



# The T-RF Physical Education Curriculum Coverage EYFS



	<b>Gymnastic Movements</b>	<b>Basic movements and Team Games</b>	<b>Dance</b>
<b>F1</b>	<ul style="list-style-type: none"><li>• I can make body curled, tense, stretched and relaxed</li><li>• I can control body when travelling and balancing</li><li>• I can copy sequences and repeat them</li><li>• I can roll, curl, travel and balance in different ways</li></ul>	<ul style="list-style-type: none"><li>• I can throw underarm</li><li>• I can throw and kick in different ways</li></ul>	<ul style="list-style-type: none"><li>• I can perform own dance moves</li><li>• I can copy or make up a short dance</li><li>• I can move safely in a space</li></ul>
<b>F2</b>	<ul style="list-style-type: none"><li>• I can plan and perform a sequence of movements</li><li>• I can improve sequence based on feedback</li><li>• I can think of more than one way to create a sequence which follows some 'rules'</li></ul>	<ul style="list-style-type: none"><li>• I can use hitting, kicking and/or rolling in a game</li><li>• I can decide the best space to be in during a game</li><li>• I can use a tactic in a game</li><li>• I can follow rules</li></ul>	<ul style="list-style-type: none"><li>• I can change rhythm, speed, level and direction in dance</li><li>• I can make a sequence by linking sections together</li><li>• I can use dance to show a mood or feeling</li></ul>



# The T-RF Physical Education EYFS Vocabulary



Generic Vocab	Gymnastic Movements	Basic movements and Team Games	Dance
<p>Safety Exercise Healthy Heart Beat Warm up Cool down Physical Body Skill Space</p>	<p>Apparatus A frame Bench Balance Beam Mat Rolls (log, pencil, teddy) Jumps (tuck, star) Landing Stations</p>	<p>Competitive Co-operative Team Throwing (underarm) Catching Bouncing Equipment Direction Travelling High/low Forward/Backwards/sideways Basketball Tennis</p>	<p>Dances Styles Rhythm Expression Creating</p>



# The T-RF Physical Education Curriculum Coverage KS1



Gymnastic Movements		Basic movements and Team Games	Dance
<p>NC: Pupils should be taught to :</p> <ul style="list-style-type: none"> <li>develop balance, agility and co-ordination, and begin to apply these in a range of activities</li> </ul>		<p>NC: Pupils should be taught to :</p> <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>	<p>NC: Pupils should be taught to :</p> <ul style="list-style-type: none"> <li>perform dances using simple movement patterns</li> </ul>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>I can make body curled, tense, stretched and relaxed</li> <li>I can control body when travelling and balancing</li> <li>I can copy sequences and repeat them</li> <li>I can roll, curl, travel and balance in different ways</li> </ul>	<ul style="list-style-type: none"> <li>I can throw underarm</li> <li>I can throw and kick in different ways</li> </ul>	<ul style="list-style-type: none"> <li>I can perform own dance moves</li> <li>I can copy or make up a short dance</li> <li>I can move safely in a space</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>I can plan and perform a sequence of movements</li> <li>I can improve sequence based on feedback</li> <li>I can think of more than one way to create a sequence which follows some 'rules'</li> </ul>	<ul style="list-style-type: none"> <li>I can use hitting, kicking and/or rolling in a game</li> <li>I can decide the best space to be in during a game</li> <li>I can use a tactic in a game</li> <li>I can follow rules</li> </ul>	<ul style="list-style-type: none"> <li>I can change rhythm, speed, level and direction in dance</li> <li>I can make a sequence by linking sections together</li> <li>I can use dance to show a mood or feeling</li> </ul>



# The T-RF Physical Education KS1 Vocabulary



Generic Vocab.	Gymnastic Movements	Basic movements and Team Games	Dance
<p>Movement            Coordination            Agility            Balance            Physical            Flexibility            Strength            Technique            Control            Challenge            Improvement            Safety            Exercise            Healthy            Heart Beat            Warm up            Cool down            Physical            Body            Skill            Space</p>	<p><i>Apparatus</i>  <i>A frame</i>  <i>Bench</i>  <i>Balance Beam</i>  <i>Mat</i>  <i>Rolls (log, pencil, teddy)</i>  <i>Jumps (tuck, star)</i>  <i>Landing</i>  <i>Stations</i></p>	<p><i>Competitive</i>  <i>Co-operative</i>  <i>Team Approach</i>  <i>Attack</i>  <i>Defend</i></p> <p><i>Throwing (underarm)</i>  <i>Catching</i>  <i>Bouncing</i>  <i>Equipment</i></p> <p><i>Basketball</i>  <i>Football</i>  <i>Rounders</i>  <i>Tennis</i>  <i>Dodgeball</i></p>	<p><i>Dances</i>  <i>Styles</i>  <i>Rhythm</i>  <i>Beat</i>  <i>Tempo</i>  <i>Expression</i>  <i>Creating</i></p>



# The T-RF Physical Education Curriculum Coverage KS2



Athletics		Competitive Games	Gymnastics
<p>NC: Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> </ul>		<p>NC: Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>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</li> </ul>	<p>NC: Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>I can run at fast, medium and slow speeds; changing speed and direction</li> <li>I can take part in a relay, remembering when to run and what to do</li> </ul>	<ul style="list-style-type: none"> <li>I can be aware of space and use it to support team-mates and to cause problems for the opposition</li> <li>I can know and use rules fairly</li> </ul>	<ul style="list-style-type: none"> <li>I can adapt sequences to suit different types of apparatus and criteria</li> <li>I can explain how strength and suppleness affect performance</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>I can sprint over a short distance and show stamina when running over a long distance</li> <li>I can jump in different ways</li> <li>I can throw in different ways and hit a target, when needed</li> </ul>	<ul style="list-style-type: none"> <li>I can throw and catch accurately with one hand</li> <li>I can hit a ball accurately with control</li> <li>I can vary tactics and adapt skills depending on what is happening in a game</li> </ul>	<ul style="list-style-type: none"> <li>I can move in a controlled way</li> <li>I can include change of speed and direction in a sequence</li> <li>I can work with a partner to create, repeat and improve a sequence with at least three phases</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>I can control when taking off and landing</li> <li>I can throw with increasing accuracy</li> <li>I can combine running and jumping</li> </ul>	<ul style="list-style-type: none"> <li>I can gain possession by working a team and pass in different ways</li> <li>I can choose a specific tactic for defending and attacking</li> <li>I can use a number of techniques to pass, dribble and shoot</li> </ul>	<ul style="list-style-type: none"> <li>I can make complex extended sequences</li> <li>I can combine action, balance and shape</li> <li>I can perform consistently to different audiences</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>I can demonstrate stamina and increase strength</li> </ul>	<ul style="list-style-type: none"> <li>I can agree and explain rules to others</li> <li>I can work as a team and communicate a plan</li> <li>I can lead others in a game situation when the need arises</li> </ul>	<ul style="list-style-type: none"> <li>I can combine own work with that of others</li> <li>I can sequences to specific timings</li> </ul>



# The T-TF Physical Education Curriculum Coverage KS2



Dance		Outdoor and Adventurous Activity	Evaluate
<p>NC: Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>perform dances using a range of movement patterns</li> </ul>		<p>NC: Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>take part in outdoor and adventurous activity challenges both individually and within a team</li> </ul>	<p>NC: Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>
Year 3/4	<ul style="list-style-type: none"> <li>I can improvise freely and translate ideas from a stimulus into movement</li> <li>I can share and create phrases with a partner and small group</li> <li>I can remember and repeat dance perform phrases</li> </ul>	<ul style="list-style-type: none"> <li>I can follow a map in a familiar context</li> <li>I can use clues to follow a route</li> <li>I can follow a route safely</li> </ul>	<ul style="list-style-type: none"> <li>I can compare and contrast gymnastic sequences</li> <li>I can recognise own improvement in ball games</li> </ul>
	<ul style="list-style-type: none"> <li>I can take the lead when working with a partner or group</li> <li>I can use dance to communicate an idea</li> </ul>	<ul style="list-style-type: none"> <li>I can follow a map in a (more demanding) familiar context</li> <li>I can follow a route within a time limit</li> </ul>	<ul style="list-style-type: none"> <li>I can provide support and advice to others in gymnastics and dance</li> <li>I can be prepared to listen to the ideas of others</li> </ul>
Year 5/6	<ul style="list-style-type: none"> <li>I can compose own dances in a creative way</li> <li>I can perform dance to an accompaniment</li> <li>I can dance shows clarity, fluency, accuracy and consistency</li> </ul>	<ul style="list-style-type: none"> <li>I can follow a map into an unknown location</li> <li>I can use clues and a compass to navigate a route</li> <li>I can change route to overcome a problem</li> <li>I can use new information to change route</li> </ul>	<ul style="list-style-type: none"> <li>I can pick up on something a partner does well and also on something that can be improved</li> <li>I can know why own performance was better or not as good as their last</li> </ul>
	<ul style="list-style-type: none"> <li>I can develop sequences in a specific style</li> <li>I can choose own music and style</li> </ul>	<ul style="list-style-type: none"> <li>I can plan a route and a series of clues for someone else</li> <li>I can plan with others, taking account of safety and danger</li> </ul>	<ul style="list-style-type: none"> <li>I can know which sports they are good at and find out how to improve further</li> </ul>



# The T-RF Physical Education Curriculum Coverage KS2



## Swimming

NC: Pupils should be taught to:

- Swim competently, confidently and proficiently over a distance of at least 25m.
- Use a range of strokes effectively such as front crawl, backstroke and breaststroke.
- Perform self safe- rescue in different water based situations.

- I can swim competently, confidently and proficiently over a distance of at least 25 meters
- I can use a range of strokes effectively
- I can perform safe self rescue in different water based situations

By End of Key Stage 1 or 2



# The T-RF Physical Education KS2 Vocabulary



Generic Vocab.	Athletics	Competitive Games	Gymnastics
<p>Movement Coordination Agility Balance Physical Flexibility Strength Technique Control</p> <p>Challenge Improvement Competent Evaluate Succeed Compare Contrast Safety Exercise Healthy Heart Beat Warm up Cool down Physical Body Skill Space</p>	<p>Throw Javelin Shot putt</p> <p>Jump Long Jump High Jump Triple Jump</p> <p>Sprint Pace Long distance</p>	<p>Competitive Co-operative Team Approach Attack Defend Compete</p> <p>Throwing (underarm) Catching Bouncing Equipment</p> <p>Basketball Football netball Rounders Tennis Dodgeball Cricket</p>	<p>Apparatus A frame Bench Balance Beam Mat Rolls (log, pencil, teddy) Jumps (tuck, star) Landing Stations</p> <p>Sequence</p>
	<b>Dance</b>	<b>Outdoor and Adventurous Activity</b>	<b>Swimming</b>
	<p>Dances Styles Rhythm Beat Tempo Expression Creating</p>		<p>Stroke Breast stroke Front crawl Back stroke Safe entry Self Rescue</p>