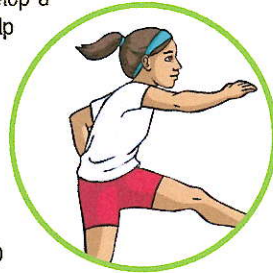


Intent, Implementation and Impact

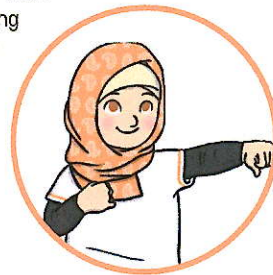
Move Statement of Intent

Move offers a coherently planned sequence of lessons to help teachers ensure they have progressively covered the requirements of the PE National Curriculum. The Twinkl Move scheme of work ensures that children have a varied and well mapped out PE curriculum. It provides the opportunity for progression across the full breadth of the PE National Curriculum for KS1 and KS2 for both indoor and outdoor PE. This progression is clearly identified on progression maps and each lesson has been carefully planned to match these. In KS1, the focus of the PE curriculum is on the development of the fundamental skills that will be built upon in KS2 when they are applied in specific sports. At Twinkl Move, it is our intention to develop a lifelong love of physical activity, sport and PE in all young people. We aim to help ensure a positive and healthy physical and mental outlook in the future and help young people to develop essential skills like leadership and teamwork. Within each lesson, we strive to give every child the opportunity to develop skills in PE, consider the impact on their health and fitness, compete/perform and evaluate. These elements are always clearly identified both in lesson plans and on progression maps. All lessons are carefully differentiated which helps to ensure that learning is as tailored and inclusive as possible. It is also the intention of Twinkl Move to ensure that every child has access to at least 60 minutes of physical activity every day.



Move Implementation

Our detailed lesson plans ensure that all teachers are equipped with the secure subject knowledge required to deliver modern, high-quality teaching and learning opportunities for all areas of the PE National Curriculum. Technical glossaries, skills posters and adult guidance support teachers in their subject knowledge, allowing them to share technical vocabulary and skills clearly, confidently and concisely. Our overarching aim is for teachers to have the knowledge and skills they need to feel confident in teaching all areas of PE, regardless of their main areas of expertise. Lessons are planned alongside subject-specific progression maps to ensure that children are given the opportunity to practise existing skills and also build on these to develop new or more advanced skills. There is a structure to the lesson sequence whereby prior learning is always considered and opportunities for revision and practise are built into lessons. However, this is not to say that this structure should be followed rigidly; it allows for this revision to become part of good practice and ultimately helps build depth to the children's knowledge, skills and understanding in PE. Interwoven into the teaching sequence are key assessment questions which are identified in green. These allow teachers to assess the different

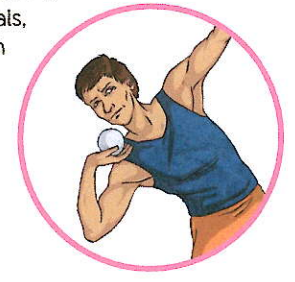


levels of understanding at various points in the lesson and also allow time to recap concepts where necessary, helping to embed learning. Formative assessments are supported through the inclusion of assessment grids on lesson plans where notes can be recorded to show different children's achievements and where challenge or support is required in future lessons. PE learning journeys are intended to show a personal formative record from the child's perspective. A more formal summative assessment spreadsheet is included to help monitor the impact against National Curriculum aims. Move includes resources specifically aimed at ensuring all children have access to at least 60 minutes of physical activity every day. The Daily Move provides a fun, regular 15-minute exercise plan, home learning tasks that are designed to encourage physical activity for 15 minutes at home each day and active break resources aimed to break up sedentary learning time.



Move Impact

Each unit is mapped against the progression documents to ensure that learners develop detailed knowledge and skills across the full breadth of the PE curriculum through engaging and age-appropriate curriculum content. Our indoor units are often themed with strong cross-curricular links to other subjects and topics, such as Romans and Traditional Tales. This all helps to make the learning memorable, allowing links to be made and ultimately creating a higher level of engagement and understanding. Attainment and progress can be measured using our assessment spreadsheets. The high quality and consistent approach to PE teaching, that is a feature of the Twinkl Move PE lessons, should significantly improve attainment in knowledge and skills in PE. The impact of using the full range of Move resources, including display materials, will increase the profile of sport, PE and physical activity across the school. With technical PE vocabulary displayed, spoken and used by all learners, the learning environment will be more consistent across both key stages. Whole school and parental engagement will be improved through the use of active assemblies and PE-specific home learning tasks.



Athletics

Progression Grid

Early Years Outcomes

The main Early Years Outcomes covered in the Athletics units are:

- Negotiate space and obstacles safely, with consideration for themselves and others. (PD: ELG)
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. (PD: ELG)
- Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, hopping, walking, skipping, jumping, climbing. (PD: Reception)
- Develop overall body strength, balance, coordination and agility. (PD: Reception)
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. (PD: Reception)

KS1 National Curriculum Aims

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities;
- participate in team games, developing simple tactics for attacking and defending.

KS2 National Curriculum Aims

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination;
- 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;
- 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.

Reception



Year 1



Year 2



Year 3



Year 4



Year 5



Year 6



Health and Fitness

Describe how the body feels when still and when exercising.

Describe how the body feels before, during and after exercise.

Carry and place equipment safely.

Recognise and describe how the body feels during and after different physical activities.

Explain what they need to stay healthy.

Recognise and describe the effects of exercise on the body.

Know the importance of strength and flexibility for physical activity.

Explain why it is important to warm up and cool down.

Describe how the body reacts at different times and how this affects performance.

Explain why exercise is good for your health.

Know some reasons for warming up and cooling down.

Know and understand the reasons for warming up and cooling down.

Explain some safety principles when preparing for and during exercise.

Understand the importance of warming up and cooling down.

Carry out warm-ups and cool-downs safely and effectively.

Understand why exercise is good for health, fitness and wellbeing.

Know ways they can become healthier.

Running

Run in different ways for a variety of purposes.

Vary their pace and speed when running.

Run with a basic technique over different distances.

Show good posture and balance.

Jog in a straight line.

Change direction when jogging.

Sprint in a straight line.

Change direction when sprinting.

Maintain control as they change direction when jogging or sprinting.

Run at different paces, describing the different paces.

Use a variety of different stride lengths.

Travel at different speeds.

Begin to select the most suitable pace and speed for distance.

Complete an obstacle course.

Vary the speed and direction in which they are travelling.

Run with basic techniques following a curved line.

Be able to maintain and control a run over different distances.

Identify and demonstrate how different techniques can affect their performance.

Focus on their arm and leg action to improve their sprinting technique.

Begin to combine running with jumping over hurdles.

Focus on trail leg and lead leg action when running over hurdles.

Understand the importance of adjusting running pace to suit the distance being run.

Confidently demonstrate an improved technique for sprinting.

Carry out an effective sprint finish.

Perform a relay, focusing on the baton changeover technique.

Speed up and slow down smoothly.

Accelerate from a variety of starting positions and select their preferred position.

Identify their reaction times when performing a sprint start.

Continue to practise and refine their technique for sprinting, focusing on an effective sprint start.

Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run.

Identify and demonstrate stamina, explaining its importance for runners.

Recap, practise and refine an effective sprinting technique, including reaction time.

Build up speed quickly for a sprint finish.

Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern.

Accelerate to pass other competitors.

Work as a team to competitively perform a relay.

Confidently and independently select the most appropriate pace for different distances and different parts of the run.

Demonstrate endurance and stamina over longer distances in order to maintain a sustained run.



Jump in a range of ways, landing safely.

Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.

Perform a short jumping sequence.

Jump as high as possible.

Jump as far as possible.

Land safely and with control.

Work with a partner to develop the control of their jumps.

Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.

Combine different jumps together with some fluency and control.

Jump for distance from a standing position with accuracy and control.

Investigate the best jumps to cover different distances.

Choose the most appropriate jumps to cover different distances.

Know that the leg muscles are used when performing a jumping action.

Jumping

Use one and two feet to take off and to land with.

Develop an effective take-off for the standing long jump.

Develop an effective flight phase for the standing long jump.

Land safely and with control.

Learn how to combine a hop, step and jump to perform the standing triple jump.

Land safely and with control.

Begin to measure the distance jumped.

Improve techniques for jumping for distance.

Perform an effective standing long jump.

Perform the standing triple jump with increased confidence.

Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight.

Land safely and with control.

Measure the distance and height jumped with accuracy.

Investigate different jumping techniques.

Develop the technique for the standing vertical jump.

Maintain control at each of the different stages of the triple jump.

Land safely and with control.

Develop and improve their techniques for jumping for height and distance and support others in improving their performance.

Perform and apply different types of jumps in other contexts.

Set up and lead jumping activities including measuring the jumps with confidence and accuracy.



Roll equipment in different ways.

Throw underarm.

Throw an object at a target.

Throw underarm and overarm.

Throw a ball towards a target with increasing accuracy.

Improve the distance they can throw by using more power.

Throw different types of equipment in different ways, for accuracy and distance.

Throw with accuracy at targets of different heights.

Investigate ways to alter their throwing technique to achieve greater distance.

Throw with greater control and accuracy.

Show increasing control in their overarm throw.

Perform a push throw.

Continue to develop techniques to throw for increased distance.

Perform a pull throw.

Measure the distance of their throws.

Continue to develop techniques to throw for increased distance.

Perform a fling throw.

Throw a variety of implements using a range of throwing techniques.

Measure and record the distance of their throws.

Continue to develop techniques to throw for increased distance.

Perform a heave throw.

Measure and record the distance of their throws.

Continue to develop techniques to throw for increased distance and support others in improving their personal best.

Develop and refine techniques to throw for accuracy.

Throwing



Control their body when performing a sequence of movements.

Participate in simple games.

Begin to perform learnt skills with some control.

Engage in competitive activities and team games.

Perform learnt skills with increasing control.

Compete against self and others.

Perform learnt skills and techniques with control and confidence.

Compete against self and others in a controlled manner.

Perform and apply skills and techniques with control and accuracy.

Take part in a range of competitive games and activities.

Consistently perform and apply skills and techniques with accuracy and control.

Take part in competitive games with a strong understanding of tactics and composition.

Perform and apply a variety of skills and techniques confidently, consistently and with precision.

Take part in competitive games with a strong understanding of tactics and composition.

Compete/Perform



Talk about what they have done.

Talk about what others have done.

Watch and describe performances.

Begin to say how they could improve.

Watch and describe performances, and use what they see to improve their own performance.

Talk about the differences between their work and that of others.

Watch, describe and evaluate the effectiveness of a performance.

Describe how their performance has improved over time.

Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.

Modify their use of skills or techniques to achieve a better result.

Choose and use criteria to evaluate own and others' performance.

Explain why they have used particular skills or techniques, and the effect they have had on their performance.

Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.

Evaluate