



PE Key Skills, Knowledge and Vocabulary- St. Mark's CofE Primary School



EYFS Early Learning Goals	KS1 National Curriculum	KS2 National Curriculum
<p>Physical Development ELG: Gross Motor Skills Children at the expected level of development will: - 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>	<p>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>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. <p>Swimming and water safety All schools must provide swimming instruction. In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations.

Year 1

Real PE

	Key Skills		Key Vocabulary	
Autumn 1	<p>Footwork</p> <p>With fluency and control:</p> <ol style="list-style-type: none">1. I can side-step in both directions.2. I can gallop, leading with either foot.3. I can hop on either foot.4. I can skip.	<p>One Leg Balance</p> <p>Maintaining balance and on both legs:</p> <ol style="list-style-type: none">1. I can stand still for 10 seconds.	<p>Footwork</p> <ul style="list-style-type: none">· Gallop - moving forward with one foot in front with both feet off the floor at once· Side-step - galloping but facing a side· Skip· Forwards· Backwards· Hop - jumping on one leg	<p>One Leg Balance</p> <ul style="list-style-type: none">· Muscles· Straight· Wobble - not being able to hold a balance and moves around· Core - muscles in the stomach used to help balance

<p>Autumn 2</p>	<p>Jumping and Landing</p> <p>Maintaining balance throughout:</p> <p>1. I can jump from 2 feet to 2 feet forwards, backwards and side to side.</p>	<p>Seated Balance</p> <p>In a seated position for 10 seconds:</p> <ol style="list-style-type: none"> 1. I can balance with both hands and feet touching the floor. 2. I can balance with 1 hand and 2 feet touching the floor. 3. I can balance with 2 hands and 1 foot touching the floor. 4. I can balance with 1 hand and 1 foot touching the floor. 5. I can balance with 1 hand and 1 foot touching the floor. 6. I can balance with no hands or feet touching the floor. 	<p>Jumping and Landing</p> <ul style="list-style-type: none"> · Width - how wide the jump is · Take-off - when you start the jump, by bending your knees and pushing off · Balance - an even distribution of weight enabling someone or something to remain upright and steady · Jump 	<p>Seated Balance</p> <ul style="list-style-type: none"> · Seated - on the floor · Balance - an even distribution of weight enabling someone or something to remain upright and steady · Wobble - not being able to hold a balance and moves around · Position - where you and your body are located · Control - being able to move your body with carefully placed movements
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<p>Spring 1</p>	<p>Balance on a Line Maintaining balance on a line:</p> <ol style="list-style-type: none"> 1. I can walk forwards with fluidity and minimum wobble. 2. I can walk backwards with fluidity and minimum wobble. 	<p>Stance Maintaining balance throughout:</p> <ol style="list-style-type: none"> 1. I can stand on a line with a good stance for 10 seconds. 	<p>Balance on a Line</p> <ul style="list-style-type: none"> · Line · Wobble · Backwards · Forwards 	<p>Stance</p> <ul style="list-style-type: none"> · Stance · Balance · Ball · Line · Heel
<p>Spring 2</p>	<p>Ball Skills Maintaining control:</p> <ol style="list-style-type: none"> 1. I can sit and roll a ball along the floor around my body using 2 hands. 2. I can sit and roll a ball along the floor around my body using 1 hand (right and left). 3. I can sit and roll a ball down to my toes and back up, then around my upper body using 2 hands. 4. I can stand and roll a ball down to my toes and back up, then round my upper body using 2 hands. 	<p>Counter Balance with a Partner With a partner, maintaining balance throughout:</p> <ol style="list-style-type: none"> 1. I can sit holding hands with toes touching, lean in together then apart. 2. I can sit holding 1 hand with toes touching, lean in together then apart. 3. I can sit holding hands with toes touching and rock forwards, backwards and side-to-side. 	<p>Ball Skills</p> <ul style="list-style-type: none"> · Hand · Roll - when something moves along the floor · Around · Right 	<p>Counter Balance with a Partner</p> <ul style="list-style-type: none"> · Toes · Rock - back and forth movements to help support balances · Lean · Side-to-side

<p>Summer 1</p>	<p>Sending and Receiving</p> <p>With right and left hand against a wall or with a partner (3 to 5 metre distance):</p> <ol style="list-style-type: none"> 1. I can roll a large ball and collect the rebound. 2. I can roll a small ball and collect the rebound. 3. I can throw a large ball and catch the rebound with 2 hands. 	<p>Reaction/Response</p> <p>From a distance of 1, 2 and 3 metres:</p> <ol style="list-style-type: none"> 1. I can react and catch a large ball dropped from shoulder height after 2 bounces. 2. I can react and catch a large ball dropped from shoulder height after 1 bounce. 	<p>Sending and Receiving</p> <ul style="list-style-type: none"> · Roll - when something moves along the floor · Partner · Ready position - knees bent, and hands up in front of chest ready to catch a ball · Rebound - when a ball bounces off of something and returns and comes back the way it came · Backswing - a backward swing, especially of an arm or of a golf club when about to hit a ball. · Power - the amount of force you hit a ball with 	<p>Reaction/Response</p> <ul style="list-style-type: none"> · React - how quickly you respond to something · Shoulder height · Catch
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			· Weight - how heavy a ball is	
Summer 2	Ball Chasing Over a distance of up to 10 metres and turning both ways: 1. I can roll a ball, chase and collect it in a balanced position facing the opposite direction. 2. I can chase a ball rolled by a partner and collect it in a balanced position facing the opposite direction.	Floor Work Maintaining balance throughout: 1. I can hold a mini-front support position. 2. I can reach round and point to the ceiling with either hand in a mini-front support.	Ball Chasing - Roll - Collect - Chase - running after something in order to catch it	Floor Work - Position - Reach round - reaching around your body to help hold a balance - Hold - maintaining a balance without wobbling

Gym

	Key Skills	Key Vocabulary
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Unit 1 Autumn 2	Shape Skills I can perform an accurate shape. I can use good body tension to hold the shape. I can perform a repeatable shape.	Travelling I can move with good posture. I can move smoothly and fluently. I can perform accurate movement patterns.	Shape Skills - Body tension - Repeatable shape	Travelling - Good posture - Movement patterns
Unit 2 Spring 2	Flight Skills I can perform accurate footwork patterns and take-off I can create a clear shape during flight. I can land quietly and in balance.	Rotation Skills I can maintain an accurate shape throughout. I can rotate with control. I can remain balanced throughout.	Flight Skills - Take off - when you start a jump, by bending your knees and pushing off - Flight - the time spent between take off and landing in a jump - Balance	Rotation Skills - Shape - Rotate - move or cause to move in a circle round a centre - Balance