

PE Categorising knowledge

| | <u>Autumn Term</u> | <u>Spring Term</u> | <u>Summer Term</u> |
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| <u>Early Years</u> | Co-ordination (footwork) Static balance (one leg) Dynamic Balance to Agility: Jumping and Landing Static Balance: Seated | Dynamic Balance: On a Line Static Balance: Stance Coordination: Ball Skills Counter Balance: With a Partner | Coordination: Sending and Receiving Agility: Reaction/Response Agility: Ball chasing Static Balance: Floor Work |
| <u>Y1</u> | Co-ordination (footwork) Static balance (one leg) Dynamic Balance to Agility: Jumping and Landing Static Balance: Seated Football, Rugby, Circuits, Hockey | Dynamic Balance: On a Line Static Balance: Stance Coordination: Ball Skills Counter Balance: With a Partner Netball, Basketball, Tennis | Coordination: Sending and Receiving Agility: Reaction/Response Agility: Ball chasing Static Balance: Floor Work Athletics, Cricket |
| <u>Y2</u> | Coordination: Footwork Static Balance: One Leg Dynamic Balance to Agility: Jumping and Landing Static Balance: Seated Football, Rugby, Circuits, Hockey | Dynamic Balance: On a Line Static Balance: Stance Coordination: Ball Skills Counter Balance: With a Partner Netball, Basketball, Tennis | Coordination: Sending and Receiving Agility: Reaction/Response Agility: Ball chasing Static Balance: Floor Work Athletics, Cricket |
| <u>Y3</u> | Skill – Coordination: Footwork Cool Down – Static Balance: One Leg Skill – Dynamic Balance to Agility: Jumping and Landing Cool Down – Static Balance: Seated Football, Rugby, Circuits, Hockey | Skill – Dynamic Balance: On a Line Cool Down – Coordination: Ball Skills Skill – Coordination: Sending and Receiving Cool Down – Counter Balance: With a Partner Netball, Basketball, Tennis | Skill – Agility: Reaction/Response Cool Down – Static Balance: Floor Work Skill – Agility: Ball Chasing Cool Down – Static Balance: Stance Athletics, Cricket |
| <u>Y4</u> | Skill – Coordination: Footwork Cool Down – Static Balance: One Leg Skill – Dynamic Balance to Agility: Jumping and Landing Cool Down – Static Balance: Seated Football, Rugby, Circuits, Hockey | Skill – Dynamic Balance: On a Line Cool Down – Coordination: Ball Skills Skill – Coordination: Sending and Receiving Cool Down – Counter Balance: With a Partner Netball, Basketball, Tennis | Skill – Agility: Reaction/Response Cool Down – Static Balance: Floor Work Skill – Agility: Ball Chasing Cool Down – Static Balance: Stance Athletics, Cricket |
| <u>Y5</u> | Coordination: Ball Skills Agility: Reaction/Response Static Balance: Seated Static Balance: Floor Work Football, Rugby, Circuits, Hockey | Dynamic Balance: On a Line Counter Balance: With a Partner Static Balance: One Leg Dynamic Balance to Agility: Jumping and Landing Netball, Basketball, Tennis | Static Balance: Stance Coordination: Footwork Agility: Ball Chasing Coordination: Sending and Receiving Athletics, Cricket |
| <u>Y6</u> | Coordination: Ball Skills Agility: Reaction/Response Static Balance: Seated Static Balance: Floor Work Football, Rugby, Circuits, Hockey | Dynamic Balance: On a Line Counter Balance: With a Partner Static Balance: One Leg Dynamic Balance to Agility: Jumping and Landing Netball, Basketball, Tennis | Static Balance: Stance Coordination: Footwork Agility: Ball Chasing Coordination: Sending and Receiving Athletics, Cricket |

Multi-ability Cog Focus & Learning Journeys

◆ Exceeding ■ Expected ▲ Working towards

| | | Aut 1 | Aut 2 | Spr 1 | Spr 2 | Sum 1 | Sum 2 | |
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| EY | Key focus (Cog) | Personal | Social | Cognitive | Creative | Applying Physical | Health and Fitness | Curriculum connections (PSHE & Reading links) |
| Learning objectives (linked to Cog) | | I can follow instructions, practise safely and work on simple tasks by myself ◆ I enjoy working on simple tasks with help ■ | I can work sensibly with others, taking turns and sharing ◆ I can play with others and take turns and share with help ■ | I can understand and follow simple rules and can name some things I am good at◆ I can follow simple instructions ■ | I can explore and describe different movements ◆ I can observe and copy others ■ | I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together ◆ I can move confidently in different ways ■ | I am aware of why exercise is important for good health ◆ I am aware of the changes to the way I feel when I exercise ■ | Individual themes link to: Maths, Reading Writing, Construction Sensory, Creative Song, Story |
| Fundamental movement skills | | Co-ordination (footwork) Static balance (one leg) | Dynamic Balance to Agility: Jumping and Landing Static Balance: Seated | Dynamic Balance: On a Line Static Balance: Stance | Coordination: Ball Skills Counter Balance: With a Partner | Coordination: Sending and Receiving Agility: Reaction/Response | Agility: Ball chasing Static Balance: Floor Work | |
| Y1 | Key focus (Cog) | Personal | Social | Cognitive | Creative | Applying Physical | Health and Fitness | |
| Learning objectives (linked to Cog) | | I try several times if at first I don't succeed and I ask for help when appropriate ◆ I can follow instructions, practise safely and work on simple tasks by myself ■ I enjoy working on simple tasks with help ▲ | I can help praise and encourage others in their learning ◆ I can work sensibly with others, taking turns and sharing ■ I can play with others and take turns and share with help ▲ | I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well ◆ I can understand and follow simple rules and can name some things I am good at ■ I can follow simple instructions ▲ | I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme ◆ I can explore and describe different movements■ I can observe and copy others ▲ | I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed◆ I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together■ I can move confidently in different ways ▲ | I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely◆ I am aware of why exercise is important for good health ■ I am aware of the changes to the way I feel when I exercise ▲ | Individual themes link to: Maths Reading Writing Construction Sensory Creative Song Story |
| Fundamental movement skills | | Coordination: Footwork Static Balance: One Leg | Dynamic Balance to Agility: Jumping and Landing Static Balance: Seated | Dynamic Balance: On a Line Static Balance: Stance | Coordination: Ball Skills Counter Balance: With a Partner | Coordination: Sending and Receiving Agility: Reaction/Response | Agility: Ball Chasing Static Balance: Floor Work | |
| Y2 | Key focus (Cog) | Personal | Social | Cognitive | Creative | Applying Physical | Health and Fitness | |
| Learning objectives (linked to Cog) | | I know where I am with my learning and I have | I show patience and support others, | I can understand the simple tactics of attacking and | I can begin to compare my movements and skills | I can perform a range of skills with some control | I can say how my body feels before, during and | |

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| | | <p>begun to challenge myself ♦</p> <p>I try several times if at first I don't succeed and I ask for help when appropriate ■ I can follow instructions, practise safely and work on simple tasks by myself ▲</p> | <p>listening well to them about our work. I am happy to show and tell them about my ideas ♦</p> <p>I can help praise and encourage others in their learning ■</p> <p>I can work sensibly with others, taking turns and sharing ▲</p> | <p>defending. I can explain what I am doing well and I have begun to identify areas for improvement ♦</p> <p>I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well ■</p> <p>I can understand and follow simple rules and can name some things I am good at ▲</p> | <p>with those of others. I can select and link movements together to fit a theme ♦</p> <p>I can explore and describe different movements ■ I can observe and copy others ▲</p> | <p>and consistency. I can perform a sequence of movements with some changes in level, direction or speed ♦</p> <p>I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together ■</p> <p>I can move confidently in different ways ▲</p> | <p>after exercise. I use equipment appropriately and move and land safely ♦</p> <p>I am aware of why exercise is important for good health ■</p> <p>I am aware of the changes to the way I feel when I exercise ▲</p> | |
| Fundamental movement skills | <p>Coordination: Footwork</p> <p>Static Balance: One Leg</p> | <p>Dynamic Balance to Agility: Jumping and Landing</p> <p>Static Balance: Seated</p> | <p>Dynamic Balance: On a Line</p> <p>Static Balance: Stance</p> | <p>Coordination: Ball Skills</p> <p>Counter Balance: With a Partner</p> | <p>Coordination: Sending and Receiving</p> <p>Agility: Reaction/Response</p> | <p>Agility: Ball Chasing</p> <p>Static Balance: Floor Work</p> | | |
| Y3 | Key focus (Cog) | Personal | Social | Cognitive | Creative | Applying Physical | Health and Fitness | Curriculum connections (PSHE & Reading links) |
| Learning objectives (linked to Cog) | <p>I cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice ♦</p> <p>I know where I am with my learning and I have begun to challenge myself ■</p> <p>I try several times if at first I don't succeed and I ask for help when appropriate ▲</p> | <p>I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task ♦</p> <p>I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas ■</p> <p>I can help praise and encourage others in their learning ▲</p> | <p>I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions ♦</p> <p>I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement ■</p> <p>I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well ▲</p> | <p>I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging ♦</p> <p>I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression ■</p> <p>I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme ▲</p> | <p>I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities ♦</p> <p>I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency ■</p> <p>I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed ▲</p> | <p>I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working ♦</p> <p>I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down ■</p> <p>I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely ▲</p> | | |
| Fundamental movement skills | Skill – Coordination: Footwork | Skill – Dynamic Balance to Agility: Jumping and Landing | Skill – Dynamic Balance: On a Line | Skill – Coordination: Sending and Receiving | Skill – Agility: Reaction/Response | Skill – Agility: Ball Chasing | | |

| | | Cool Down – Static Balance: One Leg | Cool Down – Static Balance: Seated | Cool Down – Coordination: Ball Skills | Cool Down – Counter Balance: With a Partner | Cool Down – Static Balance: Floor Work | Cool Down – Static Balance: Stance | |
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| Y4 | Key focus (Cog) | Personal | Social | Cognitive | Creative | Applying Physical | Health and Fitness | |
| Learning objectives (linked to Cog) | | <p>I cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice ♦</p> <p>I know where I am with my learning and I have begun to challenge myself ■</p> <p>I try several times if at first I don't succeed and I ask for help when appropriate ▲</p> | <p>I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task ♦</p> <p>I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas ■</p> <p>I can help praise and encourage others in their learning ▲</p> | <p>I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions ♦</p> <p>I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement ■</p> <p>I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well ▲</p> | <p>I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging ♦</p> <p>I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression ■</p> <p>I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme ▲</p> | <p>I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities ♦</p> <p>I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency ■</p> <p>I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed ▲</p> | <p>I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working ♦</p> <p>I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down ■</p> <p>I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely ▲</p> | |
| Fundamental movement skills | | <p>Skill – Coordination: Footwork</p> <p>Cool Down – Static Balance: One Leg</p> | <p>Skill – Dynamic Balance to Agility: Jumping and Landing</p> <p>Cool Down – Static Balance: Seated</p> | <p>Skill – Dynamic Balance: On a Line</p> <p>Cool Down – Coordination: Ball Skills</p> | <p>Skill – Coordination: Sending and Receiving</p> <p>Cool Down – Counter Balance: With a Partner</p> | <p>Skill – Agility: Reaction/Response</p> <p>Cool Down – Static Balance: Floor Work</p> | <p>Skill – Agility: Ball Chasing</p> <p>Cool Down – Static Balance: Stance</p> | |
| Y5 & Y6 | Key focus (Cog) | Cognitive | Creative | Social | Applying Physical | Health and Fitness | Personal | Curriculum connections (PSHE & Reading links) |
| Learning objectives (linked to Cog) | | <p>I can review, analyse and evaluate my own and others' strengths and weaknesses and I can read and react to different game situations as they develop ♦+</p> <p>I have a clear idea of how to develop my own and others' work. I can recognise and suggest patterns of play which will increase chances of success and I can develop</p> | <p>I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience ♦+</p> <p>I can respond imaginatively to different situations, adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others ♦</p> | <p>I can involve others and motivate those around me to perform better ♦+</p> <p>I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately ♦</p> <p>I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task ■</p> | <p>I can effectively transfer skills and movements across a range of activities and sports. I can perform a variety of skills consistently and effectively in challenging or competitive situations ♦+</p> <p>I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations ♦</p> | <p>I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. I can plan and follow my own basic fitness programme ♦+</p> <p>I can self select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity ♦</p> | <p>I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes ♦+</p> <p>I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets ♦</p> | |

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| | methods to outwit opponents ♦ I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions ■ | I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging ■ | | I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities ■ | I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working ■ | I cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice ■ | |
| Fundamental movement skills | Coordination: Ball Skills Agility: Reaction/Response | Static Balance: Seated Static Balance: Floor Work | Dynamic Balance: On a Line Counter Balance: With a Partner | Static Balance: One Leg Dynamic Balance to Agility: Jumping and Landing | Static Balance: Stance Coordination: Footwork | Agility: Ball Chasing Coordination: Sending and Receiving | |

This overview organises the curriculum into our main categories to support the children with making important learning connections and support with building subject schema. If you would like further detail regarding this curriculum area please e-mail your enquiry to:

admin@rivermead.wokingham.sch.uk with the subject "PE Curriculum enquiry FAO Curriculum and PE leader"