


## Knebworth Primary School Indoor PE Matrix



*Children will develop physical, mental and social wellbeing which will inspire a healthy active lifestyle.*

*“Physically educated persons are those who have learned to arrange their lives in such a way that the habitual physical activities they freely engage in make a distinctive contribution to their wider flourishing”*

*James McAllister*

	Autumn		Spring		Summer		Key vocabulary
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge	
Y1	<p><b>Yoga</b> To perform Yoga poses; Low plank, Downwards dog, Mountain, Cobra, Reindeer, Rainbow (Yoga cards No.4 in Getset4P.E) To control movement in space</p> <p>To develop co-ordination to transition in and out of poses with ease and control</p>	<p>To identify and describe Yoga poses; Low plank, Downwards Dog, Mountain, Cobra, Reindeer, Rainbow (Yoga cards No.4 in Getset4P.E).</p> <p>To know that breathing will increase control of the movement</p>	<p><b>Gymnastics</b> To use a variety of travelling actions</p> <p>To perform gymnastic shapes and shape jumps. To control and stabilise positions and jumps.</p>	<p>To know how to use different body parts to travel on. To know how to travel high and low.</p> <p>To understand how to tense muscles to sustain and hold shapes and balances for longer. To know how to perform a shape jump with knees bent for safety.</p> <p>To know how it is performed;</p>	<p><b>Dance</b> Move in counts of 8 to the music. To travel and perform an action to a count of 8.</p> <p>Perform short routines in counts of 8 To copy and repeat a routine to one bar of 8 to music To change direction and speed when performing</p> <p>Create actions to respond to stimulus or theme.</p>	<p>To know that the majority of music is counted in beats of 8 Know how to count beats of 8</p> <p>To know how to use travelling actions and stationary actions in a routine in time to the music.</p> <p>To know how to follow movements. To know how to use a pathway when travelling.</p>	<p><b>All topics</b> Routine Travel Levels Perform</p> <p>Balance Straight roll Barrel roll Forward roll Control Core Gymnastics shapes – Arch, dish, front support, back support, star,</p>

	<p>To recreate yoga poses with a partner (partner pose cards 1-2 from GetSet4P.E) To copy a yoga flow</p>	<p>To know that a fluid motion will improve strength To know that control comes with slow movements</p> <p>To know how to safely work with a partner. To know different yoga poses to copy a yoga flow with up to 4 poses. To know how to control through the flow</p>	<p>To perform a barrel roll To perform a straight roll To perform a forward roll.</p> <p>To take their own body weight on hands</p> <p>To perform gymnastic shapes and balances at height. To observe and provide feedback relating to skills.</p>	<p>Barrel -Couch, back, back position Forward – head touches mat first. Straight – Back, tummy, back touches the mat with arms out in front.</p> <p>To know the importance of having a strong core.</p> <p>To know safety precautions when working at height. To know that there needs to be a start and end position to a routine. To know how to link movements for a routine.</p>	<p>To perform a collaborative pupil/teacher taught routine. To respond to music. Create actions to respond to stimulus or theme.</p>	<p>Use different speeds when performing a movement.</p> <p>To know how to use expression to show feelings when performing. To know where to look when performing.</p>	<p>pike, straddle and tuck Feedback</p> <p>Count of 8 Movements Rhythm Beats</p> <p>Control Balance Yoga poses - Backbend, standing forward fold, boat, plow and bow Yoga flow Breathing</p>
Y2	<p><u>Yoga</u> Perform Yoga poses from previous learning. To perform yoga poses with increasing difficulty: Bridge, Camel, Cow, Cat, Elephant and Bird. (Yoga cards No.2 in Getset4P.E)</p> <p>To recreate yoga poses with a partner with increasing difficulty (Partner</p>	<p>To know Yoga movements by name. To know how to perform each pose. To know that breathing will increase control of the movement. To know where strength is needed to improve each individual pose.</p> <p>To know how to safely work with a partner. To know how to balance with a partner using them for support.</p>	<p><u>Gymnastics</u> To use a variety of travelling actions. To link travelling actions and balances.</p> <p>Use gymnastic shapes to create own solo balances for 5 seconds</p> <p>To balance on different body parts.</p>	<p>To know how to change direction, level and dynamic (speed) of travelling.</p> <p>To know how to squeeze muscles to engage a strong core for stability.</p> <p>To know shapes that flow easily to each other.</p> <p>To use different levels to transition in between shapes.</p>	<p><u>Dance</u> To use space to perform simple movement patters. To remember and repeat actions.</p> <p>Perform a teacher /peer taught routine Respond to music when performing. Copy movements accurately with clear movements. Choreograph a short dance phrase (more than 1 bar of 8).</p>	<p>To know how to change levels and direction to link dance movements.</p> <p>To know how to follow longer sequences of movements (more than 1 bar of 8) To know how to link different actions together using space and levels. Use actions that reflect the music.</p>	<p><u>All topics</u> <u>Routine</u> <u>Perform</u> Levels Direction Peer feedback</p> <p>Balance Straight roll Barrel roll Forward roll Control Gymnastics shapes – Arch, dish, front support, back support, star,</p>

	<p>poses 19-22 from GetSet4P.E)</p> <p>To show balance control and co-ordination in yoga poses To use spotting techniques to improve balances.</p> <p>To create their own Yoga poses. To copy and create yoga flows of up to 8 actions.</p>	<p>To know deep breathing concentration techniques will assist control. Use spotting techniques to improve balances.</p> <p>To know how to change breathing patterns to match the yoga pose when moving in and out of a yoga pose.</p>	<p>To link gymnastic shapes together</p> <p>To demonstrate different take-off and landings for jumps</p> <p>To develop barrel, straight and forward rolls with increasing control.</p> <p>To work at height with a partner. To link skills to independently develop a gymnastic routine. To observe and provide feedback relating to skills.</p>	<p>To know how to balance effectively. To know different body part names. (link to previous knowledge in science from Year 1) To know how to take off and land safely. To know that knees need bending when taking off and landing.</p> <p>Forward– shoulders touch mat first. Straight – Back, tummy, back with no hands touching the mat Barrel -Crouch, back, crouch position with no hands for stability</p> <p>To know how to work together safely. To know how to effectively communicate with each other. To know gymnastic shapes that link together for aesthetic movements.</p>	<p>To perform in unison with a partner.</p> <p>Use different dynamics when performing.</p> <p>Use balances to maintain stillness in a dance (link to gymnastics topic)</p>	<p>To know what unison is. To know how to use counts of 8 to stay in time and rhythm with each other and the music.</p> <p>To know what dynamics are. To know different dynamics. To know that the music can influence the dynamics. To know how to change the speed of the movement to reflect the music.</p> <p>To know how to balance. To understand the affect of stillness in a dance.</p>	<p>pike, straddle and tuck Inverted Take off Landings Peer feedback Apparatus</p> <p>Dynamics Space and levels Rhythm Unison Choreograph Dance phrase</p> <p>Yoga poses - Bridge, Camel, Cow, Cat, Elephant and Bird Control Co-ordination</p>
<p>Y 3</p>	<p><b>Gymnastics</b> To perform an individual point and patch balance</p> <p>Develop shape jumps with control, height and limb extension.</p>	<p>To know how to balance on a small and large body part using tension in muscles to maintain stability.</p> <p>To know how to spot during jumps.</p>	<p><b>Yoga</b></p> <p>To increase flexibility when performing yoga poses.</p>	<p>To know how yoga can be used in mindful awareness (link to PSHE)</p> <p>To know how to time and change breathing patterns to suit the yoga pose performed.</p>	<p><b>Swimming</b> (Please see Appendix A for external guidance on swimming progression)</p> <p><b>Dance</b></p>		<p><b>All topics</b> Pathways Extension</p> <p>Sequence of actions Body tension Balance Straight roll</p>



	<p>To further develop straight, barrel and forward rolls</p> <p>Create a sequence with matching and contrasting shapes.</p> <p>To enhance balances with props.</p> <p>Create partner sequences using apparatus.</p>	<p>To know how to push off for height. To understand the aesthetic of limb extension.</p> <p>To know how to perform movements. Forward - back hits the mats first, not head. To know how to stand after forward roll. To know how to perform a straight roll with hands and feet off the floor. To know how to use the 'arch, dish, arch' technique for straight rolls. To know that body tension helps to develop accuracy in movements.</p> <p>To know and use matching and contrasting actions and movements. To understand that stable movements increase performance quality.</p> <p>To know how to control a prop at the same time as balancing.</p> <p>To know how to perform jumps and balances on apparatus.</p>	<p>To perform yoga poses, focusing on; Fox, Moon, Frog, Child's pose, High plank, Back support, Lion and Butterfly with control (Card No.3 from GetSet4P.E)</p> <p>To create fluid transitions through each pose in a yoga flow.</p> <p>To perform partner yoga poses with increasing difficulty, focusing on (Partner poses 7-12)</p>	<p>To know to extend further into yoga pose when breathing out will increase flexibility. To know yoga poses by name. To know where strength is needed to improve each pose.</p> <p>To know fluid motions improve the aesthetics of the flow and help keep the body calm. To know how to engage breathing when linking movements.</p> <p>To know how to safely work with a partner. To know how to balance with a partner using them for support.</p>	<p>To move in contact with a partner Move in unison with your partner</p> <p>Develop routines in response to a stimulus (Link to science and history - forces and magnets and Romans) Choreograph and perform routines in small groups in response to a stimulus. Use and choose different dynamics to represent a stimulus. Comment on the effectiveness of different dynamics</p> <p>Perform actions in unison and canon.</p> <p>To perform using a formation (link to history-Romans) Use formations to link movements together.</p>	<p>To know how to use opposites with each other, forward and back, and up and down. To know what unison and stimulus means. (link to previous learning) To know and develop movement to reflect the stimulus.</p> <p>To know how to use counts to keep in time with each other. To know how to change timing of actions. To know how to move with clear confident actions. To know how dynamics affect how the dance can be interpreted.</p> <p>To know what unison (yr2) and canon are. To know how change of timing creates the canon effect. To know how change of timing creates the canon effect.</p> <p>To understand how formations can be used to change the shape and layout of routines.</p>	<p>Barrel roll Forward roll Control - Stability Point and Patch Gymnastics shapes – Arch, dish, front support, back support, star, pike, straddle and tuck Peer feedback</p> <p>Unison Canon Dynamic Formations Stimulus Aesthetically pleasing</p> <p>Yoga poses - Fox, Moon, Frog, Child's pose, High plank, Back support, Lion and Butterfly Control Co-ordination Flexibility Yoga flow Breathing</p>
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Y4	<p><b>Gymnastics</b> To develop individual and partner balances</p> <p>To perform rotation jumps.</p> <p>To perform a straddle roll</p>	<p>To know how to hold balances with increased control, extension of limbs and muscle tension to stabilise balance</p> <p>To know what a rotation jump is. To know safety precautions when jumping - bend knees when landing, land with arms straight ahead for balance. To know how to spot and look forward when in flight. To know the importance of whipping arms around to perform rotation jumps.</p> <p>To know what the stationary straddle shape looks like. To know how to perform a straddle roll - roll onto side first to turn 180 degrees round on their back. To know momentum.</p>	<p><b>Swimming</b> (Please see Appendix A for external guidance on swimming progression)</p> <p>To perform yoga poses; Backbend, standing forward fold, boat, plow and bow 1 and 2 (Yoga cards No.1 in Getset4P.E) To develop strength through yoga poses previously taught. To develop strength when holding Yoga poses</p> <p>To hold a yoga pose using an arm balance.</p> <p>To recreate yoga poses with a partner with increasing difficulty, focusing on (card No. 1-6)</p> <p>To perform a yoga flow with increasingly</p>	<p>To know how yoga can be used in mindful awareness (link to PSHE)</p> <p>To know Yoga movements by name.</p> <p>To know key muscle groups needs to improve strength and stability in yoga poses (link to science-musculoskeletal system)</p> <p>To know to squeeze and engage muscles identified.</p> <p>To know what an arm balance is.</p> <p>To know how to safely work with a partner. To know how to balance with a partner, using them for support.</p> <p>To know how to apply strength to flows.</p>	<p><b>Dance</b> To independently choreograph actions in response to a stimulus (link to science states of matter).</p> <p>To use choreographic devices to create a variety of different movements – action and reaction, canon and unison (link to previous learning in Year 3 and 4)</p> <p>To accurately copy and create movements to longer phases on music (more than 3 phases of 8)</p>	<p>To know how to select actions to represent thoughts and feelings of a character (link to English narrative writing and inference when reading.)</p> <p>To know how actions, timing and levels can be used to create a piece.</p> <p>To know what action and reaction is. To understand how one movement can impact another movement. To know how to use opposites to explore more movement ideas with a partner. To know the difference between unison and canon.</p> <p>To know how to use bars of 8 to stay in time (link to music) Use the music for rhythm to stay in time with group/partner</p>	<p><b>All topics</b> Aesthetically pleasing Sequence of actions</p> <p>Rotation jump Muscle tension Abdominals Straddle roll Stability Gymnastic shapes – Arch, dish, front support, back support, star, pike, straddle and tuck. Inverted movements – Should stand and Bridge Movement pathways</p> <p>Stimulus Choreographic devices – action and reaction unison and canon Bars/phrases of 8 Beats</p>

	<p>To perform inverted movements – shoulder stands and bridges</p> <p>To use a range of travelling pathways to link movements.</p>	<p>To know what inverted means. To know how body tension in torso and core can support inverted movements. Lift hips above head To know what an L pathway is</p> <p><b>To know which muscle groups are used during each activity</b></p>	<p>harder positions and with more flexibility.</p>	<p>To know how to count in breaths and not counts.</p> <p><b>To know which muscle groups are used during each activity</b></p>	<p>To perform a routine with choreographic devices</p>	<p>To know how to assign movements to counts of 8 in a movement phrase.</p> <p>Uses facial expressions to enhance performance. Use clear actions to confidently perform.</p> <p><b>To know which muscle groups are used during each activity</b></p>	<p>Yoga poses - Backbend, standing forward fold, boat, plow and bow 1 and 2 Control Co-ordination Flexibility Strength - core Yoga flow Breathing</p>
Y5	<p><u>Swimming</u> (Please see Appendix A for external guidance on swimming progression)</p> <p><u>Yoga</u></p> <p>To perform yoga poses; Seated forward fold, Aeroplane, Stick Insect, Leaf, Tree, Triangle, Warrior 2 and Chair. (Yoga cards No.5 in Getset4P.E)</p>	<p>To know and understand how Yoga can be linked with mindfulness and meditation (link to PSHE)</p> <p><b>To know how to perform yoga poses with increased balance:</b> seated forward fold, aeroplane, stick insect, leaf, tree, triangle. warrior 2 and chair To know and identify areas to develop</p>	<p><u>Gymnastics</u> Perform symmetrical and asymmetrical balances.</p> <p>To perform a backward roll.</p> <p>To develop control with barrel, straight, forward rolls.</p>	<p><b>Know what symmetrical and asymmetrical balances are.</b> To know how to stay strong in these balances.</p> <p>To know what a backward roll is and how to perform one - keep knees tucked to chest, use arms for momentum, end in a sitting position.</p> <p>To know how to maintain strong body tension throughout the rolls to increase movement quality. To know the scientific names for the core muscles.</p>	<p><u>Dance</u> To copy and repeat dance movements from different genres. To perform movements with an upbeat dynamic.</p> <p>To use choreographic devices to create a variety of different movements; Canon, unison, formations action and reaction (previously taught) 'Chance choreography'</p> <p>To use relationships with space to develop movement ideas.</p>	<p><b>To understand how changing a factor (dynamic, level, timing or music) can change the appearance of the movement.</b></p> <p>To understand the dance style of Rock 'n' Roll. To know that this genre uses upbeat dynamics.</p> <p>To know about Merce Cunningham - founder of 'Chance choreography'. To know how to use 'Chance choreography' to develop movements and routines.</p>	<p><b>All topics</b> <b>Control</b> Quality of movements Muscle tension Peer feedback</p> <p>Core stability Symmetrical and Asymmetrical balances Gymnastics shapes – Arch, dish, front support, back support, star, pike, straddle and tuck Inverted movements – Cartwheels and Handstands Compositional devices – canon, synchronisation,</p>



	<p>To develop balance through yoga poses previously taught.</p> <p>To link and perform actions to create Yoga flows with increasing difficulty.</p> <p>To show quality in control, balance and technique.</p> <p>To develop strength and balance when taking weight on arms and hands.</p> <p>To perform a yoga flow with increasingly harder positions and with improved balance and control. Perform and create a controlled Yoga flow with a partner (Yoga poses 13-18). Perform with increasing breath counts.</p>	<p>balance and control in yoga movements in relation to their own physical development.</p> <p>To know to move slowly to improve stability.</p> <p>To know how to apply breathing techniques when moving in and out of movements. To know where the strength needs to come from.</p> <p>To know and use yoga poses previously taught. To know how to safely work with a partner To know how to balance with a partner using them for support To apply increased balance. To know how to count in breaths.</p> <p><b>To describe which muscle groups are used during each activity</b></p>	<p><b>To perform progressions of inverted movements– cartwheels and handstands.</b></p> <p><b>To create an increasingly longer movement sequence with variations of pathways using compositional devices.</b></p>	<p><b>To know what a cartwheels and handstands are and how to perform them</b></p> <p><b>To know what synchronisation means. To know how to link sequences with steps, spins, slides, jumps and rolls.</b></p> <p><b>To know what diagonal pathways are.</b></p> <p><b>To know what matching and mirroring movements are. Use appropriate apparatus to enhance movements</b></p> <p><b>To describe which muscle groups are used during each activity</b></p>	<p>To perform a routine that has been independently choreographed. Use transitional links to link movement sequences together. To provide and use feedback to enhance a performance.</p>	<p>To know and identify actions that flow smoothly into each other.</p> <p>To know how to link contrasting shapes together. Comment on the effectiveness of dynamics and choreographic devices in a performance Changes performance quality in relation to peer feedback</p> <p><b>To describe which muscle groups are used during each activity</b></p>	<p><b>matching and mirroring</b> <b>Peer feedback</b></p> <p>Choreographic devices – canon, <b>unison</b>, action, reaction. Chance <b>Choreography.</b> Merce Cunningham Rock ‘n’ Roll <b>Dynamics</b></p> <p>Yoga poses - <b>Seated forward fold, Aeroplane, Stick Insect, Leaf, Tree, Triangle, Warrior 2 and Chair.</b> <b>Control</b> Flexibility <b>Balance</b> Strength - core Yoga flow Breathing</p>
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<p>Y6</p>	<p><b>Gymnastics</b> To perform counter and counter tension balances.  To create movement sequences with a range of different balances.  To perform inverted movements with variations from previous learning: Headstands, shoulder stands, bridge, handstands and cartwheels.  Create fight over apparatus in varying levels.  To perform group balances To perform an increasingly longer movement sequence in a group Provide feedback relating to the aesthetics of the performance</p>	<p>To know what counter and counter tension means.  To know that different levels, dynamics and actions enhance the of balances enhance aesthetics of the routine and performance.  To know the names of the inverted movements.  Know how to create strong bases in positions. To know that engaging muscles in the core torso will produce strong body tension for stability  To know what flight means.  To know different compositional devices (link to dance previously taught)  <b>To explain why the specific muscle groups are used during each activity</b></p>	<p><b>Dance</b> To use choreographic devices to create a variety of different movements; Canon, unison (previously taught from Yr 5) and cumulative canon.  To perform a routine that has been independently choreographed with strong actions. To perform and dance in skip beats.  To show clear changes in dance actions, dynamics and facial expressions to tell a story. To choreograph a routine that shows contrast.  To create actions using a prop as a stimulus</p>	<p>To know what cumulative canon is. To know how to incorporate it in a dance setting.  To know how to apply a range of different choreographic devices. To know how to skip count in the bar of 8 and use pauses on beats for effect.  To know what interpretive dance is and know what the effect is on the audience. To know how dynamics can affect the feeling/atmosphere created in a dance. To know that contrast can change how the dance is interpreted to tell a story.  To understand how using a prop can influence a dance move. To know that props can give ideas for the starting points of dance moves.</p>	<p><b>Fitness</b> To time and record base tests.  To develop sprinting technique and speed.  Perform exercises that use my own body weight to build strength. To develop coordination through skipping.  To develop agility.  To develop stamina.</p>	<p>To know how to test and record baseline fitness assessments on your own body to see an improvement.  To know how to move your hands from pocket to mouth to increase air dynamics (link to science) To know how to run on the balls of feet.  To know exercises need to be performed slowly for maximum impact on muscles. To know that hands are to be kept at waist height. To know the rope is turning with wrists and not arms.  To know that hips always face the direction of travel. To know that quick small steps are more effective than big steps to increase speed.  To know how to maintain a steady breathing pattern while exercising.</p>	<p>Core stability Muscle tension Abdominals Counter balances Counter tension balances Gymnastics shapes – Arch, dish, front support, back support, star, pike, straddle, and tuck Inverted movements – Handstands Aesthetic Sequence Dynamics  Choreography Canon Unison Cumulative canon Skip beats Rhythm Dynamics Expression Stimulus  Baseline tests Agility Strength Coordination Stamina Breathing</p>
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