<b>Teamwork</b>	The combined action of a group, especially when effective and efficient.
<b>Dribbling</b>	Take the ball forwards past opponents with slight touches of the feet or the stick, or by continuous bouncing.
<b>Opposition</b>	The opposite team.
<b>Aiming</b>	To position or direct so that the object that is thrown, hit or kicked will hit a target.
<b>Target</b>	A person, object, or place selected as the aim of an attack.
<b>Marking</b>	Blocking a person/target so that you can block or gain possession of the ball
<b>Anticipation</b>	The action of anticipating something; expectation or prediction
<b>Dodging</b>	Maintaining personal space, making sure not to collide with other players or objects
<b>Footwork</b>	The manner in which someone moves their feet effectively in various sports
<b>Leadership</b>	The action of leading a group by giving advice and making decisions.

# Questioning

Area of	Nursery/The Hub	Reception	Year One	Year Two
<p><b>Games</b></p>	<p>Can you... e.g. run, walk, sit            Where is the blue ball?            Where is the big/small ball?            Can you find the... (equipment)            What is this? (equipment related)            Can you kick the ball? Can you throw the ball?            Is it my turn? Is it your turn?            Who is next?            Can you find.... (Hide and seek)            Can you catch ... (friend's name)            Can you run fast?            Who is the fastest?            Who is first?            Where are your... feet, hands, head etc.            How did you do that?            Did you catch the ....?            Who do you think might win?            Who do you want to play with?</p>	<p>What do we need to remember when rolling and receiving a ball?            How do we stand when we roll/throw/catch a ball?            Where do your arms need to be?            Are your hands ready to catch?            Can you track the ball with your eyes?            Can you aim the ball in the right direction?            Which throw do you need to do?            How do you chest pass/under arm throw/over arm throw?            How can we make it harder?            How can we make it easier?            Which ball is easier to catch?            Can you bounce the ball?            Can you bounce the ball while you walk?</p>	<p>Why do we warm up?            What happens to the body when we warm up?            How should we hold our hands?            What force shall we use?            What would make it easier to bounce a ball?            Where should you be looking?            What sport do you see people dribbling a ball?            How do you move when dribbling a ball?            How do you receive a ball?            How do you catch a ball?            How do you throw an under arm pass?            What is a bounce pass?            What is the most appropriate pass to use?            How can you gain the ball back? How can you let your partner know you are ready to receive the ball?            How can you let your partner know you're going to pass to them?            What could you do better next time?            What did you do well?</p>	<p>What throw is best to use and why?            How will you get the ball to your partner?            What do you need to do to catch the ball?            How will you keep the ball?            How will you get the ball from the person throwing it?            What throw am I using and when would I use this?            What position does your body need to be in to catch/receive the ball?            What would happen if...?            How would you control the ball?            What part off your foot will you use and why?            Why did the ball roll away?            How will you get the ball to your partner?            How can you make it easier harder?            What skills will you need to use to receive/send the ball?            How will you stop the ball and why?            What force will you need to use and why?            What tactics can you use to get/receive the ball?            How could we make this game harder/easier?</p>

Area of	Nursery/The Hub	Reception	Year One	Year Two
<p><b>Dance</b></p>	<p>Can you wiggle, jump, move your hands, wave, dance etc? Where are your... feet, hands, head etc? Can you move your... feet, hands, head etc? Can you move your hands up, down, side to side, round, backwards, forwards? Can you hear the music? What music can you hear? What comes next in our dance e.g. ring a ring a roses Can you make a circle? Can you get into a line? Can you copy me? Can you copy your friends? Can you do the same? What moves would you like us to do? Can you copy my pattern? Who do you want to dance with?</p>	<p>How do you get into a space? How do you know you are in a space? Why do we need to stand in a space? How does this music make you feel? What does this music make you think of? How does this music make you want to move? Is it fast or slow? Can you mirror me? Can you think of your own movements? Can you think of low/high movements? Can you show me superstar dancers? Can you change direction? How can we improve the dance routine? What did you like about... performance? (peer feedback) Which movement comes first/second/third/next/last in our routine? How does a .... Move? Can you move like it?</p>	<p>What do the lyrics in the song mean? What are the three E's? What skills are needed to perform? What is a facial expression? What is a space? How can you find a space? What is a mirror image? Can you demonstrate mirror imaging with a partner? Can you get into a space using your bubble? Why do we warm up? What is dancing? How does the music make you feel? What is travel? What do we mean by high, low and medium? What is a motif? What is a cannon? What is addition? Can you create your own movement? Who do we perform to? Why do we cool down? What move comes next? How many step is this move? What could you do better next time? What did you do well?</p>	<p>What skills have we learnt? What shape should your body be when performing a...? What was good about it? How could they improve? How could you link these movements together? Why did you choose that balance and jump together? How will you refine your...? Can you show me a confident movement? What is dance formation? What is team work? What is Bhangra? Describe your own movements to a partner. What are performance skills? Which performance skills would you use to reflect this piece and why? Which expressions relate to this piece?</p>

Area of	Nursery/The Hub	Reception	Year One	Year Two
<b>Gymnastics</b>	<p>Where are your... feet, hands, head etc?  Can you... e.g. run, walk, sit, jump, hop, crawl  Can you climb...  Can you balance on... (one foot, the slide, the balance beam)  Can you copy my actions...  Is it safe to...  How can we stay safe?  Where is the ... (equipment related)  How are you going to get up the slide/through the tunnel/along the bench?  Who do you want to work with?</p>	<p>How do you get into a space?  How do you know you are in a space?  Why do we need to stand in a space?  How do we jump safely from the bench?  How should we carry the equipment safely?  What can we do to help us balance?  How can we travel along...?  Can you think of different ways to travel around the space?  Are you travelling high or low?  Can you travel along/over/under/through?  What is the best way to travel?  How do we stay safe?  Which movement comes first/second/third/next/last in our routine?  What type of roll are you doing?  What apparatus could we use?  What shape are you?  How can you move from that shape into a roll/jump?</p>	<p>Why do we warm up?  What is a sequence?  What is a balance?  How do we travel?  Do we always travel forwards?  What is a releve?  What are the different walks?  What is a gymnast?  What parts of your body do you use?  What muscles do we use?  Why is core strength important?  How do we sit in gymnastics?  How do we start/ end a sequence?  What could you do better?  What did you find difficult? Why?  How can we jump safely?  What travels are best for the bench?  Why do we need a mat?  What could you do better next time?  What did you do well?</p>	<p>How would you travel on this equipment and why?  How could we start and end our sequence and why?  What body shape do we need for this?  How can you improve...?  What body parts/muscles are you using?  How can you refine...?  How would you link two/three movements together?  Why have you chosen to link those movements?  What is a...? When would you use this?</p>

Area of	Nursery/The Hub	Reception	Year One	Year Two
<p><b>Health and Fitness</b></p>	<p>Are you hot or cold?            Are you sweaty/tired/thirsty?            How does your body feel now?            What food do you like?            What fruit do you like?            Would you like apple or pear? Etc.            More fruit/milk?            Do you need the toilet?            Does your nappy need changing? What do we need to do next? (wash hands)            What do you like to do at home outside? E.g. bikes, trampoline            What would happen if we ate lots of sweets?            Do you need some help?            Is an apple good for you? Are sweets good for you? (Etc.)</p>	<p>Can you feel your heart beating faster?            Why are you hot and sweaty?            What could you do if you are hot?            How does your heart feel? (end of PE lesson)            Why is it good to exercise?            What healthy choices can you make?            Can you think of healthy food you could eat?            What kind of exercises can you do at home?            Why is it important to move?            Why do we need a brain break?</p>	<p>How do you warm up?            Do you feel different when you've warmed up?            What happens inside our body when we warm up?            Are you feeling hot/cold?            Are you breathing quickly or slowly?            Is your heart beating quickly or slowly?            How can we stay healthy?            How does physical activity make your mind and body feel?            What is a balanced diet?            What is a circuit?            What is an obstacle?            How do you get round an obstacle?            How can you slow down carefully?            What is a relay race?            How should your body look when you are running?            What is sportsmanship?            How can you become a champion?            What is your highest score?            Which score could you improve?</p>	<p>What is a warm up and why is important?            Can you feel your heart? What do you notice about it and why?            How does physical activity make your mind and body feel?            What is your highest score and how could you beat it next time?            What can we do to stay healthy?            Are you breathing slowly or quickly? Why?            What is a balanced diet? Can you name the five food groups? What food belongs in each food group?            What is a cool down and why is it important?</p>

**SEND**



# Inclusive pedagogy for all learners in PE

## How we create an inclusive environment in PE:

- Using C-STEP principle (Communication, Space, Task, Equipment, People) in every lesson in order to differentiate between groups and adapt lessons to enable all learners to make progress within the lesson.
- We carefully consider the environment to ensure all learners can access PE lessons and sporting activities.
- We make modifications and sometimes change equipment we use to ensure that all learners are able to participate, enjoy and experience success in lessons.

## How we scaffold learning to support children who have literacy and numeracy difficulties:

- We use a range of different methods to communicate in lessons order support all children e.g. verbal, signs, Makaton symbols, ALD/communication boards to ensure all lessons and activities are accessible.
- We use key words/signs/symbols and simple language in our instructions.
- We use clear and precise names for strategies and techniques to support learners to acquire the knowledge they need to participate in the activity.
- We plan activities/games to promote and link with early literacy/numeracy skills.
- We model and demonstrate techniques/skills, giving students the opportunity to imitate and practice the steps in a supportive environment. This hands-on, step-by-step approach ensures that all students, regardless of their abilities, can successfully engage with the activity, build their skills, and gain confidence.

## How we scaffold learning to support children who struggle to retain vocabulary:

- We use key words/signs/symbols and simple language to support learning vocabulary.
- We use clear and precise names for strategies and techniques to support learners to acquire the knowledge they need to participate in the activity.
- We scaffold learning by using a range of vocabulary and pre-teaching key terms. This ensures that students are familiar with the words they will encounter, making it easier for them to understand and use them in context. We also encourage verbalizing the vocabulary in complete sentences in lessons.

### How we scaffold learning to support children who need time to develop conceptual understanding:

- We support learners throughout the PE lesson by modelling skills, breakdown activities into smaller steps and support with the repetition and over learning of skills.
- Photograph and short video clips are used to help learners visualise and understand skills.
- We scaffold learning for children who need time to develop conceptual understanding by offering smaller groups in lessons. This targeted support allows children to engage in focused learning, sometimes with an additional adult, ensuring they grasp foundational ideas before applying them in larger class activities.

### How we scaffold learning to support children with attention difficulties:

- We ensure the pace of lesson is appropriate for the age and ability of our children. We make adaptations when needed within the lesson in order to retain children's attention.
- We use peer support in order to engage, motivate and model key skills.
- We use mixed ability groups to provide aspirational role models and opportunities for the most able to develop their skills further through demonstrating and coaching.

### How we support children who struggle with change and transitions:

- Visual timelines are displayed and referred to in order for children to be aware of the routines. Children know when their PE days and sessions are and come to school in their PE kits.
- We pre-warn children when we know there is a change in the routine verbal instructions, now/next boards and visual timelines.
- We make changes and adaptations to activities and specific tasks to ensure all learners are able to participate fully. Adaptations can range from small, subtle changes when performing a skill through to larger modifications to the activity or sport itself.
- Using tasks that children are confident and familiar with in PE so it follows the same pattern. –Each lesson we have a warm up, main activity and then a cool down.

# Assessment

# Pre-Nursery and Nursery









# Working Towards END OF YEAR EXPECTATIONS FOR NURSERY – Fine motor

Names										
Holds pencil and can draw lines, circles, X and +										
Uses simple one handed tools with adult support										
Stabs food with a fork to eat and uses a spoon without spilling, snips paper with scissors and makes marks with a paintbrush										
Can draw a face with some simple features										

# Working Towards END OF YEAR EXPECTATIONS FOR NURSERY – Gross motor

Names										
Negotiates space successfully when moving around the nursery and outside										
Is starting to move in different ways such as running, jumping, crawling and balancing on different surfaces and equipment.										
Can throw a ball towards a target, can use a small trike by pushing the pedals and can draw lines and circles using gross motor movements e.g. with a pomp om or streamer.										
Uses their core strength to sit appropriately on the floor and to hold themselves up on their elbows when lying on the ground										



## Expected for END OF NURSERY and baseline for Reception – Gross motor

Names											
Negotiate space successfully when play racing and chasing games.											
Can travel over, on, in and under nursery outdoor equipment, can use alternate feet when climbing steps/stair and can jump over a small object safely.											
Uses a range of equipment with some control including throwing and catching a large ball, makes horizontal, vertical and circular movements with a pompom/streamer and pushing themselves along with one foot on a scooter											
Sits on a chair when completing activities with some stillness											



# Greater Depth for END OF NURSERY and baseline for Reception – Gross motor

Names											
<b>Negotiate space successfully by changing direction or speed when playing racing and chasing games.</b>											
<b>Travels around nursery equipment safely knowing when they need help and when they don't. Can jump off a small object and land appropriately.</b>											
<b>Uses equipment with more control including throwing a ball at a target, controlling their two hands independently when dancing with ribbons and negotiating space when moving on a scooter.</b>											
<b>Sits on a chair when completing activities showing more control</b>											

**Reception**







## Working TOWARDS EARLY LEARNING GOAL – Gross motor

Names

Shows control when moving in a variety of ways on both the playground, hall and when on apparatus. Negotiates the playground, classroom and around school safely but still sometimes needs support to think of others space.

Uses apparatus safely and confidently when alone and in groups showing simple ideas of balancing whilst moving around.

Uses their gross motor skills with increasing control when using a variety of equipment including small and large balls, bikes and scooters, ribbons, streamers and pompoms.

Uses their core muscle strength to maintain good posture when sitting on the floor or on a chair at the table

# Working AT EARLY LEARNING GOAL – Fine motor

Names						
Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases						
Use a range of small tools, including scissors, paintbrushes and cutlery						
Begin to show accuracy and care when drawing						

# Working AT EARLY LEARNING GOAL – Gross motor

Names						
Negotiate space and obstacles safely, with consideration for themselves and others						
Demonstrate strength, balance and coordination when playing						
Move energetically, such as running, jumping, dancing, hopping, skipping and climbing						

## Working above THE EARLY LEARNING GOAL – Fine motor

**Names**

**Holds a pencil to write quickly and fluently and can write for a more sustained period of time.**

**Uses a large variety of tools with increasing skill and safety. Does not need adult help to correct themselves.**

**Draws pictures with greater detail and control with excellent precision when thinking about smaller parts of the picture.**


# Working above THE EARLY LEARNING GOAL – Gross motor

Names

**Negotiates space and obstacles when engage in gymnastics, games and dance ensuring that their movement fits with the appropriate activity.**

**Demonstrate strength, precise balance and careful coordination when engaging in games, gymnastics and dance and changes the way they 'perform' accordingly.**

**Move in a variety of way with precision and purpose**

**KS1**

# Working TOWARDS THE EXPECTED STANDARD – Year One

Names							
<p>Overarching Beginning to explore basic movements and stillness; shows emerging balance and coordination but inconsistently and mostly with support.</p>							
<p>Dance Attempts control, balance and coordination during motif but inconsistently Creates simple movements mostly on the spot; limited use of levels or facing changes. Beginning to use dance skills with adult support; sometimes copies or follows instructions. Performs with variable energy and focus, needs reminders to stay engaged.</p>							
<p>Gymnastics Performs basic rolls, balances or jumps with adult help; safety and control developing. Performs parts of the routine but with inconsistent control or landing. Creates a simple partner sequence with adult support.</p>							
<p>Ganes Developing key skills; performs some actions but inconsistently, needs reminders. Controls ball with effort but lacks consistency when travelling. Participates in games with adult support; beginning to understand attacking and defending.</p>							
<p>Engagement, Motivation &amp; Thinking (Characteristics of Learning) Engages with support; beginning to understand fairness and respect in competition. Shows some interest and tries new activities/foods with encouragement; developing resilience</p>							

# Working AT THE EXPECTED STANDARD – Year One

Names								
<p>Overarching Developing basic movements and stillness as well as beginning to show balance and co-ordination mastering these in isolation. Developing core strength and fitness during some exercises and activities.</p>								
<p>Dance Reflect a dance technique throughout the set motif including control, balance and coordination. Create own movement based on theme which may include levels and a change of facing. Applies dance skills e.g. mirror image, spatial awareness, and different timings to develop their knowledge and understand in dance. To perform with energy and some sense of focus.</p>								
<p>Gymnastic Can perform rolls, balances and jumps on the floor and/or apparatus safely. Can perform a gymnastic routine including, a roll, balance and simple jump, with appropriate landing, on the floor, showing some control and co-ordination. Creates a simple partner sequence (3/4 movements) based on following.</p>								
<p>Games Develops key skills of throwing, catching, passing and kicking sometimes using equipment in isolation and when playing simple games Can control a ball when travelling using hands, feet and equipment. Participate in a range of games involving simple tactics for attacking and defending</p>								
<p>Engagement, motivation and thinking (CoL) Engages in competitive activities (both against self and others) and responds to the outcome in an appropriate way with adult support (e.g. fairness and respect).</p>								

# Working ABOVE THE EXPECTED STANDARD – Year One

Names								
<p>Overarching Confidently performs basic movements and stillness, demonstrating mastery of balance and coordination independently and consistently. Demonstrates good core strength and fitness consistently across activities, showing sustained effort and endurance.</p>								
<p>Dance Demonstrates refined control, balance and coordination, showing awareness and expression within the motif. Creates imaginative movements with clear use of levels, facing changes and expression linked to the theme. Independently applies a range of dance skills creatively, showing understanding and control of space and timing. Performs with sustained energy, strong focus, and expressive engagement.</p>								
<p>Gymnasitics Performs rolls, balances and jumps with confidence, control, and smooth transitions, demonstrating safety awareness independently. Performs a fluent routine combining roll, balance, jump and landing with precision, control and confidence. Creates and performs a partner sequence showing coordination, timing, and collaboration with a partner.</p>								
<p>Games Demonstrates control and accuracy in throwing, catching, passing, and kicking consistently during games. Controls the ball confidently and effectively using hands, feet and equipment during game situations. Applies and adapts simple tactics confidently in games to support team strategy.</p>								
<p>Engagement, Motivation &amp; Thinking (Characteristics of Learning) Shows fair play and respect independently, responding well to winning and losing in competitive activities. Demonstrates enthusiasm, confidence and resilience, showing understanding of healthy choices and physical activity benefits.</p>								

# Working TOWARDS THE EXPECTED STANDARD – Year Two

Names					
<p>Overarching skills</p> <p>Performs basic movements with developing balance and co-ordination</p> <p>Participates in activities showing some strength and stamina</p>					
<p>Dance</p> <p>Shows some control and coordination in set movements</p> <p>Contributes some movements that reflect a genre or theme</p> <p>Sometimes uses mirror/canon/unison with partner</p> <p>Performs with some memory and effort</p>					
<p>Gymnastics</p> <p>Performs some rolls, balances and jumps with emerging control</p> <p>Matches/follows partner with some accuracy</p>					
<p>Games</p> <p>Can throw, catch, pass or kick with some control</p> <p>Participates with some awareness of roles or direction</p>					
<p>Engagement, Motivation, and Thinking (CoL)</p> <p>Takes part in simple competitive activities; tries to follow rules and respond to outcomes, sometimes needing adult support to show fairness and respect.</p> <p>Shows interest in physical activities and is willing to try some new activities or foods with encouragement; beginning to show resilience when faced with challenges.</p> <p>Can describe what they and a friend did in a simple way, with some support, identifying one or two things they liked or found difficult.</p> <p>Can name some parts of the human body and knows basic reasons why exercise, a</p>					

# Working AT THE EXPECTED STANDARD – Year Two

Names								
<p><b>Overarching</b> Master basic movements and stillness as well as developing balance and co-ordination, and begin to apply these in a range of activities Shows core strength and fitness through a range of exercise and activities.</p>								
<p><b>Dance</b> Reflects dance technique throughout the set movement applying control, co-ordination, balance and rhythm. Choreographing their own movement to reflect genre. To reflect some understanding of key skills including mirror image with a partner, travelling to different spaces, facing different direction and applying a variety of timing including canon and unison. Performing with a use of expression, energy and extension. Remembering most of the movement and dancing with some sense of confidence.</p>								
<p><b>Gymnastic</b> Can perform a gymnastic routine including, a range of rolls, balances and simple jumps, with appropriate landing, on both the floor and apparatus, showing control, agility and co-ordination. Can develop a partner sequence (3/4 movements) based on following and matching, which can be transferred onto gymnastics apparatus</p>								
<p><b>Games</b> Applies key skills of throwing, catching, passing and kicking sometimes using equipment when playing a range of games. Can confidently control a ball with good pace when travelling using hands, feet and equipment Participate in games developing simple tactics for attacking and defending</p>								
<p><b>Engagement, motivation and thinking (CoL)</b> Engages in competitive activities in a range of increasingly challenging situations (both against self and others) and responds to the outcome in an appropriate way (e.g. fairness and respect)</p>								

## Working above THE EXPECTED STANDARD – Year Two

Names					
<p>Overarching skills</p> <p>Applies balance and coordination fluently and independently in varied contexts</p> <p>Consistently demonstrates strength and stamina with control and endurance</p>					
<p>Dance</p> <p>Shows precision and style in technique with consistent rhythm and control</p> <p>Choreographs confidently, showing stylistic features and musicality</p> <p>Uses structure and timing confidently and creatively with a partner</p> <p>Performs with clarity, full engagement, extension and stylistic flair</p>					
<p>Gymnastics</p> <p>Performs confidently with precision, flow and strong presentation</p> <p>Creates a fluent, synchronised routine, showing clear transitions on floor and apparatus</p>					
<p>Games</p> <p>Controls ball accurately at pace; adapts skills in different game contexts</p> <p>Uses space, positioning and decision-making effectively during play</p>					
<p>Engagement, Motivation, and Thinking (CoL)</p> <p>Actively engages in a variety of competitive activities, showing understanding of rules and demonstrating fairness and respect independently towards self and others.</p>					