

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.



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 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



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.



Outdoor Adventurous Activities

Progression Grid

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:

- take part in outdoor and adventurous activity challenges both individually and within a team;
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Year 3



Year 4



Year 5



Year 6



Health and Fitness

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.



Trails

Oriente themselves with increasing confidence and accuracy around a short trail.

Oriente themselves with accuracy around a short trail.
Create a short trail for others with a physical challenge.
Start to recognise features of an orienteering course.

Start to orientate themselves with increasing confidence and accuracy around an orienteering course.
Design an orienteering course that can be followed and offers some challenge to others.
Begin to use navigation equipment to orientate around a trail.

Oriente themselves with confidence and accuracy around an orienteering course when under pressure.
Design an orienteering course that is clear to follow and offers challenge to others.
Use navigation equipment (maps, compasses) to improve the trail.



Problem-Solving

Identify and use effective communication to begin to work as a team.
Identify symbols used on a key.

Communicate clearly with other people in a team, and with other teams.
Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each.
Associate the meaning of a key in the context of the environment.

Use clear communication to effectively complete a particular role in a team.
Complete orienteering activities both as part of a team and independently.
Identify a key on a map and begin to use the information in activities.

Use clear communication to effectively complete a particular role in a team.
Compete in orienteering activities both as part of a team and independently.
Use a range of map styles and make an informed decision on the most effective.



Preparation and Organisation

Begin to choose equipment that is appropriate for an activity.

Try a range of equipment for creating and completing an activity.
Make an informed decision on the best equipment to use for an activity.
Plan and organise a trail that others can follow.

Choose the best equipment for an outdoor activity.
Create an outdoor activity that challenges others.
Create a simple plan of an activity for others to follow.
Identify the quickest route to accurately navigate an orienteering course.

Choose the best equipment for an outdoor activity.
Prepare an orienteering course for others to follow.
Identify the quickest route to accurately navigate an orienteering course.
Manage an orienteering event for others to compete in.

Year 3

Year 4

Year 5

Year 6



Communication

Communicate with others.

Communicate clearly with others.
Work as part of a team.
Begin to use a map to complete an orienteering course.

Communicate clearly and effectively with others.
Work effectively as part of a team.
Successfully use a map to complete an orienteering course.
Begin to use a compass for navigation.

Communicate clearly and effectively with others when under pressure.
Work effectively as part of a team, demonstrating leadership skills when necessary.
Successfully use a map to complete an orienteering course.
Use a compass for navigation.
Organise an event for others.



Compete and Perform

Begin to complete activities in a set period of time.
Begin to offer an evaluation of personal performances and activities.

Complete an orienteering course more than once and begin to identify ways of improving completion time.
Offer an evaluation of both personal performances and activities.
Start to improve trails to increase the challenge of the course.

Complete an orienteering course on multiple occasions, in a quicker time due to improved technique.
Offer a detailed and effective evaluation of both personal performances and activities.
Improve a trail to increase the challenge of the course.

Complete an orienteering course on multiple occasions, in a quicker time due to improved technique.
Offer a detailed and effective evaluation of both personal performances and activities with an aim of increasing challenge and improving performance.
Listen to feedback and improve an orienteering course from it.



Evaluate

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' performances.
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.