

PHYSICAL EDUCATION KNOWLEDGE AND BREADTH TRACKER

Cogs key: Personal Social Creative Health and Fitness Applying physical Cognitive

EYFS	THRESHOLD CONCEPT 1: <u>REAL PE</u>	THRESHOLD CONCEPT 2: <u>REAL GYM:</u>	THRESHOLD CONCEPT 3: <u>REAL DANCE:</u>
<i>Statutory Educational programmes</i>	Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives ⁷ . Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.		
Experiences to build foundations in threshold concepts during EYFS	<p>TERM 1: Personal Cog: I enjoy working on simple tasks with help. <u>Static Balance: Funs 1</u> On both legs: I can stand still for 10 seconds. I can balance on 1 leg for 10 seconds. I can balance on the other leg for 10 seconds. <u>Co-ordination: Footwork Funs 10</u> I can Hop on either foot. I can Skip <i>Balance, static, legs, still, freeze, support, hop, skip, foot, co-ordination, transition, teamwork, praise, reflection.</i> .</p> <p>Term 3: Social Cog: I can play with others, take turns and share with help. <u>Dynamic balancing: Jumping and Landing Funs 6</u></p>	<p>Term 4: Cognitive Cog: I can follow simple instructions <u>Shape:</u> I can perform a tuck on my front. I can perform a tuck on my bottom and feet. I can perform a tuck on my side. I can perform a star shape on my back. I can stand and perform a star shape. <u>Skill matrix:</u> Introduction of shape – floor work. Introduction of low apparatus combining shape. Introduction of large apparatus combining shape. <u>Travel:</u> I can stretch walk I can march. I can run and jog on tiptoes. <u>Skill matrix:</u> Introduction of shape – floor work. I can travel in different combinations. Introduction of low apparatus. I can travel on low apparatus in different combinations. Introduction of large apparatus. I can travel on low apparatus in different combinations.</p>	<p>Term 2: Creative cog: I can observe and copy others. I can choose a standing shape. I can choose a floor shape. I can combine my shapes. Starting with a standing shape, move with a step, turn or jump, shift to the floor and into a floor shape. I can chose 2 shapes, including a partner shape. I can choose 2 circle moves. I can combine my shapes with circle moves. I can add a jump and a turn. I can create a movement sequence with 4 moves: 2 shapes and 2 movements in between. I can extend my sequence. <i>Creativity, artistry, observe, shape, combination, partner, sequence, movement, dance, solo, circles,</i></p>

PHYSICAL EDUCATION KNOWLEDGE AND BREADTH TRACKER

<p>I can swing my arms and bend my knees on the spot. I can hold onto something and jump. I can jump up, first bending knees to take off and bending knees to land. I can jump up and down on the spot in time with a beat. I can jump forwards and backwards. I can jump side to side.</p> <p><u>Static Balance: Seated Funs 2</u></p> <p>I can stay very, very still. I can lift up each hand, one at a time, to a beat. I can lift up each knee, one at a time. I can lift up a hand and a knee at the same time trying different combinations. I can move around on all fours, going over, under, around. I can balance something on my back.</p> <p><i>Dynamic, balance, swing, bend, spot, freeze, balance, land, backwards, forwards, side to side, jump, safely, beat, combinations, rotation.</i></p> <p>Term 6: <u>Health and Fitness cog:</u> I am aware of the changes to the way I feel when I exercise. <u>Agility: ball chasing: Funs 11</u> I can roll a ball, chase and collect it in balanced position facing opposite direction. I can chase a ball rolled by a partner and collect it in balanced position.</p> <p><u>Co-ordination: Ball skills Funs 9</u> I can roll and chase large balls.</p>	<p><i>Instructions, tuck, star, straight, pike, front, back, side, apparatus, stretch, walk, tip-toe, combinations, jog, sequence, travel, shape, low, large, teamwork, freeze, reflection, praise.</i></p> <p><u>Term 5:</u> <u>Applying physical cog:</u> I can move confidently in different ways. <u>Flight:</u> I can perform a straight jump. I can safely and correctly land after completing a straight jump. I can perform a tuck jump. I can perform a star jump. I can perform a straight jump with a 180 degree turn. <u>Skill matrix:</u> Combining a variety of jumps. I can travel on low apparatus performing different jumps and landing safely. I can travel on large apparatus performing different jumps and landing safely. <u>Rotation:</u> I can perform a pencil roll. I can perform a dish and arch roll. I can rotate on bottom. I can patter turn on 2 feet. I can rotate around waist. I can hold hoop for support.</p> <p><u>Skill matrix:</u> Introduction of rotation – floor work. Introduction of low apparatus. I can rotate around the low apparatus circuit.</p>	
--	--	--

PHYSICAL EDUCATION KNOWLEDGE AND BREADTH TRACKER

	<p>I can roll, chase and collect facing the same direction.</p> <p><i>Exercise, fitness, body, health, fitness, agility, chasing, rebound, direction, partner, balance, co-ordination, chase.</i></p>	<p>Introduction of large apparatus. I can rotate around the large apparatus circuit.</p> <p><i>Physical, confidence, independent, jump, star, straight, pike, tuck, safely, correctly, rotation, shape, pencil roll, dish roll, arch roll, rotation, circuit.</i></p>	
--	---	---	--

YEAR 1	THRESHOLD CONCEPT 1: <u>REAL PE</u>	THRESHOLD CONCEPT 2: <u>REAL GYM:</u>	THRESHOLD CONCEPT 3: <u>REAL DANCE:</u>
<p>TERM 1 Are fairytale characters like you and me?</p>	<p>Personal Cog: I can follow instructions, practise safely and work on simple tasks by myself.</p> <p>Co-ordination: FUNS 10 Footwork I can Side-step in both directions. I can Gallop, leading with either foot. I can Hop on either foot. I can Skip</p> <p>Static Balance: One Leg Balance FUNS 1 I can stand still for 10 seconds. I can stand still for 30 seconds. I can complete 5 mini squats.</p> <p><i>Gallop, hop, skip, stand, balance, squats, still, co-ordination, footwork, static, hands, agility</i></p>	<p>Personal Cog: I can follow instructions, practise safely and work on simple tasks by myself.</p> <p>Shape I can perform (Consolidated) Tricky Shape skills on the floor (1/2/3). I can make an accurate shape I can have good body tension I can have repeatable shape</p> <p>Static Balance: One Leg Static Balance: Seated Static Balance: Floor Work Static Balance: Stance</p> <p>Skill Matrix: Introduction of Shape Hand Apparatus Low Apparatus Partner Work Large Apparatus</p> <p>Travel I can perform (Consolidated) Tricky Travel skills on the floor (1/2/3). I can have good posture I can have smooth, fluent movement I can have accurate movement pattern</p> <p>Dynamic Balance: On a Line Dynamic Balance: Jumping and Landing Coordination: Footwork</p>	

PHYSICAL EDUCATION KNOWLEDGE AND BREADTH TRACKER

		<p>I can perform (Consolidated) Trickier Travel skills combined with one of the following: Hand Apparatus Low Apparatus Partner/s Large Apparatus</p> <p><i>Shape, skills, tricky, tricker, static, balance, floor work, seated balance, apparatus, partners, hand, low, large, perform, travel, footwork.</i></p>	
<p>TERM 2 Do all Superheroes wear capes?</p>	<p>Social cog: I can work sensibly with others, taking turns and sharing.</p> <p>Dynamic Balance to Agility: FUNS 6 Jumping and Landing I can jump from 2 feet to 2 feet forwards, backwards and side to-side.</p> <p>Static balance: FUNS 2 Seated I can balance with both hands/ feet down. I can balance with 1 hand/ 2 feet down. I can balance with 2 hands/ 1 foot down. I can balance with 1 hand/ 1 foot down. I can balance with 1 hand or 1 foot down. I can balance with no hands or feet down.</p> <p><i>Jumping, landing, balance, agility, forwards, sideways, hands, feet, co-ordination, support, backwards, seated</i></p>		<p>Social cog: I can work sensibly with others, taking turns and sharing.</p> <p>Artistry: I can create shapes, circles and silk movements to - express the music. I can change my moves so they match different music.</p> <p>I can explore the basics of the movement of dance- moving the body between shapes. I can build the skill and knowledge of movement is to start with making circles with arms and/or legs which lead into moving, into turning and into jumping.</p> <p>Partnering: I can create movement and turn forwards and backwards through horizontal and vertical large arm circle and semi-circle - in unison. I can create partner shapes. Create jumps from foot circles - jumping in unison.</p> <p>Circles: I can create movements led by large vertical single arm circles and semi-circles leading into - stepping. I can make body movements. - turning. - jumps with 180° and 360°</p> <p>Shapes:</p>

PHYSICAL EDUCATION KNOWLEDGE AND BREADTH TRACKER

			<p>I can create multiple standing and floor shapes - with torso beginning to rotate. I can make 3 points of contact with the floor. - facing down and up. I can travel between shapes including jumping with rotation. I can keep a strong shape, starting in any standing shape: I can make a movement faster but keep feet wide apart</p> <p><i>Performance, Artistry, abstract, moving, linked, shapes, connection, movement, spectrum, skill</i></p>
<p>TERM 3 Should we explore north south, east or west?</p>	<p>Applying physical: 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>Agility: FUNS 12 Reaction/response From 1, 2 and 3 metres: I can react and catch large ball dropped from shoulder height after 2 bounces. I can react and catch large ball dropped from shoulder height after 1 bounce</p> <p>FUNS 2 Seated (static balance) I can pick up a cone from one side, swap hands and place it on the other side. I can return the cone to the opposite side Balance with both hands/ feet down. I can balance with 1 hand/ 2 feet down. I can balance with 2 hands/ 1 foot down. I can balance with 1 hand/ 1 foot down. I can balance with 1 hand or 1 foot down. I can balance with no hands or feet down.</p>	<p>Applying physical: 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>Games: Patter turn: I can stand on tip toes and take multiple small steps to turn body around vertical axis. I can spin on bottom- sitting, use hands to start rotation and lift legs and arms.</p> <p>I can remain balanced throughout. I can achieve rotation with control. I can maintain accuracy of shape throughout.</p> <p>I can chaine turn/one impulse- step forward on to tiptoes with feet together. Simultaneously swinging arms up to enable rotation in one motion. I can push turn/pivot- stand on one leg and push off with the other to initiate rotation.</p>	

PHYSICAL EDUCATION KNOWLEDGE AND BREADTH TRACKER

	<p><i>Reaction, response, agility, catch, drop, rebound, height, width, bounce, roll, metres, balance, seated, static balance, swap.</i></p>	<p>I can complete a knee turn- start on one knee, swing arms up from the side, put both knees down together to spin- then finish on the other knee. I can spin on stomach- lying, use hands to start rotation and lift legs and arms.</p> <p><i>Tip-toes, vertical axis, spin, rotation, lift, balanced, control, shape, chaine, step, knee turn.</i></p>	
<p>TERM 4 Would you like to live like a monkey?</p>	<p>Health and Fitness: I can self-select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity.</p> <p>Games: I can roll a ball, chase and collect it in a balanced position facing the opposite direction of up to 10 metres. I can chase a ball rolled by a partner and collect it in a balanced position facing the opposite direction.</p> <p>I can start in a seated/lying position. I can throw a bouncing ball, chase and collect it in a balanced position facing the opposite direction. I can start in a seated/lying position. I can chase a bouncing ball fed by a partner and collect it in a balanced position facing the opposite direction.</p> <p><i>Chase, collect, ball, balance, position, opposite, direction, partner, rolled, chased, seated, lying.</i></p>	<p>Health and Fitness: I can self-select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity.</p> <p>Games: I can use spotting to maintain balance. I can hold body tight and extended. I can choose a type of rotation before starting.</p> <p>I can remain balanced throughout. I can achieve rotation with control. I can maintain accuracy of shape throughout.</p> <p>I can start with 180 degrees rotations on feet and build up to 360 degrees or more. I can start with partial contact with apparatus. I can practise rotation on floor then apparatus.</p> <p><i>Balance, tight, extended, rotation, control, shape, contact, apparatus, games.</i></p>	
<p>TERM 5 What did it feel like to</p>	<p>Cognitive Cog: 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 methods to outwit opponents.</p>	<p>Cognitive Cog: 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 methods to outwit opponents.</p>	

PHYSICAL EDUCATION KNOWLEDGE AND BREADTH TRACKER

<p>be on the Titanic?</p>	<p>Dynamic balance: Funs 5 On a line I can walk forwards with fluidity and minimum wobble. I can walk backwards with fluidity and minimum wobble.</p> <p>Static balance: FUNS 4 Seated I can balance with both hands/ feet down. I can balance with 1 hand/ 2 feet down. I can balance with 2 hands/ 1 foot down. I can balance with 1 hand/ 1 foot down. I can balance with 1 hand or 1 foot down. I can balance with no hands or feet down</p> <p><i>Forwards, backwards, sideways, walk, wobble, balance, seated, static, feet, hands, support, co-ordination.</i></p>	<p>Flight: I can perform (Consolidated) Tricky Flight skills on the floor (1/2/3). I can have accurate footwork patterns I can have take-off and landing I can have clear shape during flight I can have quiet, balanced landing.</p> <p>Dynamic Balance: Jumping and Landing Coordination: Footwork I can perform (Consolidated) Trickier Flight skills combined with one of the following: - Hand Apparatus - Low Apparatus - Partner/s - Large Apparatus</p> <p>Rotation: I can perform (Consolidated) Tricky Rotation skills on the floor (1/2/3). I Perform (Consolidated) I can remain balance throughout I can achieve rotation with control I can make accuracy of shape throughout</p> <p>Static Balance: One Leg Static Balance Seated Static Balance: Floor Work Dynamic Balance: On a Line Trickier Rotation skills combined with one of the following: - -Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7)</p> <p><i>Flight, perform, skills, footwork, patterns, take-off, landing, shape, co-ordinations, dynamic, jumping, footwork, apparatus,, accuracy, partner.</i></p>	
----------------------------------	---	--	--

PHYSICAL EDUCATION KNOWLEDGE AND BREADTH TRACKER

<p>TERM 6 Can a meerkat live in the north pole?</p>	<p>Creative cog: 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>Co-ordination: FUNS 9 ball skills I can sit and roll a ball along the floor around body using 2 hands. I can sit and roll a ball along the floor around body using 1 hand (right and left) I can sit and roll a ball down legs and around upper body using 2 hands. I can stand and roll a ball up and down legs and round upper body using 2 hands</p> <p>Counter balance: FUNS 7 with a partner I can sit holding hands with toes touching, lean in together then apart. I can sit holding 1 hand with toes touching, lean in together then apart. I can sit holding hands with toes touching and rock forwards, backwards and side-to-side.</p> <p><i>Teamwork, partners, support, ball, roll body, upper, lower, counter balance, rock, forwards, backwards, side to side, co-ordination</i></p>	<p>Creative cog: 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>Artistry: I can create 2 ways of moving linked to the silk - using both hands at the same time. - connected to standing shapes I can create shapes and movements to express how the music makes me feel - following 1 instrument. I can follow a story with movement.</p> <p>Partnering: I can create standing and floor shapes in contrast to my partner's - with our body parts crossing over. I can travel between shapes in unison. I can turn forwards and backwards through horizontal large arm circle - and finish away. - in unison. - in canon. I can create, in unison, jumps with rotation from a static position</p> <p>Circles: I can create movements led by large horizontal single arm circles and semi-circles leading into - stepping. - turning. I can jump from a static position, arms up and down.</p> <p>Shapes: I can create multiple standing and floor shapes - balanced on both feet. - with limbs in different planes. - I can make 3 points of contact. - facing down. I can travel between shapes including jumping.</p>
--	---	---

PHYSICAL EDUCATION KNOWLEDGE AND BREADTH TRACKER

			<i>Artistry, shapes, circles, partnering, movements, travel, rotation, floor shapes, jumps, unison, forwards, backwards, explore, horizontal, vertical.</i>
--	--	--	---

YEAR 2	THRESHOLD CONCEPT 1: <u>REAL PE</u>	THRESHOLD CONCEPT 2: <u>REAL GYM:</u>	THRESHOLD CONCEPT 3: <u>REAL DANCE:</u>
TERM 1 Is a healthy diet all you need to thrive?	<p style="background-color: #90EE90; display: inline-block; padding: 2px;">Personal:</p> I try several times if at first I don't succeed and I ask for help when appropriate. <p>Games: I can side step in both directions. I can gallop, leading with either foot. I can hop on either foot. I can skip.</p> <p>I can combine side steps with 180 degree front pivots off either foot. I can combine side steps with 180 degree reverse pivots off either foot. I can skip with knee and opposite elbow both at 90 degree angle. I can hopscotch forwards and backwards, hopping on the same leg. (Right and left).</p> <p><i>Control, fluency, speed, slow, fast, rapid, hopscotch, forwards, backwards, hopping, zigzags, gallop, patterns, side steps, pivots, reverse, skip, opposite.</i></p>	<p style="background-color: #FF0000; display: inline-block; padding: 2px;">Social:</p> I can help, praise and encourage others in their learning. <p>Games: I can move at walking speed. I can practise landing position only (without a jump) Include take-off, flight and landing (Flight Skills 1)</p> <p>I can move at jogging speed. I can practise small jumps into landing position. I can move on to higher jumps into landing position.</p> <p>I can combine a hurdle step (2 feet to 1 foot) directly into a 2 feet to 2 feet jump. (flight 2) I can use different travelling movements, for example, skip, skip, side-step, run.</p> <p>I can practise higher or longer jumps into landing position. I can practise different shape jumps. (Flight skills 1) I can practise different landing and take-off techniques (Flight Skills 2) I can try different directions.</p>	

PHYSICAL EDUCATION KNOWLEDGE AND BREADTH TRACKER

		<i>Speed, landing, position, take-off, flight, landing, jump, position, hurdle, travelling, skip, side-step, run, shape, directions.</i>	
<p>TERM 2</p> <p>What is it like to live in Kenya?</p>	<p>Personal: I try several times if at first I don't succeed and I ask for help when appropriate.</p> <p>Games: I can combine side steps with 180 degree front pivots off either foot. I can combine side steps with 180 degree reverse pivots off either foot. I can skip with knee and opposite elbow both at 90 degree angle. I can hopscotch forwards and backwards, hopping on the same leg. (Right and left).</p> <p>I can use fluency and control, starting slowly and then at maximum speed: I can hopscotch forwards and backwards, alternating my hopping leg each time. I can complete 3 step zigzag patterns forwards. I can complete 3 step zigzag patterns backwards.</p> <p><i>Control, fluency, speed, slow, fast, rapid, hopscotch, forwards, backwards, hopping, zigzags, patterns, side steps, pivots, reverse, skip, opposite.</i></p>	<p>Social: I can help, praise and encourage others in their learning.</p> <p>Games: I can follow a leader and perform their sequence, regularly changing leader. I can create a sequence of rope work only. I can create a sequence of skipping/group skipping only. I can include matching/mirroring/canon work.</p> <p>I can combine gymnastics skills with the rope work or skipping. I can include group skipping with gymnastics skills. I can include hand apparatus exchanges. I can include a variety of levels and speeds. I can include a variety of ways to use the hand apparatus. I can follow the leader using a sequence of 2 moves.</p> <p>I can include named jumps and leaps (Flight Skills 3) named balances (Balance Skills 3) rotations (Rotations Skills 1, 2 and 3) I can add music and perform to a beat. I can include larger apparatus (Flight Skills 7)</p> <p><i>Sequence, leader, rope, skipping, gymnastics, apparatus, levels, variety, speeds, jumps, leaps, rotations, beat, perform.</i></p>	

PHYSICAL EDUCATION KNOWLEDGE AND BREADTH TRACKER

<p>TERM 3</p> <p>Will we ever get to Mars?</p>	<p>Cognitive Cog: 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>Funs 8 Sending and receiving (co-ordination) I can throw a tennis ball, catch rebound with same hand after 1 bounce. I can throw a tennis ball, catch rebound with same hand without a bounce. I can throw a tennis ball, catch rebound with other hand after 1 bounce. I can throw a tennis ball, catch rebound with other hand without a bounce. I can strike a large, soft ball along ground with hand 5 times in a rally.</p> <p>FUNS 12 Reaction/response (agility) I can react and catch tennis ball dropped from shoulder height after 1 bounce. I can react and catch large ball dropped from shoulder height after 2 bounces. I can react and catch large ball dropped from shoulder height after 1 bounce.</p> <p><i>Rebound, bounce, throw, catch, strike, reaction, response, agility, co-ordination, sending, receiving, height.</i></p>		<p>Social I can help, praise and encourage others in their learning.</p> <p>Artistry: I can create 2 ways of moving linked to the silk - using 3 or 4 limbs and pausing throughout my movement. - fluently and without stopping.</p> <p>Partnering: I can create standing and floor shapes - opposite and entwined with my partner. - in close contact but without touching. I can incorporate jumping when travelling between shapes - in canon.</p> <p>Circles: I can create movements led by large vertical single arm circles and semi-circles leading into - stepping. I can make body movements. - turning. - jumps with 180° and 360°</p> <p>Shapes: I can create multiple standing and floor shapes - with torso beginning to rotate. I can make 3 points of contact with the floor. - facing down and up.</p> <p><i>Artistry, shapes, circles, partnering, movements, travel, rotation, floor shapes, jumps, unison, forwards, backwards, explore, horizontal, vertical, jumping, circles, stepping, partners.</i></p>
<p>TERM 4</p> <p>Where would you build a home, somewhere</p>	<p>Creative cog: I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience.</p> <p>Unit 4 Funs 9 ball skills (co-ordination) I can sit and roll a ball up and down legs and round upper body using 1 hand.</p>	<p>Social I can help, praise and encourage others in their learning.</p> <p>Balance: I can perform (Consolidated) Tricky Balance skills on the floor (1/2/3). I can keep back straight, head up and core muscles squeezed.</p>	

PHYSICAL EDUCATION KNOWLEDGE AND BREADTH TRACKER

<p>metropolitan, urban or rural?</p>	<p>I can stand and roll a ball up and down legs and round upper body using 1 hand. <u>FUNS 7 with a partner (counter balance)</u> I can jump from 2 feet to 2 feet with quarter turn in both directions. I can stand on a line and jump from 2 feet to 1 foot and freeze on landing (on either foot).</p> <p><i>Co-ordination, ball skills, roll, counter- balance, jump, quarter, directions, freeze, landing, partners, react, retrieve, reaction.</i></p>	<p>I can absorb impact with knee bend. I can have good posture I can have light and quiet steps I can have an accurate movement pattern. Static Balance: One Leg Static Balance Seated Static Balance: Floor Work Static Balance: With a Partner Travel: I can perform (Consolidated) Tricky Travel skills on the floor (1/2/3). I can travel using points- using small bases of support (knees, hands, elbows, feet) I can balance using patches- use large bases of support (bottom, stomach, side, legs) I can squeeze body muscles tightly to maintain balance. I can have control (minimum wobble) I can support my body part still I can hold still for at least 3 seconds Dynamic Balance: On a Line Dynamic Balance: Jumping and Landing Coordination: Footwork Skill Matrix: - Introduction of balance and shape Hand Apparatus Low Apparatus Partner Work Large Apparatus</p> <p><i>Shape, skills, tricky, tricker, static, balance, floor work, seated balance, apparatus, partners, hand, low, large, perform, travel, footwork, stance, points, patches, jumping, landing, muscles, control, support, dynamic.</i></p>	
<p>TERM 5</p>	<p>Applying Physical can perform a range of skills with some control and consistency. I can perform a</p>		<p>Social I can help, praise and encourage others in their learning.</p>

PHYSICAL EDUCATION KNOWLEDGE AND BREADTH TRACKER

<p>Where would you build a home, somewhere metropolitan, urban or rural</p>	<p>sequence of movements with some changes in level, direction or speed.</p> <p>Unit 5 Funs 8 Sending and receiving (co-ordination) I can throw a tennis ball, catch rebound with same hand after 1 bounce. I can throw a tennis ball, catch rebound with same hand without a bounce. I can throw a tennis ball, catch rebound with other hand after 1 bounce. I can throw a tennis ball, catch rebound with other hand without a bounce. I can strike a large, soft ball along ground with hand 5 times in a rally.</p> <p>FUNS 12 Reaction/response (agility) I can react and catch tennis ball dropped from shoulder height after 1 bounce. I can react and catch large ball dropped from shoulder height after 2 bounces. I can react and catch large ball dropped from shoulder height after 1 bounce.</p> <p><i>Sending, receiving, co-ordination, throw, catch, rebound, bounce, strike, reaction, response, agility, height.</i></p>		<p>Artistry: I can create shapes, circles and silk movements to - express the music. I can change my moves so they match different music</p> <p>Partnering: I can create standing and floor shapes - opposite and entwined with my partner. - in close contact but without touching. I can incorporate jumping when travelling between shapes - in canon.</p> <p>Circles: I can create movements led by large vertical single arm circles and semi-circles leading into - stepping. I can make body movements. - turning. - jumps with 180° and 360°</p> <p>Shapes: I can create multiple standing and floor shapes - with torso beginning to rotate. I can make 3 points of contact with the floor. - facing down and up. I can travel between shapes including jumping with rotation.</p> <p><i>Artistry, shapes, circles, partnering, movements, travel, rotation, floor shapes, jumps, unison, forwards, backwards, explore, horizontal, vertical, jumping, circles, stepping, partners.</i></p>
<p>TERM 6 What is in our oceans?</p> <p>Where will my coke bottle end up?</p>	<p>Health and Fitness can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely.</p> <p>Unit 6 Funs 11 ball chasing (agility)</p>	<p>Social I can help, praise and encourage others in their learning.</p> <p>Flight: I can perform (Consolidated) Tricky Flight skills on the floor (1/2/3). I can swing arms back and bend knees to prepare. I can swing arms up and push from legs in take-off.</p>	

PHYSICAL EDUCATION KNOWLEDGE AND BREADTH TRACKER

	<p>I can start in seated/lying position, throw a bouncing ball, chase and collect it in balanced position facing opposite direction.</p> <p>I can start in seated/lying position, chase a bouncing ball fed by a partner and collect it in balanced position facing opposite direction.</p> <p>I can roll a ball, chase and collect it in balanced position facing opposite direction.</p> <p>I can chase a ball rolled by a partner and collect it in balanced position facing opposite direction.</p> <p><u>FUNS 3 floor work (static balance)</u></p> <p>I can place a cone on back and take it off with other hand in mini-front support.</p> <p>I can hold a mini-back support position.</p> <p>I can place a cone on tummy and take it off with other hand in mini-back support.</p> <p><i>Chasing, agility, seated, bouncing, partner, rolled, static balance, mini-front, mini-back, support.</i></p>	<p>I can keep good body tension and clear shape during flight phase.</p> <p>I can land through balls of feet with soft knees to absorb impact.</p> <p>I can land through balls of feet with soft knees to absorb impact.</p> <p>I can have accurate preparation phase.</p> <p>I can make a clear shape during flight.</p> <p>I can make a quiet, balanced landing.</p> <p><u>Rotation:</u></p> <p>I can perform (Consolidated) Tricky Rotation skills on the floor (1/2/3). I Perform (Consolidated)</p> <p>I can decide on footwork pattern and jump before starting.</p> <p>I can hold apparatus away from body to allow for fluent movement.</p> <p>I can land through balls of feet with soft knees to absorb impact.</p> <p>I can have accurate movement pattern.</p> <p>I can have clear shape during flight.</p> <p>Static Balance: One Leg Static Balance</p> <p>Seated Static Balance: Floor Work</p> <p>Dynamic Balance: On a Line</p> <p><u>Skill Matrix:</u> -</p> <p>Revisit rotation</p> <p>Hand Apparatus</p> <p>Low Apparatus</p> <p>Partner Work</p> <p>Large Apparatus</p> <p><i>Shape, skills, tricky, tricker, static, balance, floor work, seated balance, apparatus, partners, hand, low, large, perform, travel, footwork, stance, points, patches, jumping, landing, muscles, control, support, dynamic, rotation.</i></p>
--	--	---



THE AVENUE INFANT SCHOOL

PHYSICAL EDUCATION KNOWLEDGE AND BREADTH TRACKER