



Moorgate Primary School



P.E. INTENT

Overview 2020/2021

Subject Lead: David Buchanan

Date Completed: July 2020



# PE INTENT

PE Overview 2020/21 – Subject Lead: David Buchanan

Whole School Overview					
	Research Project 1	Research Project 2	Research Project 3	Research Project 4	Research Project 5
<b>Mini Moorgate</b>	Gross Motor Outdoor Activities	Climbing Frame Outdoor Activities	Exploring Space Outdoor Activities	Dance Outdoor Activities	Mini Moorgate Gymnastics Outdoor Activities
<b>Nursery</b>	Body Parts Dancing – celebrations	Throwing and catching	Sports & Outdoor play	Dancing	Moving in different directions
<b>Reception</b>	Body parts and finding a space	Moving in different directions	Dance	Throwing and catching skills	Sports and outdoor games
<b>Year 1</b>	Games	Games	Gymnastics/ Dance	Games: Outdoor and Adventure	Games: Athletics
<b>Year 2</b>	Games	Games	Gymnastics/ Dance	Games: Outdoor and Adventure	Games: Athletics
<b>Year 3</b>	Games	Games	Gymnastics/ Dance	Games: Outdoor and Adventure	Games: Athletics
<b>Year 4</b>	Games	Games	Gymnastics/ Dance	Games: Outdoor and Adventure	Games: Athletics
<b>Year 5</b>	Games	Games	Gymnastics/ Dance	Games: Outdoor and Adventure	Games: Athletics
<b>Year 6</b>	Games	Games	Gymnastics/ Dance	Games: Outdoor and Adventure	Games: Athletics/ Swimming



## PE INTENT

### PE Overview 2020/21 – Subject Lead: David Buchanan

Mini Moorgate					
Research Project 1	Research Project 2	Research Project 3	Research Project 4	Research Project 5	
Under the EYFS Framework, we would primarily follow the children’s interests. Therefore, the research project titles below are subject to change and only to be used as a guide.					
National Curriculum Area	<u><b>Gross Motor Outdoor Activities</b></u>	<u><b>Climbing Frame Outdoor Activities</b></u>	<u><b>Exploring Space Outdoor Activities</b></u>	<u><b>Dance Outdoor Activities</b></u>	<u><b>Mini Moorgate Gymnastics Outdoor Activities</b></u>
Enquiry Question	Can you squat and get up without using your hands?	How high can you climb?	Can you find your own space?	Can you move to the beat?	How many ways can you roll?
<b>Throughout the year, the children will be assessed against these EYFS statements</b>	<p><b><u>Physical Development – 22-36 months</u></b></p> <ul style="list-style-type: none"> <li>• <i>Runs safely on whole foot.</i></li> <li>• <i>Squats with steadiness to rest or play with object on the ground and rises to feet without using hands.</i></li> <li>• <i>Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.</i></li> <li>• <i>Can kick a large ball.</i></li> <li>• <i>Walks upstairs or downstairs holding onto a rail two feet to step.</i></li> <li>• <i>Beginning to recognise danger and seeks support of significant adults for help.</i></li> <li>• <i>Helps with clothing, e.g. puts on hat, unzips zipper on jacket, and takes off unbuttoned shirt.</i></li> </ul> <p><b><u>Personal, Social and Emotional Development - 22-36 months</u></b></p> <ul style="list-style-type: none"> <li>• <i>Expresses own interests and preferences</i></li> </ul> <p><b><u>Communication and Language - 22-36 months</u></b></p> <ul style="list-style-type: none"> <li>• <i>Identifies action words by pointing to the right picture, e.g., “Who’s jumping?”</i></li> <li>• <i>Understands more complex sentences, e.g. ‘Put your toys away and then we’ll read a book.’</i></li> <li>• <i>Understands ‘who’, ‘what’, ‘where’ in simple questions (e.g. Who’s that/can? What’s that? Where is.?).</i></li> <li>• <i>Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.</i></li> <li>• <i>Holds a conversation, jumping from topic to topic.</i></li> <li>• <i>Learns new words very rapidly and is able to use them in communicating.</i></li> <li>• <i>Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying ‘I have it’.</i></li> <li>• <i>Uses a variety of questions (e.g. what, where, who)</i></li> <li>• <i>Uses simple sentences</i></li> <li>• <i>Beginning to use word endings</i></li> <li>• <i>Shows interest in play with sounds, songs and rhymes.</i></li> </ul>				



## PE INTENT

### PE Overview 2020/21 – Subject Lead: David Buchanan

	<ul style="list-style-type: none"><li>• <i>Single channeled attention. Can shift to a different task if attention fully obtained – using child's name helps focus.</i></li></ul>
Key Vocabulary	walk, jog, throw, jump, run, hop, skip, fast, climb, squat



## PE INTENT

### PE Overview 2020/21 – Subject Lead: David Buchanan

Nursery					
	Research Project 1	Research Project 2	Research Project 3	Research Project 4	Research Project 5
	Under the EYFS Framework, we would primarily follow the children’s interests. Therefore, the research project titles below are subject to change and only to be used as a guide.				
National Curriculum Area	<u>Body Parts</u> <u>Dancing – celebrations</u>	<u>Throwing and catching</u>	<u>Sports &amp; Outdoor play</u>	<u>Dancing</u>	<u>Moving in different directions</u>
Enquiry Question	Can you you're your body in response to music?	Can you use your hands to catch and throw a ball?	What different sports do we know?	Can you move your body in different ways?	Can you negotiate space successfully, adjusting speed or direction to avoid obstacles?
<b>Throughout the year the children will be assessed against these EYFS statements</b>	<p><b><u>Physical Development: 30-50 months</u></b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• To mount stairs, steps or climbing equipment using alternate feet.</li> <li>• To walk downstairs, two feet to each step, while carrying a small object.</li> <li>• To run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.</li> <li>• To stand momentarily on one foot when shown.</li> <li>• To catch a large ball.</li> <li>• To draw lines and circles using gross motor movements.</li> <li>• To observe the effects of activity on their bodies.</li> <li>• To understand that equipment and tools have to be used safely.</li> <li>• <b><u>Expressive Arts and Design: 30-50 months</u></b></li> <li>• To enjoy joining in with dancing and ring games.</li> <li>• To begin to move rhythmically.</li> <li>• To imitate movement in response to music.</li> <li>• To tap out simple repeated rhythms.</li> <li>• To develop preferences for forms of expression.</li> <li>• To use movement to express feelings.</li> <li>• To create movement in response to music.</li> <li>• To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.</li> </ul>				
Key Vocabulary	walk, jog, throw, jump, run, hop, skip, fast, climb, squat, dance, move, direction, catch				



## PE INTENT

### PE Overview 2020/21 – Subject Lead: David Buchanan

Reception					
	Research Project 1	Research Project 2	Research Project 3	Research Project 4	Research Project 5
	Under the EYFS Framework, we would primarily follow the children’s interests. Therefore, the research project titles below are subject to change and only to be used as a guide.				
National Curriculum Area	<u><b>Body parts and finding a space</b></u>	<u><b>Moving in different directions</b></u>	<u><b>Dance</b></u>	<u><b>Throwing and catching skills</b></u>	<u><b>Sports and outdoor games</b></u>
Enquiry Question	Can you name different parts of your body?	How quickly can you change direction?	Can you move your body to the music?	How many times can you throw and catch a ball?	How far can you kick the ball?
Skills Taught	<ul style="list-style-type: none"> <li>To show good control and co-ordination in large and small movements.</li> <li>To move confidently in a range of ways, safely negotiating space.</li> <li>To handle equipment and tools effectively, including pencils for writing.</li> <li>To know the importance for good health of physical exercise, and a healthy diet and talk about ways to keep healthy and safe.</li> <li>To manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</li> </ul>				
<b>Throughout the year, the children will be assessed against these EYFS statements.</b>	<p><b><u>Physical Development – 40-60 Months</u></b></p> <ul style="list-style-type: none"> <li>To experiment with different ways of moving.</li> <li>To jump off an object and land appropriately.</li> <li>To negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> <li>To travel with confidence and skill around, under, over and through balancing and climbing equipment.</li> <li>To show increasing control over an object in pushing, patting, throwing, catching or kicking it.               <ul style="list-style-type: none"> <li>To show understanding of the need for safety when tackling new challenges and consider and manage some risks.</li> <li>To show understanding of how to transport and store equipment safely.</li> <li>To practice some appropriate safety measures without direct supervision.</li> </ul> </li> </ul> <p><b><u>Expressive Arts and Design –40-60 Months</u></b></p> <ul style="list-style-type: none"> <li>To initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</li> </ul> <p><b><u>Physical Development –Early Learning Goal</u></b></p> <ul style="list-style-type: none"> <li>To show good control and co-ordination in large and small movements.</li> <li>They move confidently in a range of ways, safely negotiating space.</li> <li>They handle equipment and tools effectively, including pencils for writing.</li> <li>To know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</li> </ul> <p><b><u>Expressive Arts and Design – Early Learning Goal</u></b></p> <ul style="list-style-type: none"> <li>To represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</li> </ul>				



## PE INTENT

### PE Overview 2020/21 – Subject Lead: David Buchanan

Key  
Vocabulary

walk, jog, throw, target, jump, run, hop, skip, fast, pass, in pairs, climb, squat, dance, move, direction, catch, healthy, push, pat



## PE INTENT

### PE Overview 2020/21 – Subject Lead: David Buchanan

Year 1					
	Research Project 1	Research Project 2	Research Project 3	Research Project 4	Research Project 5
National Curriculum Area	<u>Games</u>	<u>Games</u>	<u>Gymnastics/</u> <u>Dance</u>	<u>Games: Outdoor and</u> <u>Adventure</u>	<u>Games: Athletics</u>
Enquiry Question	Why do we need to warm up?	What is the best way to pass a ball?	How can we travel around the room?	How high can you jump?	How fast can you sprint?
Skills Taught	<ul style="list-style-type: none"> <li>Perform the majority of fundamental skills from a generic list</li> <li>Perform these movements in a controlled environment</li> <li>Have the confidence to attempt to place these movements into mini game/activity situations</li> <li>Explain in basic terms why we should be healthy.</li> <li>Engage well and cooperate with others in different environments.</li> <li>Help others to be better physically and emotionally.</li> <li>Recognize skills in any aspect of a lesson.</li> <li>Talk about who is the best with basic reasoning.</li> <li>Able to follow and stick to all boundaries and safety instructions as well as in game rules.</li> </ul>				
Knowledge Taught (Curriculum Objectives)	<ul style="list-style-type: none"> <li>Master basic movements including running, jumping, throwing and catching</li> <li>Participate in team games, developing simple tactics for attacking and defending</li> </ul>	<ul style="list-style-type: none"> <li>Master basic movements including running, jumping, throwing and catching</li> <li>Participate in team games, developing simple tactics for attacking and defending</li> </ul>	<ul style="list-style-type: none"> <li>Develop balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>Perform dances using simple movement patterns</li> </ul>	<ul style="list-style-type: none"> <li>Master basic movements including running, jumping, throwing and catching</li> <li>Participate in team games, developing simple tactics for attacking and defending</li> </ul>	<ul style="list-style-type: none"> <li>Master basic movements including running, jumping, throwing and catching</li> <li>Participate in team games, developing simple tactics for attacking and defending</li> </ul>
Key Vocabulary	<p><b><u>Games Specific:</u></b> rolling, striking, bouncing, catching, own space, opposite, follow, aiming, speed, direction, passing, shooting, scoring, overarm</p> <p><b><u>Gymnastics Specific:</u></b> place, stretch, push, pull, step, spring, crawl, still, slowly, tall, long, wide, narrow, through, extension, roll, copy, pathway, along, jump, land, balance, tension, curved, straight, zig-zag, shape, overhang, grip</p> <p><b><u>Dance Specific:</u></b> travel, stillness, direction, space, beginning, middle, end</p>				



## PE INTENT

### PE Overview 2020/21 – Subject Lead: David Buchanan

Skills to be revisited	<ul style="list-style-type: none"><li>• To show good control and co-ordination in large and small movements.</li><li>• To move confidently in a range of ways, safely negotiating space.</li><li>• To handle equipment and tools effectively, including pencils for writing.</li><li>• To know the importance for good health of physical exercise, and a healthy diet and talk about ways to keep healthy and safe.</li><li>• To manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</li></ul>
------------------------	---



## PE INTENT

### PE Overview 2020/21 – Subject Lead: David Buchanan

Year 2					
	Research Project 1	Research Project 2	Research Project 3	Research Project 4	Research Project 5
National Curriculum Area	<u>Games</u>	<u>Games</u>	<u>Gymnastics/</u> <u>Dance</u>	<u>Games: Outdoor and</u> <u>Adventure</u>	<u>Games: Athletics</u>
Enquiry Question	Why do we need to warm up?	What is the best way to pass a ball?	How can we move in an interesting way?	How far can you throw?	How can you pace yourself?
Skills Taught	<ul style="list-style-type: none"> <li>Perform the majority of fundamental skills from a generic list</li> <li>Perform these movements in a controlled environment</li> <li>Have the confidence to attempt to place these movements into mini game/activity situations</li> <li>Explain in basic terms why we should be healthy.</li> <li>Engage well and cooperate with others in different environments.</li> <li>Help others to be better physically and emotionally.</li> <li>Recognize skills in any aspect of a lesson.</li> <li>Talk about who is the best, with basic reasoning.</li> <li>Able to follow and stick to all boundaries and safety instructions as well as in game rules.</li> </ul>				
Knowledge Taught (Curriculum Objectives)	<ul style="list-style-type: none"> <li>Master basic movements including running, jumping, throwing and catching</li> <li>Participate in team games, developing simple tactics for attacking and defending</li> </ul>	<ul style="list-style-type: none"> <li>Master basic movements including running, jumping, throwing and catching</li> <li>Participate in team games, developing simple tactics for attacking and defending</li> </ul>	<ul style="list-style-type: none"> <li>Develop balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>Perform dances using simple movement patterns</li> </ul>	<ul style="list-style-type: none"> <li>Master basic movements including running, jumping, throwing and catching</li> <li>Participate in team games, developing simple tactics for attacking and defending</li> </ul>	<ul style="list-style-type: none"> <li>Master basic movements including running, jumping, throwing and catching</li> <li>Participate in team games, developing simple tactics for attacking and defending</li> </ul>
Key Vocabulary	<p><b><u>Games Specific:</u></b> avoiding, tracking a ball, overarm throw, free space, team, rebound, controlling, accelerate, baton, relay, push, take off, landing, evaluate improve</p> <p><b><u>Gymnastics Specific:</u></b> in front, stretch, point, balance, twisted, curled, level, medium, angular, tension, smooth, sequence, height</p>				



## PE INTENT

### PE Overview 2020/21 – Subject Lead: David Buchanan

	<b><u>Dance Specific:</u></b> travel, stillness, direction, space, beginning, middle, end
Skills to be revisited	<ul style="list-style-type: none"><li>• To show good control and co-ordination in large and small movements.</li><li>• To move confidently in a range of ways, safely negotiating space.</li><li>• To handle equipment and tools effectively, including pencils for writing.</li><li>• To know the importance for good health of physical exercise, and a healthy diet and talk about ways to keep healthy and safe.</li><li>• To manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</li></ul>



## PE INTENT

### PE Overview 2020/21 – Subject Lead: David Buchanan

Year 3					
	Research Project 1	Research Project 2	Research Project 3	Research Project 4	Research Project 5
National Curriculum Area	<u>Games</u>	<u>Games</u>	<u>Gymnastics/</u> <u>Dance</u>	<u>Games: Outdoor and</u> <u>Adventure</u>	<u>Games: Athletics</u>
Enquiry Question	Which is better, underarm or overarm throws?	What is the best way to attack?	Why do we need to stretch?	How do we work as a team?	What is the best way to start a race?
Skills Taught	<ul style="list-style-type: none"> <li>Blend fundamental movements linking two or more together</li> <li>Blend the fundamental movements in a mini game situation</li> <li>Have the confidence to choose the right skills for the right situation showing success through the right choice</li> <li>Have basic fitness in flexibility, strength and CV. Become mentally stronger and continue in difficult situations.</li> <li>Follow and understand a warmup.</li> <li>Give ideas of exercise to others.</li> <li>Contribute ideas to achieve a common goal.</li> <li>Compare against my best work.</li> <li>Able to talk about if/how I improved. (Self-Assessment)</li> <li>Explain some strengths and weaknesses in a sports performance. (Self/Peer Assessment)</li> <li>Know how different simple formations/tactics effect play or routines and how they affect performance.</li> </ul>				
Knowledge Taught (Curriculum Objectives)	<ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination apply basic principles suitable for attacking and defending</li> </ul>	<ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination apply basic principles suitable for attacking and defending</li> </ul>	<ul style="list-style-type: none"> <li>Perform dances using a range of movement patterns</li> <li>Develop flexibility, strength, technique, control and balance</li> </ul>	<ul style="list-style-type: none"> <li>Take part in outdoor and adventurous activity challenges both individually and within a team</li> </ul>	<ul style="list-style-type: none"> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> <li>Develop flexibility, strength, technique, control and balance</li> </ul>
Key Vocabulary	<b><u>Games/Athletics Specific:</u></b> keep the ball, scoring goals, pass/send/receive, travel with a ball, points, goals, rules, batting, fielder, bowler, base, rounder, target, net, pitch, sling, pull, distance, sprint, steady, pace, accuracy, record				



## PE INTENT

### PE Overview 2020/21 – Subject Lead: David Buchanan

	<p><b><u>Gymnastics Specific:</u></b> flow, explosive, symmetrical, asymmetrical, combination, evaluate, improve, refine, adapt, pathway, contrasting, suppleness, strength, inverted</p> <p><b><u>Dance Specific:</u></b> space, repeat, dance, phrase, improvisation</p>
Skills to be revisited	<ul style="list-style-type: none"> <li>• Perform the majority of fundamental skills from a generic list</li> <li>• Perform these movements in a controlled environment</li> <li>• Have the confidence to attempt to place these movements into mini game/activity situations</li> <li>• Explain in basic terms why we should be healthy.</li> <li>• Engage well and cooperate with others in different environments.</li> <li>• Help others to be better physically and emotionally.</li> <li>• Recognize skills in any aspect of a lesson.</li> <li>• Talk about who is the best, with basic reasoning.</li> <li>• Able to follow and stick to all boundaries and safety instructions as well as in game rules.</li> </ul>



## PE INTENT

### PE Overview 2020/21 – Subject Lead: David Buchanan

Year 4					
	Research Project 1	Research Project 2	Research Project 3	Research Project 4	Research Project 5
National Curriculum Area	<u>Games</u>	<u>Games</u>	<u>Gymnastics/</u> <u>Dance</u>	<u>Games: Outdoor and</u> <u>Adventure</u>	<u>Games: Athletics</u>
Enquiry Question	Which is better, underarm or overarm throws?	What is the best way to defend?	How can I move in an interesting way?	What are tactics?	How can I improve my balance?
Skills Taught	<ul style="list-style-type: none"> <li>Blend fundamental movements linking two or more together</li> <li>Blend the fundamental movements in a mini game situation</li> <li>Have the confidence to choose the right skills for the right situation showing success through the right choice.</li> <li>Have basic fitness in flexibility, strength and CV. Become mentally stronger and continue in difficult situations.</li> <li>Follow and understand a warmup.</li> <li>Give ideas of exercise to others.</li> <li>Contribute ideas to achieve a common goal.</li> <li>Compare against my best work.</li> <li>Able to talk about if/how I improved. (Self-Assessment)</li> <li>Explain some strengths and weaknesses in a sports performance. (Self/Peer Assessment)</li> <li>Know how different simple formations/tactics effect play or routines and how they affect performance</li> </ul>				
Knowledge Taught (Curriculum Objectives)	<ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination apply basic principles suitable for attacking and defending</li> </ul>	<ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination apply basic principles suitable for attacking and defending</li> </ul>	<ul style="list-style-type: none"> <li>Develop flexibility, strength, technique, control and balance</li> <li>Perform dances using a range of movement patterns</li> </ul>	<ul style="list-style-type: none"> <li>Take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>Use running, jumping, throwing and catching in isolation and in combination apply basic principles suitable for attacking and defending</li> </ul>	<ul style="list-style-type: none"> <li>Develop flexibility, strength, technique, control and balance</li> </ul>
Key Vocabulary	<b>Games/Athletics Specific:</b> keep possession, keeping score, making space, dribble, back up, support partner, make use of space, tactics, wicket, boundary, innings, backstop, court, stance, offside, preferred, landing foot, time, stamina, obstacles, stance, diagonal, approach, heartbeat, pulse rate				



## PE INTENT

### PE Overview 2020/21 – Subject Lead: David Buchanan

	<p><b><u>Gymnastics Specific:</u></b> 90 degrees, 180 degrees, leaving, approaching, balance, combine, rotation, against, towards, strength, suppleness, stamina, speed, level, wide, tucked, straight, twisted, points, twist, turn, safety</p> <p><b><u>Dance Specific:</u></b> character, gesture, repetition, action and reaction, pattern</p>
Skills to be revisited	Revisit Year 3 Skills



## PE INTENT

### PE Overview 2020/21 – Subject Lead: David Buchanan

Year 5					
	Research Project 1	Research Project 2	Research Project 3	Research Project 4	Research Project 5
National Curriculum Area	<u>Games</u>	<u>Games</u>	<u>Gymnastics/</u> <u>Dance</u>	<u>Games: Outdoor and</u> <u>Adventure</u>	<u>Games: Athletics</u>
Enquiry Question	Which is the best part of your foot to use when passing?	How do we find space?	How do I keep my balance?	How can I be the best teammate?	What is a relay?
Skills Taught	<ul style="list-style-type: none"> <li>Develop specific skills linked with specific activities</li> <li>Use these specific skills in a controlled environment</li> <li>Become confident and stronger in one or more specific activity</li> <li>Explain how to eat healthily and be aware of things that can have an adverse effect to being healthy.</li> <li>Explain the effects of a warm up and exercise on the body.</li> <li>Lead as an individual or small group a warm up or drill to 3 or more people when given support and ideas. Take and understand different roles in a group.</li> <li>Compare different performers and teams using similarities and differences. (Peer Assessment)</li> <li>Explain differences and similarities using specific examples. (Success Criteria/Coaching Points) (Peer Assessment)</li> <li>Change the way I play to get better/more successful?</li> </ul>				
Knowledge Taught (Curriculum Objectives)	<ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination apply basic principles suitable for attacking and defending</li> </ul>	<ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination apply basic principles suitable for attacking and defending</li> </ul>	<ul style="list-style-type: none"> <li>Develop flexibility, strength, technique, control and balance</li> <li>Perform dances using a range of movement patterns</li> </ul>	<ul style="list-style-type: none"> <li>Take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>Use running, jumping, throwing and catching in isolation and in combination apply basic principles suitable for attacking and defending</li> </ul>	<ul style="list-style-type: none"> <li>Develop flexibility, strength, technique, control and balance</li> </ul>
Key Vocabulary	<p><b>Games/Athletics Specific:</b> width, depth, support, marking, pacing, accuracy, take off, stamina, time, trajectory</p> <p><b>Gymnastics Specific:</b> dynamics, combination, contrasting, control, mirroring, matching, accurately, display, asymmetry, performance, create, symmetry, refinements, assessment, cool down, warm up, muscles, joints, explore, rotation, spin, landing, take-off, flight</p>				



## PE INTENT

### PE Overview 2020/21 – Subject Lead: David Buchanan

	<b><u>Dance Specific:</u></b> dance style, technique, formation, pattern, rhythm, variation
Skills to be revisited	Revisit Year 4 Skills



## PE INTENT

### PE Overview 2020/21 – Subject Lead: David Buchanan

Year 6					
	Research Project 1	Research Project 2	Research Project 3	Research Project 4	Research Project 5
National Curriculum Area	<u>Games</u>	<u>Games</u>	<u>Gymnastics/</u> <u>Dance</u>	<u>Games: Outdoor and</u> <u>Adventure</u>	<u>Games: Athletics/</u> <u>Swimming</u>
Enquiry Question	Can I evaluate mine and others' performances?	How can I improve my play?	What is a counterbalance?	Am I better at batting or fielding?	What are the different ways we can move in water?
Skills Taught	<ul style="list-style-type: none"> <li>Develop specific skills linked with specific activities</li> <li>Use these specific skills in a controlled environment</li> <li>Become confident and stronger in one or more specific activity (SWIM 25M)</li> <li>Explain how to eat healthily and be aware of things that can have an adverse effect to being healthy.</li> <li>Explain the effects of a warmup and exercise on the body.</li> <li>Lead as an individual or small group a warmup or drill to 3 or more people when given support and ideas.</li> <li>Take and understand different roles in a group.</li> <li>Compare different performers and teams using similarities and differences. (Peer Assessment)</li> <li>Explain differences and similarities using specific examples. (Success Criteria/Coaching Points) (Peer Assessment)</li> <li>Change the way I play to get better/more successful.</li> </ul>				
Knowledge Taught (Curriculum Objectives)	<ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination apply basic principles suitable for attacking and defending</li> </ul>	<ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination apply basic principles suitable for attacking and defending</li> </ul>	<ul style="list-style-type: none"> <li>Develop flexibility, strength, technique, control and balance</li> <li>Perform dances using a range of movement patterns</li> </ul>	<ul style="list-style-type: none"> <li>Take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>Use running, jumping, throwing and catching in isolation and in combination apply basic principles suitable for attacking and defending</li> </ul>	<ul style="list-style-type: none"> <li>Swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>Use a range of strokes effectively e.g. front crawl, backstroke, breaststroke Perform safe self-rescue in different water-based situations</li> </ul>
Key Vocabulary	<b><u>Games/Athletics Specific:</u></b> (or vocab specific to a sport) shielding, covering, repossession, release, performance, accuracy, take off, distance				



## PE INTENT

### PE Overview 2020/21 – Subject Lead: David Buchanan

	<p><b><u>Gymnastics Specific:</u></b> co-operate, audience, elements, obstacles, aesthetically, criteria, extension, judgement, tension, inverted, counter-tension, counterbalance, criteria, performance, imaginative, parallel, creativity</p> <p><b><u>Dance Specific:</u></b> action, reaction, motif, phrase, interpret, exploration</p> <p><b><u>Swimming Specific:</u></b> front crawl, back crawl, breaststroke, float, scull, surface diving, pull, push, kick, lie flat, streamlined, breathe, turning</p>
Skills to be revisited	Revisit Year 5 Skills