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| **Physical Development** **Gross Motor Skills ELG** * Negotiate space and obstacles safely, with consideration for themselves and others Demonstrate strength, balance and coordination when playing Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
 | **National Curriculum – In KS1 pupils should be taught to:** * 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
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|  | **EYFS (**Intro to PE Unit 1 & 2 Games Unit 1 & 2) | **YEAR 1** | **YEAR 2** |
| **KNOWLEDGE** |  **Problem solving:** make simple decisions in response to a task. **Navigational skills:** know that moving into space away from others will help me to stay safe. Know to leave a gap when following a path will help me to stay safe. **Communication:** know that talking with a partner will help me to solve challenges e.g. 'let's go to the green hoop next'. **Reflection:** begin to identify when I am successful. **Rules:** know that rules help us to stay safe.  |  **Problem solving:** know that working collaboratively with others will help to solve challenges. **Navigational skills:** know that deciding which way to go before starting will help me. **Communication:** know that using short instructions will help my partner e.g. start/stop. **Reflection:** identify when I am successful and make basic observations about how to improve. **Rules:** know that rules help us to play fairly. |  **Problem solving:** know that listening to each other's ideas might give us an idea we hadn't thought of. **Navigational skills:** understand that the map tells us what to do. **Communication:** know to use encouraging words when speaking to a partner or group to help them to trust me. **Reflection:** verbalise when I am successful and areas that I could improve. **Rules:** know how to follow and apply simple rules |
| **SKILLS** |  **Problem solving:** explore activities where I have to make my own decisions. **Navigational skills:** explore moving in space and following a path. **Communication:** develop confidence in expressing myself.  |  **Problem solving:** suggest ideas in response to a task. **Navigational skills:** follow a path and lead others. **Communication:** communicate simple instructions and listen to others |  **Problem solving:** begin to plan and apply strategies to overcome a challenge. **Navigational skills:** follow and create a simple diagram/map. **Communication:** work co-operatively with a partner and a small group. |
| **VOCAB** | share team path listen space travel follow safely | lead co-operate team work solve instructions | Support successful map direction communicate |

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|  | **National Curriculum – In KS2 pupils should be taught to:*** develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] compare their performances with previous ones and demonstrate improvement to achieve their personal best
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|  | **YEAR 3** | **YEAR 4** | **YEAR 5** | **YEAR 6** |
| **KNOWLEDGE** | **Problem solving:** know that trying ideas before deciding on a solution will help us to come up with the best idea. **Navigational skills:** know to hold the map so that the items on the map match up to the items that have been placed out. **Communication:** know to take turns when giving ideas and not to interrupt each other. **Reflection:** reflect on when and why I am successful at solving challenges. **Rules**: know that using the rules honestly will help to keep myself and others safe | **Problem solving:** know that discussing the advantages and disadvantages of ideas will help to guide us to a conclusion about which idea to use.  **Navigational skills:** understand how to use a key and use the cardinal points on a map to orientate it. **Communication:** understand that there are different types of communication and that I can communicate without talking. **Reflection:** with increased accuracy, critically reflect on when and why I am successful at solving challenges. **Rules:** understand the importance of working with integrity. | **Problem solving:** recognise that there may be more than one way to solve a challenge and that trial and error may help to guide me to the best solution. **Navigational skills:** use a key to identify objects and locations. **Communication**: know to be descriptive but concise when giving instructions e.g. 'two steps to the left'. **Reflection:** reflect on when I am successful at solving challenges and alter my methods in order to improve. **Rules:** know that abiding by rules will enable my classmates to complete the course e.g. not moving controls | **Problem solving:** understand that being able to solve problems is an important life skill. **Navigational skills:** understand why having good navigational skills are important. **Communication:** know that good communication skills are key to solving problems and working effectively as a team. **Reflection:** with increasing accuracy, reflect on when and how I am successful at solving challenges and alter my methods in order to improve. **Rules:** understand the rules and think creatively to solve the challenge whilst abiding by the rules |
| **SKILLS** | **Problem solving:** discuss how to follow trails and solve problems. Work with others to select appropriate equipment for the task . **Navigational skills:** identify where I am on a simple map. Use and begin to create simple maps and diagrams and follow a trail. **Communication:** follow and give instructions and accept other peoples' ideas. | **Problem solving:** plan independently and in small groups, implementing a strategy with increased success. **Navigational skills:** identify key symbols on a map and follow a route. **Communication:** confidently communicate ideas and listen to others | **Problem solving:** explore tactical planning within a team to overcome increasingly challenging tasks. **Navigational skills:** develop navigational skills and map reading in increasingly challenging tasks. **Communication:** explore a variety of communication methods with increasing success | **Problem solving:** pool ideas within a group, selecting and applying the best method to solve a problem. **Navigational skills:** orientate a map efficiently to navigate around a course with multiple points. **Communication:** inclusively communicate with others, share job roles and lead when necessary. |
| **VOCAB** | rules route trust navigate grid discuss plan | leader effectively symbol inclusive orientate | collaborate collective navigation tactical control card orienteering | location symbol strategy boundaries critical thinking co-operatively |