

**Big Ideas/ Key Elements of PE**

- Movement
- Development of skills and techniques
- Application of skills and techniques
- ~~Co-operation/teamwork~~

- Competition
- ~~Games~~
- Tactics
- Challenge

- Analysis and evaluation
- Preparation for life and participation
- Health and fitness
- ~~Swimming~~

Yr	Prior Learning it builds on	Intentions	Vocabulary
R	<ul style="list-style-type: none"> <li>•used a variety of balls, beanbags, quoits and bats</li> <li>•developed simple motor skills, <i>eg running and changing direction, hopping, jumping and stopping</i></li> <li>•Children may have had exposure to varying sports equipment e.g. early external sports clubs.</li> </ul>	<p>Children practice walking, jogging and running. They can change between speeds with control and use agility to avoid obstacles; they observe the differing effects on their bodies; perform basic under and over arm throws, observing the difference in result; perform basic jumps, observing the difference in result.</p> <p><i>PD – Moving &amp; Handling</i></p> <p>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.</p>	<ul style="list-style-type: none"> <li>•walk</li> <li>•jog</li> <li>•run</li> <li>•catch</li> <li>•hop</li> <li>•skip</li> <li>•step</li> <li>•sideways, forwards, backwards</li> <li>•throw</li> <li>•aim</li> <li>•drop</li> <li>•bounce</li> <li>•fast, medium, slow</li> </ul>
1/2	<ul style="list-style-type: none"> <li>•experienced different ways of moving on their feet</li> <li>•moved safely between and around objects and other children</li> <li>•Understanding of different speeds and distances of running</li> <li>•Understanding of different types of throws.</li> <li>•Understanding of different types of jumps.</li> <li>•used a variety of equipment, <i>eg balls, quoits and beanbags</i>, to throw and send into target areas</li> </ul>	<p>Perform the basic athletic actions with coordination, control and strength; understand and apply basic teaching points; recognise and describe how they feel after exercise; describe what their bodies feel like during the varying athletic activities; describe what they and others have done; watch other athletes and comment on their application of teaching points.</p>	<ul style="list-style-type: none"> <li>•run</li> <li>•catch</li> <li>•hop</li> <li>•skip</li> <li>•step</li> <li>•sideways, forwards, backwards</li> <li>•throw high, low, far, near, straight</li> <li>•aim</li> <li>•drop</li> <li>•bounce</li> <li>•fast, medium, slow</li> <li>•safely</li> </ul>
3	<ul style="list-style-type: none"> <li>• experienced different ways of moving on their feet</li> <li>• moved safely between and around objects and other children</li> </ul>	<p>run at fast, medium and slow speeds, changing speed and direction; link running and jumping activities with some fluency, control and consistency; make up and repeat a short sequence of linked jumps; take part in a relay activity, remembering when to run and what to do; throw a variety of objects, changing their action for accuracy and distance;</p>	<ul style="list-style-type: none"> <li>• run</li> <li>• catch</li> <li>• hop</li> <li>• skip</li> <li>• step</li> </ul>

	<ul style="list-style-type: none"> <li>linked running and jumping movements</li> <li>used a variety of games equipment, <i>eg balls, bats, quoits and beanbags</i>, to catch, throw and send into target areas</li> </ul>	recognise when their heart rate, temperature and breathing rate have changed	<ul style="list-style-type: none"> <li>sideways, forwards, backwards</li> <li>throw high, low, far, near, straight</li> <li>aim</li> <li>drop</li> <li>bounce</li> <li>fast, medium, slow</li> <li>safely</li> </ul>
4	<ul style="list-style-type: none"> <li>experienced running fast and running for sustained periods of time, <i>eg two to three minutes</i></li> <li>taken part in simple tag relay races or shuttle relays</li> <li>thrown a range of objects using different actions, for distance and accuracy, <i>eg into a target</i></li> <li>used different jumping actions, <i>eg hop, step, two feet to two feet</i>, singly and in combination</li> </ul>	understand and demonstrate the difference between sprinting and running for sustained periods; know and demonstrate a range of throwing techniques; throw with some accuracy and power into a target area; perform a range of jumps, showing consistent technique and sometimes using a short run-up; play different roles in small groups; relate different types of activity to different heart rates and body temperatures, and use some of these activities when warming up; compare and contrast performances using appropriate language	<ul style="list-style-type: none"> <li>sprint, jog</li> <li>pace, <i>eg steady, fast, medium, slow</i></li> <li>throwing action, <i>eg sling, push, pull</i></li> <li>power</li> <li>stamina</li> <li>speed</li> <li>safety</li> <li>relay</li> <li>time</li> <li>measure</li> <li>record</li> </ul>
5/6	<ul style="list-style-type: none"> <li>been timed in sprinting and longer distance running activities</li> <li>taken part in a range of relay events</li> <li>made up and measured a range of throwing and jumping events, and understood the need for safety procedures in these activities</li> <li>identified when their body is warm and ready for exercise, and how the intensity of activity affects the heart rate, temperature and breathing rate</li> </ul>	choose the best pace for a running event, so that they can sustain their running and improve on a personal target; show control at take-off in jumping activities; show accuracy and good technique when throwing for distance; organise and manage an athletic event well; understand how stamina and power help people to perform well in different athletic activities; identify good athletic performance and explain why it is good, using agreed criteria	<ul style="list-style-type: none"> <li>race</li> <li>run-up</li> <li>position of feet on last stride</li> <li>pacing, stamina</li> <li>strength and speed = power</li> <li>suppleness</li> <li>safety and rules</li> <li>relay take-over area</li> <li>time, measure</li> <li>record</li> <li>set targets</li> </ul>