

PE Curriculum Objectives 2022-23

	R	1	2	3	4	5	6
EYFS Framework / National Curriculum Objectives	<p><u>Physical Development</u> <u>ELG: Gross Motor Skills</u> Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. <p><u>ELG: Managing Self</u> Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; <p><u>ELG: Being Imaginative and Expressive</u> Children at the expected level of development will: - Perform songs, and – when appropriate – try to move in time with music</p>	<p><u>Key stage 1</u> Pupils should 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. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ 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 ♣ perform dances using simple movement patterns. 	<p><u>Key stage 2</u> Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ use running, jumping, throwing and catching in isolation and in combination ♣ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending ♣ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ♣ perform dances using a range of movement patterns ♣ take part in outdoor and adventurous activity challenges both individually and within a team ♣ compare their performances with previous ones and demonstrate improvement to achieve their personal best. 				

Redwell PE LTP 2022-23

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	PE Hub - Gymnastics	PE Hub - Dance	PE Hub Body Management	PE Hub Speed Agility Travel	PE Hub Manipulation and Coordination	PE Hub Cooperate and Solve Problems
Year 1	PE Hub - Gymnastics	PE Hub Dance	PE Hub Hit Catch Run	PE Hub Send and Return	PE Hub Attack, Defend, Shoot	PE Hub Run Jump Throw
Year 2	PE Hub - Gymnastics	PE Hub Dance	PE Hub Hit Catch Run	PE Hub Send and Return	PE Hub Attack, Defend, Shoot	PE Hub Run Jump Throw
Year 3	PE Hub - Gymnastics	PE Hub Dance	PE Hub Handball	PE Hub Hockey	PE Hub Tennis	PE Hub Athletics
Year 4	PE Hub - OAA	PE Hub Dance	PE Hub Hockey	PE Hub Tennis	PE Hub Rounders	PE Hub Athletics
Year 5	PE Hub - Dance	PE Hub Gymnastics	PE Hub Netball	PE Hub Football	PE Hub Swimming	PE Hub Swimming
Year 6	PE Hub - Gymnastics	PE Hub Dance	PE Hub Badminton	PE Hub Basketball	PE Hub Cricket	PE Hub Athletics OAA – skills developed during residential activities

Skills Matrix (Progression of Skills)

Year Group		R	1	2	3	4	5	6
Learning Objectives	<p>Knowledge</p> <p>Dance Gymnastics Games/ Hit Catch Run/ Send and Return/ Attack Defend, Shoot Athletics/ Run Jump Throw OAA Swimming Body Management/ Speed Agility Travel/ Manipulation and Coordination/ Cooperate and Solve Problems</p>	<p><u>Dance</u> I can link colours to feelings. I know how to explore animal movements and levels.</p> <p><u>Gymnastics</u> I know how to adapt instructions to physical actions. I know how to develop take-off and landing position for jumps.</p> <p><u>Body Management</u> I can list different ways to move. I can name different types of apparatus. <u>Speed, Agility, Travel</u> I know how to demo agility in variety of games. I can recognise and follow instructions.</p> <p><u>Manipulation and Coordination</u> I know how to coordinate limbs to carry out defined movements and actions. <u>Cooperate and Solve Problems</u> I know how to keep my heart rate high. I know different ways to travel.</p>	<p><u>Dance</u> I understand that a dance has a start, middle and end I know how to explore space within their dances and movements</p> <p><u>Gymnastics</u> I use words such as rolling, travelling, balancing, climbing I can identify risks of working on and around apparatus</p> <p><u>Hit, Catch, Run</u> I know how to identify when a point has been scored and keep count of the score I can show an understanding of techniques to track and stop balls. I know what's practical and what's not.</p> <p><u>Send and Return</u> I can describe how I worked with my partner to send and receive I am confident to explore different actions such as hitting other types of targets</p> <p><u>Attack, Defend, Shoot</u> I recognise rules and apply them in competitive and cooperative games I can make decisions about how to defend a target</p> <p><u>Run, Jump, Throw</u> I can demonstrate awareness for the need to improve and attempt to improve I can recognise and implement concepts such as waiting your turn I can select the correct skill for the situation</p>	<p><u>Dance</u> I can confidently perform in front of others I can select movements that show a clear understanding of the theme/story/idea of the dance</p> <p><u>Gymnastics</u> I can perform with some control and consistency, basic actions at different speeds and on different levels I can explain what I am looking for when judging</p> <p><u>Hit, Catch, Run</u> I can make choices about where to hit the ball I can make tactical decisions about where to position myself in the field</p> <p><u>Send and Return</u> I can decide on and play with the dominant hand I can recognise when a ball has landed 'in' and 'out' of the boundaries</p> <p><u>Attack, Defend, Shoot</u> I know how to look for space to pass into or run to receive I can recognise you sometimes need to stay within a defined area</p> <p><u>Run, Jump, Throw</u> I know how to make choices about appropriate throws for different types of activity I can identify areas of actions that need improvement, e.g. power in throws to throw further</p>	<p><u>Dance</u> I can discuss own, and others work with some awareness of choreography I can describe using appropriate language the features of dances performed by others</p> <p><u>Gymnastics</u> I know how to modify actions independently using different pathways, directions and shapes I can identify similarities and differences in sequences</p> <p><u>Handball</u> I know how to implement some handball rules in games I can use individual strengths to my advantage</p> <p><u>Hockey</u> I can recognise key features of a hockey stick, including how to hold it and use the flat side I know how to play using basic hockey rules</p> <p><u>Tennis</u> I can keep count/score of a game I can describe different types of shots using the terms short, long etc</p> <p><u>Athletics</u> I can take part in basic scoring of different events When questioned, I can show understanding of my role in team relay performance I can compete with others and record points</p>	<p><u>Dance</u> I can demonstrate and discuss performance skills I remember movements and routines from previous weeks</p> <p><u>Hockey</u> I know how to implement some tactics in a game I can decide as a team how to make things difficult for our opponent</p> <p><u>Tennis</u> I can use basic defensive tactics to defend the court, i.e. moving to different positions on the court I can play the role of the umpire to keep score</p> <p><u>Rounders</u> I can play in a game using rounders scoring system I can choose where to direct a hit from a bowled ball</p> <p><u>Athletics</u> I can decide on ways to improve, run, jumps and throws and implement changes I can compare different throws when using various equipment</p> <p><u>OAA</u> Identify what they have done well and suggest ways to improve Work out answers from clues, working independently from the teacher</p>	<p><u>Dance</u> I can confidently participate in dances from different parts of the world I can discuss what non-locomotor is and demonstrate a non-locomotor movement</p> <p><u>Gymnastics</u> I can select a component for improvement and use guidance from others to do so I can take the lead in a group</p> <p><u>Netball</u> I know and apply the rules consistently in game situations I can explain the technique for different passes</p> <p><u>Football</u> I can select an appropriate conclusion to run, e.g. shoot, pass, dribble further I can play in a formation, e.g. diamond</p> <p><u>Swimming</u> I know how to attempt a surface dive I know how to enter and exit the water in a variety of ways</p>	<p><u>Dance</u> Warm-up and cool down independently Interpret different stimuli with imagination and flair Work creatively and imaginatively on their own, in pairs and in a group, to create simple dances</p> <p><u>Gymnastics</u> Identify strengths and weaknesses to a performance Explain why dismounting safely is so important</p> <p><u>Badminton</u> Make appropriate choices in games about the best shot to use Explain some of the tactics used in badminton</p> <p><u>Basketball</u> Implement a range of strategies to attack and defend, such as restricting attackers' space Appraise own skill level and choose the distance for a free throw Play with basketball rules recognising when they have committed a foul</p> <p><u>Cricket</u> Apply with consistency standard rules of modified cricket game Use a range of tactics for attacking and defending in the role of bowler, batter and fielder</p> <p><u>Athletics</u> Accurately and confidently judge across a range of athletics activities Record accurately scores given in a variety of events</p> <p><u>OAA</u> Use knowledge of games in PE to suggest adaptations and variations to games/activities Follow instructions accurately</p>

	<p style="text-align: center;">Skills</p> <p style="text-align: center;">Dance Gymnastics Games/ Hit Catch Run/ Send and Return/ Attack Defend, Shoot Athletics/ Run Jump Throw OAA Swimming Body Management/ Speed Agility Travel/ Manipulation and Coordination/ Cooperate and Solve Problems</p>	<p><u>Dance</u> Replicate actions in larger groups. Sequence work. Explore leader or follower work. <u>Gymnastics</u> I can transfer and move small equipment. I can move through and under apparatus. I can copy and repeat actions. <u>Body Management</u> I can work with others to move through hoops. I can reach, stretch, and retrieve objects. I can use steps, strides, bounce, hop, bridges and tunnels. I can travel over apparatus. <u>Speed, Agility, Travel</u> Perform fast and slow movements. Show control to stop and perform actions Experiment with starting and stopping positions. <u>Manipulation and Coordination</u> Replicate bilateral movements. Make contact with ball with legs and feet. Practice hop, step, jump sequence. <u>Cooperate and Solve Problems</u> Work as an individual and part of a group to match. Travel and follow travel trails as an individual. Work cooperatively to form shapes.</p>	<p><u>Dance</u> Simplistically use concepts such as unison and mirroring in dance, copying examples Perform basic body actions along with music Remember and repeat simple movement patterns Move with control and show spatial awareness Show strength and flexibility during different types of activity such as movement phrases or starter activities Work with a partner to use repeating motifs in dance movement phrase Tap into emotions to respond to the feelings in the music by translating to body movement <u>Gymnastics</u> Safely move and carry basic gym equipment such as mats and benches Recognise 'like' actions and link them together Perform simple gymnastic actions and shapes Make their body tense, relaxed, stretched and curled Create an active journey using different body parts Value other's efforts when they perform; watch and listen <u>Hit, Catch, Run</u> Catch a medium-sized ball thrown over a short distance Track balls and other equipment sent to them, moving in line with the ball to collect it Run between bases to score points Use a range of sending skills to put the ball into space Able to self-feed ball to hit off the hand and strike ball off a cone Work collaboratively to score runs showing encouragement and support Resilient in the face of new challenges shows the will to keep trying <u>Send and Return</u> With some accuracy and sensitivity, feed ball to a partner for them to hit</p>	<p><u>Dance</u> Explore and use basic choreography, including levels, speed changes, unison and cannon Move with imagination responding to the music Plan a dance to have a beginning, middle and end Show good timing with the music Begin to use formations in a dance Create a short, simple dance with a partner Attempt to work as part of a group to perform a dance <u>Gymnastics</u> Create and perform a simple sequence Perform using recognised start and finish shapes Explore and practice transitions between elements Demonstrate flexibility in movements Perform a sequence using some apparatus Reflect on their own performance and use a scoring system to judge performance Work well with others to help improve each others' sequences/movements <u>Hit, Catch, Run</u> Has developed hitting skills with a variety of bats Retrieve a ball back to base as part of a team Practised bowling/feeding a ball to other players Play as a batter, bowler and fielder Run in a game to score points Makes attempts to catch balls coming towards the player in games Display sportsmanship when competing against others Work as a team to score runs <u>Send and Return</u> Demonstrate basic sending skills in isolation and small games Use correct grip to hold a tennis racquet Hit a ball using hand consistency Hit a ball using a racquet with some consistency</p>	<p><u>Dance</u> Competently include props and other ideas in their dance Perform movements to an audience Express moods and feelings of a character through the dance piece Attempt short pieces of improvised dance responding to the structure/theme of the dance Dance using different levels and direction Share and create short dance phrases with a partner and in small groups Work to develop and take part in group and whole class dance <u>Gymnastics</u> Perform sequences with contrasting actions Perform in unison with a partner Remember and repeat sequences Adapt basic sequences to include some apparatus Show body control in individual movements and sequences Work as a group to create a basic sequence Can suggest how developing strength and flexibility helps in maintaining a healthy, active lifestyle <u>Handball</u> Can attempt 3 step rule with some confidence Show correct catching ready position Send the ball using different techniques Attempt to intercept the ball from an opponent's throw Receive the ball with some consistency Help team to create chances to score Show support, encouragement and good sportsmanship <u>Hockey</u> Send the ball in isolation and in a game Can show a defensive tackling position Receive a ball with some consistency</p>	<p><u>Dance</u> Incorporate a freeze-frame into a dance Dance using a variety of formations confidently Clearly show set start positions for the beginning of the dance Perform with increasing musicality with control and confidence Use transitions to move from different dance positions Work as part of a group to listen to and give ideas Include unison and cannon in the dance sequence <u>Hockey</u> Use a push pass with some accuracy Move into space to receive the ball Attempt a slap pass in isolation With some control, turn with the ball Attempt to stop the ball with your reverse stick Work as a team to attack a goal Suggest ways to improve your and your team's performance <u>Tennis</u> Show good positioning to moving around the court to return balls Use forehand shots in a game Attempt to self-feed backhand shots Choose and send the ball to different areas of the opposition's court Be alert and aware ready to move around the court Take part in a doubles game Play competitively with others and against others in modified games <u>Rounders</u> Run between posts making appropriate decisions Track and intercept the ball along the ground, sometimes collecting with one hand Use underarm bowling action with some consistency Play backstop role in small game situations</p>	<p><u>Dance</u> Refine & improve dances adapting them to include the use of space rhythm & expression Perform different styles of dance clearly and fluently Perform a solo dance to an audience Incorporate more challenging formations into dances Create and use compositional ideas confidently, such as pathways, step patterns and unison Recognise and comment on dances suggesting ways to improve Adapt a pair dance into a small group dance <u>Gymnastics</u> Create longer and more complex sequences and adapt their performances Attempt to perform more complex skills in isolation such as round-off Make a dynamic sequence with contrasting shapes and actions and balances, demonstrating smooth transitions Remember and repeat longer sequences with more difficult movements such as cartwheels, shoulder rolls Work responsibly in trust exercises and when counterbalancing Perform symmetry and asymmetry individually, in pairs and as a group Compare performances and judge strengths and areas for improvement <u>Netball</u> Use a variety of passes in a game at appropriate times Try different dodging techniques Use pivoting to pass in a game Attempt two-hand shooting Effectively find space in a game to receive the ball Use appropriate language to explain their attacking and defensive play Use verbal and non-verbal communication to show teammates where you want the ball</p>	<p><u>Dance</u> Use recognised dance actions and adapt to develop motifs and movement patterns Show tension and extension in dance movements Perform a duet including a range of elements Show appropriate facial expressions and gestures Attempt to include dynamics in dance When working in groups/pairs, take the lead suggesting ideas and refining actions of others Work sensibly with others during contact and lift work <u>Gymnastics</u> Experience flight on and off of apparatus Arrange own apparatus to enhance work Devis a sequence that uses cannon Include a piece of equipment in sequence Show awareness of how a sequence might need to be adapted when performing to music Lead a group warm-up demonstrating the importance of strength and flexibility Show good character when being lead as part of a group <u>Badminton</u> Attempt more technical shots such as smash, where able use in a game Apply a range of defensive tactics in a game, individually and with a partner Begin to use full scoring systems Begin to use doubles service rules Use forehand, backhand and overhead shots with more confidence in games Develop doubles play further implement basic positioning tactics Use speaking and listening skills to umpire and play with peers without dispute <u>Basketball</u> Track and control a rebound from a shot (a penalty shot or open play) Apply agility to a variety of basketball skills Use a retreat dribble in a game</p>
--	--	---	---	--	---	--	---	---

			<p>Score points against opposition over a line/net Chase, stop and control balls and other objects such as beanbags and hoops</p> <p>Use coordination and agility to keep rallies going in pairs and small groups</p> <p>Track balls and other equipment sent to them, moving in line with the ball to collect or return</p> <p>Work with a partner to send and return an object and play in a simple rally</p> <p>Recognise your actions impact others, e.g. feeding a ball accurately and at the correct pace</p> <p><u>Attack, Defend, Shoot</u></p> <p>Aim at targets and shoot from varying distances, defended and unopposed</p> <p>Roll, slide or throw a beanbag or ball with accuracy</p> <p>Attempt to intercept and catch a thrown ball</p> <p>Use change of direction and speed in open play</p> <p>Come up with creative ways of manipulating different objects such as balls and beanbags</p> <p>Work in collaboration with others to attack and score points</p> <p>Show motivation to improve and attempt more difficult challenges</p> <p><u>Run, Jump, Throw</u></p> <p>Can start and stop at speed, run in straight lines using a variety of speeds</p> <p>Attempt various jumps taking off and landing on different foot combinations, e.g., 2 to 1, 1 to 2 etc.</p> <p>Handle and throw a variety of different objects and attempt to throw for distance</p> <p>Move a variety of objects quickly, showing a range of techniques</p> <p>Developed agility and coordination skills to competently take part in a range of activities</p> <p>Participate as part of a team to compete in running relays</p> <p>Put in effort and stay motivated when challenged</p>	<p>Take part in a rally</p> <p>Use a self-feed to start a game</p> <p>Return a ball coming towards them using a hand or racquet</p> <p>Play in modified games with others to send and return the ball over a line/net</p> <p>Work cooperatively with a partner to practise sending and receiving skills</p> <p><u>Attack, Defend, Shoot</u></p> <p>Can send a ball using feet</p> <p>Can send a ball, varying distances using feet</p> <p>Can receive a ball using feet</p> <p>Link combinations of skills, e.g. dribbling and passing with hands in isolation and combination</p> <p>Can send a ball using hands</p> <p>Can receive a ball using hands</p> <p>Can play in a variety of positions in both defence and attack</p> <p>Show awareness of teammates and opponents in games</p> <p><u>Run, Jump, Throw</u></p> <p>Develop strength, agility, coordination and balance over a variety of activities</p> <p>Can negotiate obstacles showing increased control of body and limbs</p> <p>Demonstrate different types of throws</p> <p>Show quick feet actions for sprinting</p> <p>Perform a variety of static and dynamic balances</p> <p>Work cooperatively to complete running and throwing tasks</p> <p>Consider others when playing games to respect their space and boundaries</p>	<p>Stop and control the ball and move into dribble</p> <p>Work the feet around the ball to avoid kicking it</p> <p>Work as a team to score points</p> <p>Show support, encouragement and good sportsmanship</p> <p><u>Tennis</u></p> <p>Show tennis ready position</p> <p>Play over a net</p> <p>Play a continuous game using: throwing and catching or some simple hitting</p> <p>Serve underarm to begin a game</p> <p>Return a moving ball (hand or racquet)</p> <p>Take part in a rally by working well with a partner</p> <p>Play against an opponent</p> <p><u>Athletics</u></p> <p>Link running and jumping activities with some fluency and consistency</p> <p>Control movements and body actions in response to specific instructions</p> <p>Jump for height and distance with control and balance</p> <p>Run at different speeds according to event and instruction</p> <p>Throw a variety of objects using recognised throws</p> <p>Throw more accurately and over greater distances</p> <p>Run as part of a relay team</p> <p>Identify how to improve their own, and others work and be tactful</p>	<p>Hit the ball into specific zones to score points</p> <p>Identify and describe some successful play</p> <p>Work as a team to return balls in the field</p> <p><u>Athletics</u></p> <p>Demonstrate patience and determination</p> <p>Show differences between sprinting and running speeds over a variety of distances</p> <p>Throw a variety of objects demonstrating accuracy, i.e. object landing in throwing zone</p> <p>Perform a range of jumps with consistency, sometimes approaching jump with a run-up</p> <p>Compete in running, jumping and throwing activities and compare their performance with previous</p> <p>Work with others to score and record distance and times accurately</p> <p>Develop control in baton exchange and analyse as a team how to improve handover</p> <p><u>OAA</u></p> <p>Use maps, symbols and compass confidently to navigate</p> <p>Confidently undertake tasks with time limits and other restrictions</p> <p>Remember and recall map symbols and additional relevant key information</p> <p>Work well as part of a team or group within well-defined role</p> <p>Listen and be directed by others</p>	<p><u>Football</u></p> <p>Receive the ball and turn</p> <p>Run with the ball with more control</p> <p>Work with a partner to pass on the move</p> <p>Apply goal side marking in a game</p> <p>Play confidently in a variety of positions</p> <p>Use individual skills to keep possession, explain how this helps the team</p> <p>Use appropriate language to explain their attacking and defensive play</p> <p><u>Swimming</u></p> <p>Begin to use basic swimming techniques including correct arm and leg action</p> <p>Attempt to use basic breathing patterns when swimming</p> <p>Submerge, sink, roll and rotate underwater</p> <p>Swim over greater distance of 10 and 20 metres with confidence in shallow water</p> <p>Work in collaboration to perform group challenges such as group floats</p>	<p>Perform a v-cut effectively</p> <p>Attempt a 3 point shot</p> <p>Counterattack with team using the fast break</p> <p>Develop confidence to drive to the basket</p> <p><u>Cricket</u></p> <p>Attempt attacking field placement including slip, leg and cover position</p> <p>Track and catch high balls in isolation and gameplay</p> <p>Demonstrate control and consistency in a range of fielding skills, e.g. throwing, catching, tracking, intercepting</p> <p>Strike bowled balls in games and attempt a range of shots</p> <p>Show urgency when necessary when in the field</p> <p>Work as a pair to field long balls</p> <p>Identify ways you can support your batting partner</p> <p><u>Athletics</u></p> <p>Demonstrate accuracy and good technique when throwing for distance</p> <p>Show good technique and control for jumping activities</p> <p>Use power to improve the start of a sprint</p> <p>Use skill and knowledge of activity to teach and lead others confidently</p> <p>Choose appropriate run-up distance as an individual for athletic jumps</p> <p>Use the right pace for different running distances</p> <p>Demonstrate improvement when working with self and others</p> <p>Use appropriate language to deliver a taught activity to their peers</p> <p><u>OAA</u></p> <p>Use written description to identify objects</p> <p>Use speed at appropriate times to complete a task quicker</p> <p>Refine and adapt ideas in a group task</p> <p>Use information given by others to complete a task and work collaboratively</p> <p>Work collaboratively to perform a more complex task</p> <p>Takes responsibility for a role in a task</p>
--	--	--	--	---	---	---	---	---

Redwell PE Intent 2022/23

Key Stage		EYFS	Key Stage One		Key Stage Two			
Year Group		R	1	2	3	4	5	6
Autumn 1	Topic	You've Got a Friend in Me	My 5 Senses	Pirates	India	Africa	Macbeth and the British Isles	Woeful Wars
	PE Focus	Gymnastics	Gymnastics	Gymnastics	Gymnastics	OAA	Netball	Gymnastics
	Knowledge & Understanding	I know how to adapt instructions to physical actions. I know how to develop take-off and landing position for jumps.	I use words such as rolling, travelling, balancing, climbing I can identify risks of working on and around apparatus	I can perform with some control and consistency, basic actions at different speeds and on different levels I can explain what I am looking for when judging	I know how to modify actions independently using different pathways, directions and shapes I can identify similarities and differences in sequences	Identify what they have done well and suggest ways to improve Work out answers from clues, working independently from the teacher	I know and apply the rules consistently in game situations I can explain the technique for different passes	Identify strengths and weaknesses to a performance Explain why dismounting safely is so important
	Skills	I can transfer and move small equipment. I can move through and under apparatus. I can copy and repeat actions.	Safely move and carry basic gym equipment such as mats and benches Recognise 'like' actions and link them together Perform simple gymnastic actions and shapes Make their body tense, relaxed, stretched and curled Create an active journey using different body parts Value other's efforts when they perform; watch and listen	Create and perform a simple sequence Perform using recognised start and finish shapes Explore and practice transitions between elements Demonstrate flexibility in movements Perform a sequence using some apparatus Reflect on their own performance and use a scoring system to judge performance Work well with others to help improve each other's sequences/movements	Perform sequences with contrasting actions Perform in unison with a partner Remember and repeat sequences Adapt basic sequences to include some apparatus Show body control in individual movements and sequences Work as a group to create a basic sequence Can suggest how developing strength and flexibility helps in maintaining a healthy, active lifestyle	Use maps, symbols and compass confidently to navigate Confidently undertake tasks with time limits and other restrictions Remember and recall map symbols and additional relevant key information Work well as part of a team or group within well-defined role Listen and be directed by others	Use a variety of passes in a game at appropriate times Try different dodging techniques Use pivoting to pass in a game Attempt two-hand shooting Effectively find space in a game to receive the ball Use appropriate language to explain their attacking and defensive play Use verbal and non-verbal communication to show teammates where you want the ball	Experience flight on and off of apparatus Arrange own apparatus to enhance work Devise a sequence that uses cannon Include a piece of equipment in sequence Show awareness of how a sequence might need to be adapted when performing to music Lead a group warm-up demonstrating the importance of strength and flexibility Show good character when being lead as part of a group
	Key Vocabulary		Balance, body tension, carry, control, extension, fast, hang, high, jump, link, low, movement, muscles, music, pattern, relaxation, roll, sequence, shape, slow, speed, strength, timing, travel	Jump, roll, balance, travel, control, speed, link, slow, fast, high, low, shape, sequence, pattern, movement, music, timing, hang, carry, relaxation, extension, body tension, muscles, strength, rock, roll, turn, spin	Fluency, contrasting, unison, low, combinations, full turn, half-turn, sustained, explosive, power, control, group, similar, different	Maps, diagrams, scale, symbols, orienteering, compass, challenges, problem-solving, lead, follow, plan, trust, solve, cardinal points	Control, use space, defend, attack, chest pass, tactics, compete, collaborate, teamwork, score, shoot, footwork, foul, free pass, pivot	Flight, vault, sequences, combinations, direction, speed, partner, asymmetrical, elements, control, balance, strength, flexibility
Assessment								

Redwell PE Intent 2022/23

Key Stage		EYFS	Key Stage One		Key Stage Two			
Year Group		R	1	2	3	4	5	6
Autumn 2	Topic	Superheroes	Explorers	Victorians	Stone Age	Rainforest	The Anglo-Saxons	Magnificent Mountains
	PE Focus	Dance	Dance	Dance	Dance	Dance	Gymnastics	Dance
	Knowledge & Understanding	I can link colours to feelings. I know how to explore animal movements and levels.	I understand that a dance has a start, middle and end I know how to explore space within their dances and movements	I can confidently perform in front of others I can select movements that show a clear understanding of the theme/story/idea of the dance	I can discuss own, and others work with some awareness of choreography I can describe using appropriate language the features of dances performed by others	I can demonstrate and discuss performance skills I remember movements and routines from previous weeks	I can select a component for improvement and use guidance from others to do so I can take the lead in a group	Warm-up and cool down independently Interpret different stimuli with imagination and flair Work creatively and imaginatively on their own, in pairs and in a group, to create simple dances
	Skills	Replicate actions in larger groups. Sequence work. Explore leader or follower work.	Simplistically use concepts such as unison and mirroring in dance, copying examples Perform basic body actions along with music Remember and repeat simple movement patterns Move with control and show spatial awareness Show strength and flexibility during different types of activity such as movement phrases or starter activities Work with a partner to use repeating motifs in dance movement phrase Tap into emotions to respond to the feelings in the music by translating to body movement	Explore and use basic choreography, including levels, speed changes, unison and cannon Move with imagination responding to the music Plan a dance to have a beginning, middle and end Show good timing with the music Begin to use formations in a dance Create a short, simple dance with a partner Attempt to work as part of a group to perform a dance	Competently include props and other ideas in their dance Perform movements to an audience Express moods and feelings of a character through the dance piece Attempt short pieces of improvised dance responding to the structure/theme of the dance Dance using different levels and direction Share and create short dance phrases with a partner and in small groups Work to develop and take part in group and whole class dance	Incorporate a freeze-frame into a dance Dance using a variety of formations confidently Clearly show set start positions for the beginning of the dance Perform with increasing musicality with control and confidence Use transitions to move from different dance positions Work as part of a group to listen to and give ideas Include unison and cannon in the dance sequence	Create longer and more complex sequences and adapt their performances Attempt to perform more complex skills in isolation such as round-off Make a dynamic sequence with contrasting shapes and actions and balances, demonstrating smooth transitions Remember and repeat longer sequences with more difficult movements such as cartwheels, shoulder rolls Work responsibly in trust exercises and when counterbalancing Perform symmetry and asymmetry individually, in pairs and as a group Compare performances and judge strengths and areas for improvement	Use recognised dance actions and adapt to develop motifs and movement patterns Show tension and extension in dance movements Perform a duet including a range of elements Show appropriate facial expressions and gestures Attempt to include dynamics in dance When working in groups/pairs, take the lead suggesting ideas and refining actions of others Work sensibly with others during contact and lift work
	Key Vocabulary		Beat, curl, dance, fast, feet, high, low, music, rhythm, step, stretch, swing, turn, twist, mood, feeling, theme, story, static, friendship, start, middle, end	Dance, twist, turn, rhythm, step, beat, music, stretch, feet, curl, high, low, fast, slow, direction, huddle, group, mood, feeling, musicality, respond, galloping, flying, jumping	Dance, twist, turn, rhythm, step, beat, music, stretch, direction, huddle, group, mood, feeling, musicality, emotions, facial expression, improvisation, rehearse, director	Dance, turn, rhythm, stretch, levels, fast, slow, direction, huddle, mood, feeling, emotions, facial expression, improvisation, rehearse, director, choreographer, slide, formation, freeze frames	Symmetry, sequences, combinations, direction, speed, partner, asymmetrical, elements, control, balance, strength, flexibility, asymmetrical, aesthetics	Motif, phrase, street dance, Hakka, step, slide, repeat, beat, composition, collaborate, formations, stag leap, rebound, expression, gesture, dynamics
Assessment								

Redwell PE Intent 2022/23

Key Stage		EYFS	Key Stage One		Key Stage Two			
Year Group		R	1	2	3	4	5	6
Spring 1	Topic	To Infinity and Beyond	Fire! Fire!	China	Extreme Earth: Volcanoes and Earthquakes	Fantastic Beasts	Raging Rivers	Vikings
	PE Focus	Body Management	Hit Catch Run	Hit Catch Run	Handball	Hockey	Dance	Badminton
	Knowledge & Understanding	I can list different ways to move. I can name different types of apparatus.	I know how to identify when a point has been scored and keep count of the score I can show an understanding of techniques to track and stop balls. I know what's practical and what's not.	I can make choices about where to hit the ball I can make tactical decisions about where to position myself in the field	I know how to implement some handball rules in games I can use individual strengths to my advantage	I know how to implement some tactics in a game I can decide as a team how to make things difficult for our opponent	I can confidently participate in dances from different parts of the world I can discuss what non-locomotor is and demonstrate a non-locomotor movement	Make appropriate choices in games about the best shot to use Explain some of the tactics used in badminton
	Skills	I can work with others to move through hoops. I can reach, stretch, and retrieve objects. I can use steps, strides, bounce, hop, bridges and tunnels. I can travel over apparatus.	Catch a medium-sized ball thrown over a short distance Track balls and other equipment sent to them, moving in line with the ball to collect it Run between bases to score points Use a range of sending skills to put the ball into space Able to self-feed ball to hit off the hand and strike ball off a cone Work collaboratively to score runs showing encouragement and support Resilient in the face of new challenges shows the will to keep trying	Has developed hitting skills with a variety of bats Retrieve a ball back to base as part of a team Practised bowling/feeding a ball to other players Play as a batter, bowler and fielder Run in a game to score points Makes attempts to catch balls coming towards the player in games Display sportsmanship when competing against others Work as a team to score runs	Can attempt 3 step rule with some confidence Show correct catching ready position Send the ball using different techniques Attempt to intercept the ball from an opponent's throw Receive the ball with some consistency Help team to create chances to score Show support, encouragement and good sportsmanship	Use a push pass with some accuracy Move into space to receive the ball Attempt a slap pass in isolation With some control, turn with the ball Attempt to stop the ball with your reverse stick Work as a team to attack a goal Suggest ways to improve your and your team's performance	Refine & improve dances adapting them to include the use of space rhythm & expression Perform different styles of dance clearly and fluently Perform a solo dance to an audience Incorporate more challenging formations into dances Create and use compositional ideas confidently, such as pathways, step patterns and unison Recognise and comment on dances suggesting ways to improve Adapt a pair dance into a small group dance	Attempt more technical shots such as smash, where able use in a game Apply a range of defensive tactics in a game, individually and with a partner Begin to use full scoring systems Begin to use doubles service rules Use forehand, backhand and overhead shots with more confidence in games Develop doubles play further implement basic positioning tactics Use speaking and listening skills to umpire and play with peers without dispute
	Key Vocabulary	Climb, step, feet, alternate, one foot, balance, stand, stop, reach, stretch, hold, carry, touch, crawl, jump, roll	Batter, bowl, catch, collect, feed, field, hit, hitter, pick up, retrieve, roll, stop, strike, throw	Hit, catch, runs, bats, bowl, feed, throw, catch, underarm, overarm, field, bowler, umpire, posts, stumps	Shoot, defend, attack, block, run, control, catch, pass, teamwork, score, intercept, possession, movement, using space	Control, use space, defend, attack, dribble, pass, slap, push, tactics, compete, collaborate, teamwork, score, shoot	Dance, stretch, levels, mood, feeling, emotions, facial expression, improvisation, rehearse, director, choreographer, slide, formation, locomotion, Bangra, wall patterns, steps, dance style, pivot step	Hit, return, court, forehand, backhand, shuttlecock, points, score, net play, tactics, underarm, overarm, position, ready, smash shot, overhead, singles, doubles, offensive, attacking, defending, rally, drop shot
Assessment								

Redwell PE Intent 2022/23

Key Stage		EYFS	Key Stage One		Key Stage Two			
Year Group		R	1	2	3	4	5	6
Spring 2	Topic	The Land Before Time	How does our food grow?	Arctic/Antarctic	Robots	Tudors	Ancient Greeks	Frozen Kingdoms
	PE Focus	Speed Agility Travel	Send and Return	Send and Return	Hockey	Tennis	Football	Basketball
	Knowledge & Understanding	I know how to demo agility in variety of games. I can recognise and follow instructions.	I can describe how I worked with my partner to send and receive I am confident to explore different actions such as hitting other types of targets	I can decide on and play with the dominant hand I can recognise when a ball has landed 'in' and 'out' of the boundaries	I can recognise key features of a hockey stick, including how to hold it and use the flat side I know how to play using basic hockey rules	I can use basic defensive tactics to defend the court, i.e. moving to different positions on the court I can play the role of the umpire to keep score	I can select an appropriate conclusion to run, e.g. shoot, pass, dribble further I can play in a formation, e.g. diamond	Implement a range of strategies to attack and defend, such as restricting attackers' space Appraise own skill level and choose the distance for a free throw Play with basketball rules recognising when they have committed a foul
	Skills	Perform fast and slow movements. Show control to stop and perform actions Experiment with starting and stopping positions.	With some accuracy and sensitivity, feed ball to a partner for them to hit Score points against opposition over a line/net Chase, stop and control balls and other objects such as beanbags and hoops Use coordination and agility to keep rallies going in pairs and small groups Track balls and other equipment sent to them, moving in line with the ball to collect or return Work with a partner to send and return an object and play in a simple rally Recognise your actions impact others, e.g. feeding a ball accurately and at the correct pace	Demonstrate basic sending skills in isolation and small games Use correct grip to hold a tennis racquet Hit a ball using hand consistency Hit a ball using a racquet with some consistency Take part in a rally Use a self-feed to start a game Return a ball coming towards them using a hand or racquet Play in modified games with others to send and return the ball over a line/net Work cooperatively with a partner to practise sending and receiving skills	Send the ball in isolation and in a game Can show a defensive tackling position Receive a ball with some consistency Stop and control the ball and move into dribble Work the feet around the ball to avoid kicking it Work as a team to score points Show support, encouragement and good sportsmanship	Show good positioning to moving around the court to return balls Use forehand shots in a game Attempt to self-feed backhand shots Choose and send the ball to different areas of the opposition's court Be alert and aware ready to move around the court Take part in a doubles game Play competitively with others and against others in modified games	Receive the ball and turn Run with the ball with more control Work with a partner to pass on the move Apply goal side marking in a game Play confidently in a variety of positions Use individual skills to keep possession, explain how this helps the team Use appropriate language to explain their attacking and defensive play	Track and control a rebound from a shot (a penalty shot or open play) Apply agility to a variety of basketball skills Use a retreat dribble in a game Perform a v-cut effectively Attempt a 3 point shot Counterattack with team using the fast break Develop confidence to drive to the basket
	Key Vocabulary	Step, feet, alternate, one foot, balance, stand, stop, reach, stretch, hold, carry, touch, crawl, jump, roll, hands, feet, weight, slide, slither, apparatus, low, pause, prepare, anticipate, freeze, high, low, switch, agility, music, beat	Hit, send, collect, stop, net, thrown, roll, strike, catch, bowl, feed, pick up, batter, hitter, forehand, backhand, court	Hit, collect, stop, net, throw, roll, strike, catch, bowl, feed, pick up, hitter, forehand, backhand, court, serve, bounce, drop, badminton, tennis, volleyball, squash, shuttlecock, raquet	Hockey, sticks, pitch, run, agility, stop, trap, attack, defend, shoot, control, aim, defend, attack, tackle, block, ball, quick sticks, shaft	Hit, return, court, forehand, backhand, bounce, points, score, net, tactics, underarm, overarm, position, ready	Control, use space, speed, mark, defend, attack, dribble, pass, tactics, compete, collaborate, teamwork, score, interchange, regain, shoot, positions, power, distance, perform, consistent, fair play, possession, goal side	Fast break, counterattack, retreat, maintain, pressure, free throw, L-cut, V-cut, pin down
Assessment								

Redwell PE Intent 2022/23

Key Stage		EYFS	Key Stage One		Key Stage Two			
Year Group		R	1	2	3	4	5	6
Summer 1	Topic	Rumble in the Jungle	Toy Story	Castles	Chocolate	Romans	Space	British Empire
	PE Focus	Manipulation and Coordination	Attack Defend Shoot	Attack Defend Shoot	Tennis	Rounders	Swimming	Cricket
	Knowledge & Understanding	I know how to coordinate limbs to carry out defined movements and actions.	I recognise rules and apply them in competitive and cooperative games I can make decisions about how to defend a target	I know how to look for space to pass into or run to receive I can recognise you sometimes need to stay within a defined area	I can keep count/score of a game I can describe different types of shots using the terms short, long etc	I can play in a game using rounders scoring system I can choose where to direct a hit from a bowled ball	I know how to attempt a surface dive I know how to enter and exit the water in a variety of ways	Apply with consistency standard rules of modified cricket game Use a range of tactics for attacking and defending in the role of bowler, batter and fielder.
	Skills	Replicate bilateral movements. Make contact with ball with legs and feet. Practice hop, step, jump sequence.	A varying distances, defended and unopposed Roll, slide or throw a beanbag or ball with accuracy Attempt to intercept and catch a thrown ball Use change of direction and speed in open play Come up with creative ways of manipulating different objects such as balls and beanbags Work in collaboration with others to attack and score points Show motivation to improve and attempt more difficult challenges im at targets and shoot from	Can send a ball using feet Can send a ball, varying distances using feet Can receive a ball using feet Link combinations of skills, e.g. dribbling and passing with hands in isolation and combination Can send a ball using hands Can receive a ball using hands Can play in a variety of positions in both defence and attack Show awareness of teammates and opponents in games	Show tennis ready position Play over a net Play a continuous game using: throwing and catching or some simple hitting Serve underarm to begin a game Return a moving ball (hand or racquet) Take part in a rally by working well with a partner Play against an opponent	Run between posts making appropriate decisions Track and intercept the ball along the ground, sometimes collecting with one hand Use underarm bowling action with some consistency Play backstop role in small game situations Hit the ball into specific zones to score points Identify and describe some successful play Work as a team to return balls in the field	Begin to use basic swimming techniques including correct arm and leg action Attempt to use basic breathing patterns when swimming Submerge, sink, roll and rotate underwater Swim over greater distance of 10 and 20 metres with confidence in shallow water Work in collaboration to perform group challenges such as group floats	Attempt attacking field placement including slip, leg and cover position Track and catch high balls in isolation and gameplay Demonstrate control and consistency in a range of fielding skills, e.g. throwing, catching, tracking, intercepting Strike bowled balls in games and attempt a range of shots Show urgency when necessary when in the field Work as a pair to field long balls Identify ways you can support your batting partner
	Key Vocabulary	Agility, alternate, anticipate, apparatus, balance, beat, carry, crawl, feet, freeze, grip, hands, high, hold, hop, jump, low, music, one foot, pause, prepare, reach, roll, slide, slither, step, stop, stretch, touch, weight, moving softly, quietly, quickly, powerfully	Attack, catch, compete, defend, over-arm, play against, receive, rolling, send, throw, under-arm	Aim, attack, compete, controlling, cooperate, defend, direction, fluency, following, heart rate, outwit, physical activity, pitch, play against, rebound, receive, scoring, send, speed	Hit, return, court, forehand, backhand, bounce, points, score, net, tactics, underarm, overarm	Batting, fielding, bowling, bat, ball, batsman, bowler, bases, backstop, field, innings, strike, cross, rounder, half-rounder, balls, shot, forward	Swim, kick, front, back, arms, legs, lie on front, breath, rotate, submerge, float, sculling, breaststroke, glide, surface dive, jump, on top of the water, underwater	Tactics, shots, bowling, wicket, stumps, crease, boundary, stance, innings, strike, cross, four, six, single, over, balls, shot, forward, defensive, wide, no ball
	Assessment							

Redwell PE Intent 2022/23

Key Stage		EYFS	Key Stage One		Key Stage Two			
Year Group		R	1	2	3	4	5	6
Summer 2	Topic	Once upon a time	What a Wonderful World (Gambia)	Madagascar	Ancient Egypt	Urban Life and Diversity	Endangered Earth	Mayans
	PE Focus	Cooperate and Solve Problems	Run, Jump, Throw	Run, Jump, Throw	Athletics	Athletics	Swimming	Athletics
	Knowledge & Understanding	I know how to keep my heart rate high. I know different ways to travel.	I can demonstrate awareness for the need to improve and attempt to improve I can recognise and implement concepts such as waiting your turn I can select the correct skill for the situation	I know how to make choices about appropriate throws for different types of activity I can identify areas of improvement, e.g. power in throws to throw further	I can take part in basic scoring of different events When questioned, I can show understanding of my role in team relay performance I can compete with others and record points	I can decide on ways to improve, run, jumps and throws and implement changes I can compare different throws when using various equipment	I know how to attempt a surface dive I know how to enter and exit the water in a variety of ways	Accurately and confidently judge across a range of athletics activities Record accurately scores given in a variety of events
	Skills	Work as an individual and part of a group to match. Travel and follow travel trails as an individual. Work cooperatively to form shapes.	Can start and stop at speed, run in straight lines using a variety of speeds Attempt various jumps taking off and landing on different foot combinations, e.g., 2 to 1, 1 to 2 etc. Handle and throw a variety of different objects and attempt to throw for distance Move a variety of objects quickly, showing a range of techniques Developed agility and coordination skills to competently take part in a range of activities Participate as part of a team to compete in running relays Put in effort and stay motivated when challenged	Develop strength, agility, coordination and balance over a variety of activities Can negotiate obstacles showing increased control of body and limbs Demonstrate different types of throws Show quick feet actions for sprinting Perform a variety of static and dynamic balances Work cooperatively to complete running and throwing tasks Consider others when playing games to respect their space and boundaries.	Link running and jumping activities with some fluency and consistency Control movements and body actions in response to specific instructions Jump for height and distance with control and balance Run at different speeds according to event and instruction Throw a variety of objects using recognised throws Throw more accurately and over greater distances Run as part of a relay team Identify how to improve their own, and others work and be tactful	Demonstrate patience and determination Show differences between sprinting and running speeds over a variety of distances Throw a variety of objects demonstrating accuracy, i.e. object landing in throwing zone Perform a range of jumps with consistency, sometimes approaching jump with a run-up Compete in running, jumping and throwing activities and compare their performance with previous Work with others to score and record distance and times accurately Develop control in baton exchange and analyse as a team how to improve handover	Begin to use basic swimming techniques including correct arm and leg action Attempt to use basic breathing patterns when swimming Submerge, sink, roll and rotate underwater Swim over greater distance of 10 and 20 metres with confidence in shallow water Work in collaboration to perform group challenges such as group floats	Demonstrate accuracy and good technique when throwing for distance Show good technique and control for jumping activities Use power to improve the start of a sprint Use skill and knowledge of activity to teach and lead others confidently Choose appropriate run-up distance as an individual for athletic jumps Use the right pace for different running distances Demonstrate improvement when working with self and others Use appropriate language to deliver a taught activity to their peers
	Key Vocabulary		Backwards, distance, far, fast, forwards, furthest, high, hop, link, medium, power, run, sideways, skip, skipping, slow, step, straight, throw.	Run, throw, handle, hop, skip, step, forwards, backwards, sideways, throw, high, far, straight, furthest, distance, fast, slow, medium, link, skipping, power, quick, burpee, obstacle, control, stamina, static, dynamic, collect.	Run, jump, throw, agility, power, speed, track, force, distance, curve, accelerate, hurdles, javelins, bounce, pull, record, pace, approach, combine.	Run, jump, throw, agility, power, speed, track, force, distance, curve, accelerate, hurdles, javelins, bounce, target, take off, sling, exchange, accuracy.	Swim, kick, front, back, arms, legs, lie on front, breath, rotate, submerge, float, sculling, breaststroke, glide, surface dive, jump, on top of the water, underwater	Run, jump, throw, agility, power, speed, track, force, distance, curve, accelerate, hurdles, javelins, bounce, relay, baton, safety, rules, targets, record, set, take over, pass, strength, judge, trajectory, sprint, shuttle.
	Assessment							