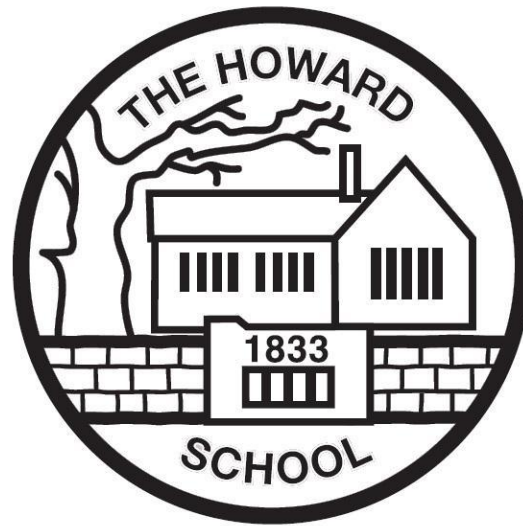


Ackworth Howard C of E School

Educating for 'life in all its fullness.'



PE Curriculum – Essential Knowledge

Intent

At Ackworth Howard J&I School, we believe that physical education (PE) should develop: the mind (mental health, decision-making and tactics); body (physical development and healthy bodies); and spirit (sporting values) of each child.

Mind



PE at our school should promote the emotional well-being of children and allow children to develop positive attitudes towards physical activity and healthy lifestyles. This school will create a supportive environment through PE to prevent depression, anxiety and obsessive compulsive disorders in later life, through a rich, broad, deep and exciting curriculum. Children will be taught and encouraged to use knowledge of technical and tactical skills to make decisions within game scenarios, routines in dance and gymnastics and during swimming lessons.

Body



Children will be provided with opportunities to become physically confident, in ways which support their health and fitness and promotes an understanding in children of their bodies in action. We will provide children with opportunities to push their physical limits and compete against their peers physically both within and out of school. From early years to year 6 children should learn about how physical activity and healthy eating can positively impact their life.



Spirit

PE in our school should promote values which enable children to develop life skills such as: determination, resilience, leadership, teamwork, fairness and trust.

What our children say about PE...

- PE is important because it helps us understand how to live healthy lifestyles – **Year 5**
- I love getting the opportunity to go to competitions against other schools – **Year 3**
- I really like that we get the opportunity to learn a wide range of sports – **Year 4**
- I like sharing my achievements in worship – **Year 6**
- PE at school gave me the confidence to try out a club after-school – **Year 2**

Essentials for PE...

- All children should be physical active for a sustained amount of time.
- All children should be educated so that they can make informed decision towards leading a healthy and active lifestyle.
- All children should acquire a broad range of skills to enable them to take part in a range of individual and team games with confidence.
- All children will be provided opportunities to swim 25m unaided.
- All children in year 5 will learn about water safety and importance allowing them to make informed decisions.
- All children are able to say with confidence what they are good at and what they need to do to improve.
- All children must be given the opportunity to practice all areas of sport with support from their peers and adults.
- All children should have a positive experience of PE and sport enabling them to have a positive attitude to physical activity.
- All children to be given opportunities to make decisions within their PE lessons, enabling them to develop their decision making and critical thinking.

Values in PE

We follow the School Games Values when competing and in our PE lessons. These go alongside out school values of Compassion, Forgiveness, Friendship and Trust.



Determination: Keep going no matter what. Determination is about the journey you go on to push yourself and achieve your dreams. Have the mental strength and self discipline to overcome obstacles, commit to your goals and keep working everyday to become the very best you can be. Don't hold back!



Teamwork: Treating everyone equally, supporting each other and working together to have fun and achieve. Celebrate each other's success and be a positive team player.



Self Belief: You've got to believe to achieve. Have the self-belief and confidence to succeed and reach your personal best
Honesty: Be honest with others and with yourself. Have the courage to do the right thing and what you know is right. Let the best person win, not the best cheat!



Passion: Giving it 100 per cent. Put your heart and soul into the game and never give up. Passion makes you enter the race and passion makes you finish it.



Respect: Show respect for the referee, for the opposition, for your team mates, for yourself and for the game. Accepting victory and defeat with grace, treating others politely and with understanding. Have respect every day, in every sport and for everyone.

Early Years PE

Area of Learning	Ackworth Howard's Knowledge Essentials	Activities
<p>Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement.</p> <p>Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.</p>	<p><u>30-50 Months</u></p> <p>Movement and Handling</p> <ul style="list-style-type: none"> • To move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. • To mount stairs, steps or climbing equipment using alternate feet. • To walk downstairs, two feet to each step, while carrying a small object. • To run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles. • To stand momentarily on one foot when shown. • To catch a large ball. • To draw lines and circles using gross motor movements. <p>Health and Self-care</p> <ul style="list-style-type: none"> • To observe the effects of activity on their bodies. • To understand that equipment and tools have to be used safely. <p><u>40-60 Months</u></p> <p>Movement and Handling</p> <ul style="list-style-type: none"> • To experiment with different ways of moving. • To jump off an object and land appropriately. • To negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • To travel with confidence and skill around, under, over and through balancing and climbing equipment. • To show increasing control over an object in pushing, patting, throwing, catching or kicking it. <p>Health and Self-care</p> <ul style="list-style-type: none"> • To show understanding of the need for safety when tackling new challenges and consider and manage some risks. • To show understanding of how to transport and store equipment safely. • To practice some appropriate safety measures without direct supervision. 	<p><u>Nursery</u></p> <p>Ball Skills Dance Gymnastics Fun Games</p> <p><u>Reception</u></p> <p>Ball Skills Gymnastics Balance Bikes Dance Circus Skills</p> <p>Health and Self-care should be incorporated in to all lessons through questioning and instructions.</p>

Early Years PE

Area of Learning	Ackworth Howard's Knowledge Essentials	Activities
<p>Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.</p>	<p>Early Learning Goals Movement and Handling</p> <ul style="list-style-type: none"> • To show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. <p>Health and Self-care</p> <ul style="list-style-type: none"> • To know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. 	
<p>Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.</p>	<p>30-50 Months Exploring and using media and materials</p> <ul style="list-style-type: none"> • To enjoy joining in with dancing and ring games. • To begin to move rhythmically. • To imitate movement in response to music. • To tap out simple repeated rhythms. <p>Being imaginative</p> <ul style="list-style-type: none"> • To develop preferences for forms of expression. • To use movement to express feelings. • To create movement in response to music. • To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words. <p>40-60 Months Being imaginative</p> <ul style="list-style-type: none"> • To initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. <p>Early learning goals Being imaginative</p> <ul style="list-style-type: none"> • To represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. 	<p>Nursery Ball Skills Dance Gymnastics Fun Games</p> <p>Reception Ball Skills Gymnastics Balance Bikes Dance Circus Skills</p> <p>Health and Self-care should be incorporated in to all lessons through questioning and instructions.</p>

Early Years PE Vocabulary

Essential Vocabulary

Gymnastics

Warm up
Cool down
Move
Travel
Slither
Shuffle
Roll
Crawl
Walk
Run
Jump
Skip
Slide
Hop
Climb
High
Low
Large movements
Small movements
Space
Safety
Land
Shape
Balance

Under
Over
Through

Games – Ball Skills

Throw
Catch
Pass
Roll
Bounce
Stop
Looking
Stopping
Warm up
Cool down
Large movements
Small movements
Safety
Space
Copy
Watch
Equipment
Chase
Speed
Fast
Slow

Push
Pat
Kick

Dance

Warm up
Cool down
Large movements
Small movements
Move
Health
Explore
Performance
Perform
Diet
Exercise
Healthy
Safe
Space
Music
Copy
Watch
Equipment
Travel
Spinning

Rolling
Jump
Timing
Turning

Balance Bikes

Push
Pedal
Brake
Handlebar
Glide
Balance
Tyre
Slow
Fast
Helmet
Saddle
Swing leg
Feet on ground
Walk
Push
Look
Straight
Long steps
Short steps
Lift
Steer
Lean
Go

Health and Self-Care

Body
Heat
Hot
Cold
Heart
Heartbeat
Blood
Health
Diet
Stretch
Exercise
Healthy
Copy
Watch
Lungs

Year 1

National Curriculum	Ackworth Howard's Knowledge Essentials	Activities
<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.</p> <p>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>Year 1</u></p> <p>Dance</p> <ul style="list-style-type: none"> • To perform four basic movements – turn, jump, freeze and balance. Travelling at different levels. <p>Gymnastics</p> <ul style="list-style-type: none"> • To recognise basic gymnastics shapes – tuck, pike, straddle, stretch and star. • To travel in a variety of ways (on floor and benches) – bunny, straddle bunny, duck, giraffe, bear, spider and dip walk. • To jump safely (from benches) – stretch. • To preform basic rolls – tuck roll, log roll, teddy bear and egg roll. • To balance on benches and hold shapes still. <p>Games</p> <ul style="list-style-type: none"> • To perform underarm and over arm throws accurately. • To throw with one hand, catch consistently with two hands and hands in cup shape. • To travel with the ball in different ways. • To balance a tennis ball on a racket. Moving the ball around the racket. • To use hitting skills in games. Practice basic striking, sending and receiving. • To pass the ball to other people and use kicking skills. • To begin to use the terms attacking and defending. • To understand that passing the ball and dodging defenders are attacking skills and defending a space. <p>Athletics</p> <ul style="list-style-type: none"> • To jump for distance. • To run at different speeds and use vocabulary linked to sprinting. • To run over low hurdles. 	<p><u>Year 1</u></p> <p>Dance Gymnastics Netball Athletics Football Tennis</p> <p>Health and Self-care should be incorporated in to all lessons through questioning and instructions. Warm-up activities should encourage children to recognise changes in body and the effects exercise have on their own bodies.</p>

Year 1

National Curriculum	Ackworth Howard's Knowledge Essentials	Activities
<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.</p> <p>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>Year 1 continued</u></p> <p>Fitness</p> <ul style="list-style-type: none"> • To engage in a range of sports with improving endurance. • Know how nutrition and healthy lifestyles improve physical fitness • Take part in strenuous activity <p>Resilience</p> <ul style="list-style-type: none"> • Children face increasing challenge through new skills introduced (see skill) • Children adapt their work based on adult feedback <p>Safety</p> <ul style="list-style-type: none"> • Pupils must know how to carry equipment safely in lessons. <p>Healthy Lifestyles</p> <ul style="list-style-type: none"> • Describe how our body feels before, during and after exercise. 	<p><u>Year 1</u></p> <p>Dance Gymnastics Netball Athletics Football Tennis</p> <p>Health and Self-care should be incorporated in to all lessons through questioning and instructions. Warm-up activities should encourage children to recognise changes in body and the effects exercise have on their own bodies.</p>

Year 1 PE Vocabulary

Essential Vocabulary

<u>Gymnastics</u>		<u>Games – Netball</u>		<u>Dance</u>	<u>Games - Football</u>	<u>Health and Self-Care</u>	<u>Athletics</u>	<u>Games – Tennis</u>
Warm up	Cool down	Throw	Chest	Timing	Pass	Body	Jump	Balance
Over	Under	Catch	Rules	Movement	Travel	Heat	Distance	Travel
Move	Through	Pass		Routine	Dribble	Hot	Speed	Hit
Travel	High	Cup shape		Rhythm	Stop	Cold	Fast	Racket
Low	Points	Travel		Perform	Receive	Heart	Slow	Strings
Space	Jump	Stop		Performance	Move	Heartbeat	Raise	Space
Safety	Shape	Look		Music	Safety	Blood	Lift	Warm up
Land	Bounce	Scan		Exercise	Look	Health	Bend	Cool down
Shape	Flight	Warm up		Direction	Scan	Diet	Swing	Target
Balance	Stretch	Cool down		Spinning	Target	Stretch	Power	Aim
Spin	Wide	Safety		Turning	Aim	Exercise	Strength	Handle
Narrow	Curled	Space		Speeds	Warm Up	Healthy	Warm up	Grip
Patches	Strong	Equipment		Levels	Cool down	Copy	Cool down	Strike
Stretch	Explore	Attack		Cool down	Teamwork	Watch	Knee	Bounce
Control	Tuck	Defend		Speeds	Receive	Lungs	Leg	Sideways
Freeze	Pike	Shoot		Levels	Attack		Arms	Bend
Straddle	Star	Slow		Copy	Defend		Land	Waist
Roll	Hold still	Close		Watch	Equipment		Power	Stance
		Far		Describe	Space			
		Dodge		Travel	Dodge			
				Spin	Trap			
				Freeze				
				Balance				
				Jump				
				Beats				

Year 2

National Curriculum	Ackworth Howard's Knowledge Essentials	Activities
<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.</p> <p>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>Year 2</p> <p>Dance</p> <ul style="list-style-type: none"> • To perform four basic movements – turn, jump, freeze and balance. • To travel at different levels and speed. • To begin to move in time to music. • To improve the timing of actions. • To create, repeat and remember actions on their own. <p>Gymnastics</p> <ul style="list-style-type: none"> • To perform the key shapes - Tuck, Pike, Straddle, Stretch, Star, <i>Dish and Arch (new to year 2)</i>. • To travel on flooring and apparatus – bunny, straddle bunny, duck, giraffe, bear, spider, caterpillar, dip walk and sideways bunny. • To jump from height – stretch and Star. Rolls – tuck, log, dish and arch, and pike. • To hold still balances on different points of the body. • To rock backwards and forwards in the tuck position. <p>Games</p> <ul style="list-style-type: none"> • To throw with one hand, catching consistently with two hands and hands in cup shape. • To throw a ball for distance and accuracy, varying the types of throws used. Throwing into targets at varying distance. • To move with the ball – small/big steps. • To change speed and direction whilst running in a game. • To know how to use space in a game. • To bounce a ball at waist height and kick a ball whilst moving. • Use kicking and dribbling skills within a game. • To learn striking skills for hitting a ball from a tee, using cricket bat. • To begin to show hand and eye coordination when striking. • To learn basic fielding skills of retrieving and stopping a ball. <p>Athletics</p> <ul style="list-style-type: none"> • To jump for distance, • To sprint, high hurdles and use leading leg technique. • To throw into targets at varying distances. 	<p>Year 2</p> <p>Dance Gymnastics Cricket Athletics Basketball Table Tennis</p> <p>Health and Self-care should be incorporated in to all lessons through questioning and instructions.</p> <p>Year 2 Healthy Eating Science Topic to cover the nutrition and healthy lifestyle essentials.</p>

Year 2

National Curriculum	Ackworth Howard's Knowledge Essentials	Activities
<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.</p> <p>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>Year 2 continued</u></p> <p>Fitness</p> <ul style="list-style-type: none"> • To engage in a range of sports with improving endurance and stamina. • To know how nutrition & healthy lifestyles improve physical fitness. • To be take part in strenuous activity. <p>Resilience</p> <ul style="list-style-type: none"> • To face increasing challenge through new skills introduced. • To adapt their work based on adult feedback. <p>Safety</p> <ul style="list-style-type: none"> • Pupils must know how to carry equipment safely in lessons and begin to learn how to set up equipment safely. <p>Healthy Lifestyles</p> <ul style="list-style-type: none"> • To explain what they need to stay healthy (nutrition, exercise and happiness). • To be able to name different food groups and recognise which ones are good and bad for us. <p>Competition</p> <ul style="list-style-type: none"> • Small group competitions incorporated into main sessions. • Learn simple tactics. • To learn different roles within a team. • To have access to interschool competition through School Games competitions. 	<p><u>Year 2</u></p> <p>Dance Gymnastics Cricket Athletics Basketball Table Tennis</p> <p>Health and Self-care should be incorporated in to all lessons through questioning and instructions.</p> <p>Year 2 Healthy Eating Science Topic to cover the nutrition and healthy lifestyle essentials.</p>

Year 2 PE Vocabulary

Essential Vocabulary

<u>Gymnastics</u>		<u>Games – Netball</u>		<u>Dance</u>	<u>Games - Football</u>	<u>Health and Self-Care</u>	<u>Athletics</u>	<u>Games – Tennis</u>
Warm up	Cool down	Throw	Chest	Timing	Pass	Body	Jump	Balance
Over	Under	Catch	Rules	Movement	Travel	Heat	Distance	Travel
Move	Through	Pass		Routine	Dribble	Hot	Speed	Hit
Travel	High	Cup shape		Rhythm	Stop	Cold	Fast	Racket
Low	Points	Travel		Perform	Receive	Heart	Slow	Strings
Space	Jump	Stop		Performance	Move	Heartbeat	Raise	Space
Safety	Shape	Look		Music	Safety	Blood	Lift	Warm up
Land	Bounce	Scan		Exercise	Look	Health	Bend	Cool down
Shape	Flight	Warm up		Direction	Scan	Diet	Swing	Target
Balance	Stretch	Cool down		Spinning	Target	Stretch	Power	Aim
Spin	Wide	Safety		Turning	Aim	Exercise	Strength	Handle
Narrow	Curled	Space		Speeds	Warm Up	Healthy	Warm up	Grip
Patches	Strong	Equipment		Levels	Cool down	Copy	Cool down	Strike
Stretch	Explore	Attack		Cool down	Teamwork	Watch	Knee	Bounce
Control	Tuck	Defend		Speeds	Receive	Lungs	Leg	Sideways
Freeze	Pike	Shoot		Levels	Attack		Arms	Bend
Straddle	Star	Slow		Copy	Defend		Land	Waist
Roll	Hold still	Close		Watch	Equipment		Power	Stance
		Far		Describe	Space			
		Dodge		Travel	Dodge			
				Spin	Trap			
				Freeze				
				Balance				
				Jump				
				Beats				

Year 3

National Curriculum	Ackworth Howard's Knowledge Essentials	Activities
<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.</p> <p>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>Year 3</p> <p>Dance</p> <ul style="list-style-type: none"> • To begin to improvise with a partner. • To perform with some awareness of rhythm and expression. • To compete against self and others in a controlled manner. <p>Gymnastics</p> <ul style="list-style-type: none"> • To perform key shapes – tuck, pike, straddle, star, dish, arch, front/back support. • To vault onto benches. • To perform jumps in stretch, star and tuck. • To perform rolls from key stage 1 – begin to perform cartwheels, forward and backwards rolls. • To use turns to travel along apparatus and in between shapes. • To work in pairs or groups and hold balances. • To create interesting body shapes. <p>Games</p> <ul style="list-style-type: none"> • To perform shoulder pass, chest pass and bounce pass. • To pass when moving. • To be able to shoot from stationary positions, using a throw in handball and a kick in football. • To dribble a ball at waist height with one hand. • To catch with increasing control and accuracy and begin to use one-hand technique. • To use two different ways of moving in a game with a ball. E.g. dribbling, bouncing, kicking, carrying. • To begin to use forehand and backhand stroke to hit ball over net. • To react to and move to a ball in table tennis and fielding in rounders. • To use an underarm throw to bowl underarm and aim for targets. • To begin to hit moving balls in rounders. • To use a barrier technique when fielding or stopping a ball. <p>OAA – See Forest Schools</p>	<p>Year 3</p> <p>Dance Gymnastics Rounder Athletics Handball Table Tennis</p> <p>Health and Self-care should be incorporated in to all lessons through questioning and instructions.</p>

Year 3

National Curriculum	Ackworth Howard's Knowledge Essentials	Activities
<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.</p> <p>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><u>Year 3 continued</u></p> <p>Athletics</p> <ul style="list-style-type: none"> • To perform chest push and long distance throw with bean bags. • To perform standing long jump and 3 step jump. • To begin to use and describe hurdling technique (opposite arm to leg) for higher hurdles. • To perform change over in relays. Working in pairs to improve speed and accuracy of technique. <p>Fitness</p> <ul style="list-style-type: none"> • Personal challenges given through endurance activities. • To apply knowledge of nutrition and healthy lifestyles from year 2 to improve physical fitness. • Take part in sustained, strenuous activity. • To know the importance of strength and flexibility. • To explain why it is important to warm up and cool down. <p>Resilience</p> <ul style="list-style-type: none"> • Children approach new sports positively. • Children begin to peer assess others' performance using adult guidance (i.e. success criteria) in all sports. <p>Safety</p> <ul style="list-style-type: none"> • Pupils must know how to carry equipment safely in lessons and learn how to set up equipment safely including gymnastics apparatus, but not wall frames. <p>Healthy Lifestyles</p> <ul style="list-style-type: none"> • To apply knowledge of nutrition and healthy lifestyles from year 2 to improve physical fitness. • To know the important of strength and flexibility and describe how it effects our body. <p>Competition</p> <ul style="list-style-type: none"> • Whole class competitions • Learn progressive rules and scoring systems • Develop tactics and knowledge of roles in a team • Access to interschool competition through School Games 	<p><u>Year 3</u></p> <p>Dance Gymnastics Rounder Athletics Handball Table Tennis</p> <p>Health and Self-care should be incorporated in to all lessons through questioning and instructions.</p>

Year 3 PE Vocabulary

Essential Vocabulary

<u>Gymnastics</u>	<u>Games – Rounders</u>	<u>Dance</u>	<u>Games - Handball</u>	<u>Health and Self-Care</u>	<u>Athletics</u>	<u>Games – Table Tennis</u>
Dismount	Aim	Perform	Underarm	Endurance	Cross country	Control
Element	Follow through	Improvise	Overarm	Aerobic	Pace	Forehand
Symmetry	Overarm	Rhythm	Teamwork	Oxygen	Fluency	Backhand
Asymmetry	Underarm	Expression	Marking	Carbon Dioxide	Control	Co-ordination
Extension	Ready Position	Control	Aim	Cardio	Consistency	React
Flexibility	Fielder	Individual	Dribble	Sustained	Aerobic	Ready Position
Tuck	Bowler	Ability	Bounce	Strenuous	Sustained	Movement
Pike	Backstop	Flexibility	Accuracy	Strength	Strenuous	
Straddle	Base	Technique	Shooting	Flexibility	Warm Up	
Star	Swing	Sequence	Intercept	Warm Up	Cool down	
Dish	Control	Gesture	Spatial Awareness	Cool Down	Endurance	
Arch	Eye coordination		Positions	Aerobic		
Front support	Teamwork		Attack	Non-aerobic		
Back support	Fielding		Defend	Lungs		
Vault	Reaction					
Stretch	Barrier					
Star	Positions					
Tuck	Fielder					
Cartwheels	Batsman					
Control						
Body						

Year 4

National Curriculum	Ackworth Howard's Knowledge Essentials	Activities
<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.</p> <p>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>Year 4</p> <p>Dance</p> <ul style="list-style-type: none"> • To watch and evaluate their own performance. • To identify and repeat the movement pattern and actions of chosen style. • To perform and create sequences with expression. • To demonstrate rhythm and spatial awareness. • To use an increasing range of actions, directions and levels in their sequences. <p>Gymnastics</p> <ul style="list-style-type: none"> • To perform key shapes – tuck, pike, straddle, star, dish, arch, front/back support. • To perform rolls to stand – tuck, pike, teddy bear and partnered teddy bear. • To be able to safely perform a forward and backward roll. Aspiration to perform these rolls to a stand. • To vault onto heights. • To jump in stretch, star and tuck with control. • To perform and create sequences of movements. <p>Games</p> <ul style="list-style-type: none"> • To perform shoulder pass, chest pass and bounce pass with increased accuracy. • To pre-scan before receiving the ball. • To be able to shoot from stationary position in netball using a one hand shot. • To move with a ball and pass with increasing speed. • To develop different ways of throwing and catching based on distance of throw required. • To demonstrate successful hitting and pushing skills to hit a ball over different distances. • To contribute towards helping their team keep possession. • To demonstrate knowledge of defensive skills to tackle or intercept a ball. • To use an underarm throw to bowl accurately and aim for targets. • To begin to use an overarm action to bowl a ball. • To show readiness in the field when acting as a fielder. • To adapt rules to alter games. 	<p>Year 4</p> <p>Dance Gymnastics Cricket Athletics Hockey Netball</p> <p>Health and Self-care should be incorporated in to all lessons through questioning and instructions.</p>

Year 4

National Curriculum	Ackworth Howard's Knowledge Essentials	Activities
<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.</p> <p>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><u>Year 4 continued</u></p> <p>Athletics</p> <ul style="list-style-type: none"> • To perform long distance throw with javelin from a stand and experiment with angles of throw. • To perform standing long jump and 3 step jump. • To use and describe hurdling technique (opposite arm to leg) for higher hurdles. • To perform change over in relays. Working in pairs to improve speed and accuracy of technique. <p>Fitness</p> <ul style="list-style-type: none"> • Personal challenges given through endurance activities. • Apply knowledge of nutrition and healthy lifestyles to improve physical fitness. • Take part in sustained, strenuous activity . <p>Resilience</p> <ul style="list-style-type: none"> • To peer assess with increasing independence using knowledge of sports. • To respond to feedback positively and apply it to skills taught. <p>Safety</p> <ul style="list-style-type: none"> • Pupils must know how to carry equipment safely in lessons and learn how to set up equipment safely including gymnastics apparatus, begin to set up wall frames with supervision. <p>Healthy Lifestyles</p> <ul style="list-style-type: none"> • To explain why exercise is good for our health. • To describe how the body reacts at different times and this affects performance. • To identify what areas of the body are needed to be strong or flexible for individual sports. <p>Competition</p> <ul style="list-style-type: none"> • Whole class competitions • Learn progressive rules and scoring systems • Develop and analyse tactics and their impact team performance • Access to interschool competition through School Games 	<p><u>Year 4</u></p> <p>Dance Gymnastics Hockey Athletics Cricket Netball</p> <p>Health and Self-care should be incorporated in to all lessons through questioning and instructions.</p>

Year 4 PE Vocabulary

Essential Vocabulary

<u>Gymnastics</u>	<u>Games – Rounders</u>	<u>Dance</u>	<u>Games - Handball</u>	<u>Health and Self-Care</u>	<u>Athletics</u>	<u>Games – Table Tennis</u>
Dismount	Aim	Perform	Underarm	Endurance	Cross country	Control
Element	Follow through	Improvise	Overarm	Aerobic	Pace	Forehand
Symmetry	Overarm	Rhythm	Teamwork	Oxygen	Fluency	Backhand
Asymmetry	Underarm	Expression	Marking	Carbon Dioxide	Control	Co-ordination
Extension	Ready Position	Control	Aim	Cardio	Consistency	React
Flexibility	Fielder	Individual	Dribble	Sustained	Aerobic	Ready Position
Tuck	Bowler	Ability	Bounce	Strenuous	Sustained	Movement
Pike	Backstop	Flexibility	Accuracy	Strength	Strenuous	
Straddle	Base	Technique	Shooting	Flexibility	Warm Up	
Star	Swing	Sequence	Intercept	Warm Up	Cool down	
Dish	Control	Gesture	Spatial Awareness	Cool Down	Endurance	
Arch	Eye coordination		Positions	Aerobic		
Front support	Teamwork		Attack	Non-aerobic		
Back support	Fielding		Defend	Lungs		
Vault	Reaction					
Stretch	Barrier					
Star	Positions					
Tuck	Fielder					
Cartwheels	Batsman					
Control						
Body						

Year 5

National Curriculum	Ackworth Howard's Knowledge Essentials	Activities
<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.</p> <p>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>Year 5</p> <p>Dance</p> <ul style="list-style-type: none"> • To identify the movement patterns and actions of a chosen dance style. • To compose individual, paired and group dances that reflect a chosen style. • To show a change of pace and timing in their movements. • To demonstrate imagination and creativity in the development of routines. • To evaluate their own and others performances using key vocabulary. <p>Gymnastics</p> <ul style="list-style-type: none"> • To perform key shapes – tuck, pike, straddle, star, dish, arch, front/back support. • To be able to safely perform a forward and backward roll to a stand. • To vault onto heights and squat through the vault. • To jump in stretch, star, pike, straddle tuck and cat leap with control. • To perform cartwheel, begin to perform handstand, and round off. • To perform and create sequences of movements. <p>Games</p> <ul style="list-style-type: none"> • To perform passes – chest, shoulder, one handed bounce, over head, 2 handed bounce and one handed push pass. • To receive ball with one hand in stationary position. • To shooting from stationary position recognising how angles impact on the shot. • To develop a backhand technique and use it in a game. • To hit moving balls on both forward and backhand. • To know when and which throwing technique to use in a game. • To begin to link together various ball skills such as dribbling, passing and striking. • To work in teams to choose the best tactics for attacking and defending. • To show understanding of marking as a defending technique. • To keep and win back possession in a team game. • To begin to show a strong understanding of tactics. • To evaluate their own and others performances using key vocabulary. 	<p>Year 5</p> <p>Dance Gymnastics Football Athletics Basketball Swimming Tennis</p> <p>Health and Self-care should be incorporated in to all lessons through questioning and instructions.</p>

Year 5

National Curriculum	Ackworth Howard's Knowledge Essentials	Activities
<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.</p> <p>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><u>Year 5 continued</u></p> <p>Athletics</p> <ul style="list-style-type: none"> • To perform a chest push, shot put and standing javelin throw for distance. • To use the correct techniques for hurdles, long jump from run up, standing triple jump. • To work as a team in relays – beginning to move when receiving the baton. • To run for distance and speed. Beginning to understand the different approaches to preserving energy. • To explain what happens to our body when sprinting. <p>Fitness</p> <ul style="list-style-type: none"> • Set their own personal challenges given through endurance activities. • Take part in sustained, strenuous activity with increasing stamina. • To explain some safety principles when preparing for an during exercise. • To know and understand how a warm up and cool down effect the body. <p>Resilience</p> <ul style="list-style-type: none"> • To use peer and self assessment to improve their performance • To respond to feedback positively and apply it to skills taught <p>Safety</p> <ul style="list-style-type: none"> • Pupils must know how to carry equipment safely in lessons and learn how to set up equipment safely including gymnastics apparatus and the setting up of wall frames with supervision. <p>Healthy Lifestyles</p> <ul style="list-style-type: none"> • Know how nutrition, exercise and healthy lifestyles impact on the body and link this to athletes' training. <p>Competition</p> <ul style="list-style-type: none"> • Whole class competitions • Learn progressive rules and scoring systems • Develop and analyse tactics and their impact team and individuals' performance • Access to interschool competition through School Games • Lead Young Ambassadors' playground competitions 	<p><u>Year 5</u></p> <p>Dance Gymnastics Football Athletics Basketball Swimming Tennis</p> <p>Health and Self-care should be incorporated in to all lessons through questioning and instructions.</p>

Year 5

National Curriculum	Ackworth Howard's Knowledge Essentials	Activities
<p>Swimming and water safety All schools must provide swimming instruction either in key stage 1 or key stage 2.</p> <p>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. 	<p><u>Year 5 Swimming</u></p> <ul style="list-style-type: none"> Sink, push off on side from the wall, glide, kick and rotate into backstroke. Sink, push off on side from the wall, glide, kick and rotate into front crawl. Swim 10 metres wearing clothes. Push and glide and swim front crawl to include at least six rhythmical breaths. Push and glide and swim breaststroke to include at least six rhythmical breaths. Push and glide and swim butterfly to include at least three rhythmical breaths. Push and glide and swim backstroke to include at least six rhythmical breaths. Push and glide and swim 25 metres, choice of stroke is optional. Perform a 'shout and signal' rescue. Perform a surface dive. <p><u>Aspirations</u></p> <ul style="list-style-type: none"> Push and glide and swim 25 metres backstroke. Push and glide and swim 25 metres front crawl. Push and glide and swim 25 metres breaststroke. Push and glide and swim 25 metres butterfly. Perform a sitting dive or dive. Push and glide and swim 50 metres continuously using one stroke. Push and glide and swim 100 metres continuously using a minimum of three different strokes. Tread water using eggbeater action for 30 seconds. Complete and obstacle course (using a minimum of four objects) with feet off pool floor throughout. Perform a movement sequence (linking skills with strokes and skulls) of one minute duration, in a group of three or more, incorporating a number of the following skills: sculling: head first, feet first. Rotation: forward or backward somersault, log roll. Floating: star on the front or on the back, tuck float, create own. Eggbeater: Moving, lifting one or both arms out of the water 	<p><u>Year 5</u></p> <p>Dance Gymnastics Football Athletics Basketball Swimming Tennis</p> <p>Health and Self-care should be incorporated in to all lessons through questioning and instructions.</p> <p>Water-safety advice to taught in all lessons.</p>

Year 5 PE Vocabulary

Essential Vocabulary

<u>Gymnastics</u>	<u>Games – Rounders</u>	<u>Dance</u>	<u>Games - Handball</u>	<u>Health and Self-Care</u>	<u>Athletics</u>	<u>Games – Table Tennis</u>
Dismount	Aim	Perform	Underarm	Endurance	Cross country	Control
Element	Follow through	Improvise	Overarm	Aerobic	Pace	Forehand
Symmetry	Overarm	Rhythm	Teamwork	Oxygen	Fluency	Backhand
Asymmetry	Underarm	Expression	Marking	Carbon Dioxide	Control	Co-ordination
Extension	Ready Position	Control	Aim	Cardio	Consistency	React
Flexibility	Fielder	Individual	Dribble	Sustained	Aerobic	Ready Position
Tuck	Bowler	Ability	Bounce	Strenuous	Sustained	Movement
Pike	Backstop	Flexibility	Accuracy	Strength	Strenuous	
Straddle	Base	Technique	Shooting	Flexibility	Warm Up	
Star	Swing	Sequence	Intercept	Warm Up	Cool down	
Dish	Control	Gesture	Spatial Awareness	Cool Down	Endurance	
Arch	Eye coordination		Positions	Aerobic		
Front support	Teamwork		Attack	Non-aerobic		
Back support	Fielding		Defend	Lungs		
Vault	Reaction					
Stretch	Barrier					
Star	Positions					
Tuck	Fielder					
Cartwheels	Batsman					
Control						
Body						

Year 6

National Curriculum	Ackworth Howard's Knowledge Essentials	Activities
<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.</p> <p>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>Year 6</p> <p>Dance</p> <ul style="list-style-type: none"> • To move in relation to the stimulus. • To compose individual, paired and group dances that reflect a chosen style. • Use dramatic expression in dance. • To link actions together to create complex dance routines. • To evaluate their own and others performances using key vocabulary. <p>Gymnastics</p> <ul style="list-style-type: none"> • To perform key shapes – tuck, pike, straddle, star, dish, arch, front/back support. • To be able to safely perform a forward and backward roll to a stand and incorporate key shapes in this. • To vault onto heights and squat through the vault. • To jump in stretch, star, pike, straddle tuck and cat leap with control. • To perform cartwheel, handstand, and round off. • Develop strength, technique and flexibility throughout performance. • Demonstrate precise and controlled placement of body parts in their actions, shapes and balances. • Create their own complex sequences involving the full range of actions and movements. <p>Games</p> <ul style="list-style-type: none"> • To throw and catch under pressure. • To use hand-eye coordination to direct a bowled ball over longer distances and using overarm technique. • To use ball skills in various ways in game situations, making accurate decisions to pass or dribble. • To develop an over arm serve, smash and dig. • Shoot on the move with and without a goalkeeper or opposition interference. • To think ahead and create a plan of attack or defence. • To lead others during games. • To thoroughly evaluate their own and others work using key vocabulary. • Recognise and identify at least one improvement in a session. 	<p>Year 6</p> <p>Dance Gymnastics Hockey Athletics Cricket Volleyball</p> <p>Health and Self-care should be incorporated in to all lessons through questioning and instructions.</p>

Year 6

National Curriculum	Ackworth Howard's Knowledge Essentials	Activities
<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.</p> <p>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><u>Year 6 continued</u></p> <p>Athletics</p> <ul style="list-style-type: none"> • To perform a chest push, shot put and standing javelin throw for distance, begin to learn hammer throw. • To use the correct techniques for hurdles, long jump from run up, triple jump from run up. • To work as a team in relays – anticipate and move when receiving the baton. • To run for distance and speed. Using strategies for using energy correctly. <p>Fitness</p> <ul style="list-style-type: none"> • Set their own personal challenges given through endurance activities. • Take part in sustained, strenuous activity with increasing stamina. • To know and understand how a warm up and cool down effect the body. • Carry out warm ups and cool down safely and effectively. <p>Resilience</p> <ul style="list-style-type: none"> • Children use peer and self assessment without prompting to challenge themselves and constantly seek improvement in skills taught. <p>Safety</p> <ul style="list-style-type: none"> • Pupils must know how to carry equipment safely in lessons and learn how to set up equipment safely including gymnastics apparatus and the setting up of wall frames with supervision. <p>Healthy Lifestyles</p> <ul style="list-style-type: none"> • Know how nutrition, exercise and healthy lifestyles impact on the body and link this to athletes' training. • Know way they can become healthier. <p>Competition</p> <ul style="list-style-type: none"> • Whole class competitions • Learn progressive rules and scoring systems • Develop and analyse tactics and their impact team and individuals' performance • Strategically deploy individual talents within a team • Access to interschool competition through School Games • Lead Young Ambassadors' playground competitions 	<p><u>Year 6</u></p> <p>Dance Gymnastics Hockey Athletics Cricket Volleyball</p> <p>Health and Self-care should be incorporated in to all lessons through questioning and instructions.</p>

Year 6 PE Vocabulary

Essential Vocabulary

<u>Gymnastics</u>	<u>Games – Rounders</u>	<u>Dance</u>	<u>Games - Handball</u>	<u>Health and Self-Care</u>	<u>Athletics</u>	<u>Games – Table Tennis</u>
Dismount	Aim	Perform	Underarm	Endurance	Cross country	Control
Element	Follow through	Improvise	Overarm	Aerobic	Pace	Forehand
Symmetry	Overarm	Rhythm	Teamwork	Oxygen	Fluency	Backhand
Asymmetry	Underarm	Expression	Marking	Carbon Dioxide	Control	Co-ordination
Extension	Ready Position	Control	Aim	Cardio	Consistency	React
Flexibility	Fielder	Individual	Dribble	Sustained	Aerobic	Ready Position
Tuck	Bowler	Ability	Bounce	Strenuous	Sustained	Movement
Pike	Backstop	Flexibility	Accuracy	Strength	Strenuous	
Straddle	Base	Technique	Shooting	Flexibility	Warm Up	
Star	Swing	Sequence	Intercept	Warm Up	Cool down	
Dish	Control	Gesture	Spatial Awareness	Cool Down	Endurance	
Arch	Eye coordination		Positions	Aerobic		
Front support	Teamwork		Attack	Non-aerobic		
Back support	Fielding		Defend	Lungs		
Vault	Reaction					
Stretch	Barrier					
Star	Positions					
Tuck	Fielder					
Cartwheels	Batsman					
Control						
Body						