



PE Progression, Skills Progression and Vocabulary Map

EYFS Framework				
In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. The three characteristics of Effect and exploring - children investigate and experience things, and 'have a go'; active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; creating and develop their own ideas, make links between ideas, and develop strategies for doing things. In addition, the prime areas of learning (PSE, CL, PD) underpin and are an integral part of children's le				
EYFS PE Skills				
Ball Skills	Dance	Gym	Team Games	Athletics
Kick a large ball. Catch a large ball. Show increasing control of an object when pushing, patting, throwing, catching or kicking.	Move freely with pleasure and confidence in a range of ways. E.g. slithering, shuffling, rolling, crawling, walking, running, jumping, sliding, hopping. Experiment with different ways of moving.	Squat with steadiness to rest or play with an object on the ground. Rise to feet without using hands. Climb confidently and begin to pull themselves up on equipment. Mount stairs, steps or climbing equipment using alternate feet. Stand on one foot. Jump off an object and land appropriately. Travel with confidence and skill around, under and over balancing and climbing equipment.	Negotiate space successfully in racing and chasing games with others. Run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.	Run safely on whole foot. Vary pace depending on distance. Show basic jumping and hopping

National Curriculum Requirements	
Key Stage 1 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 - perform dances using simple movement patterns	Key Stage 2 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] - perform dances using a range of movement patterns - 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 Swimming and water safety All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to: - swim competently, confidently and proficiently over a distance of at least 25 metres - use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] - perform safe self-rescue in different water-based situations

EYFS (Reception)

Gymnastics		Dance		Body Management	
- To develop confidence in fundamental movements - To experience jumping, sliding, rolling, moving over, under and on apparatus - To develop coordination and gross motor skills	- To develop confidence in fundamental movements - To learn and refine a variety of shapes, jumps, balances and rolls - To link simple balance, jump and travel actions	- Recognise that actions can be reproduced in time to music; beat patterns and different speeds - Perform a wide variety of dance actions both similar and contrasting - Copy, repeat, and perform simple movement patterns	- Count and move to beats of 8. - Copy and repeat movement patterns. - Work as an individual, in partners, and as a group.	- Explore balance and managing own body including manipulating small objects - Able to stretch, reach, extend in a variety of ways and positions - Able to control body and perform specific movements on command	- Explore a variety of rolling, sliding and slithering. - Jump using a variety of take offs and landings, moving on and off low apparatus using hands and feet - Participate in a variety of small group co-operative activities
 Skills		 Skills		 Skills	
Adapt instructions to physical actions. Develop take-off and landing position for jumps. Transferring and moving small equipment. Moving through and under apparatus. Copying and repeating actions.	Refines shapes and jumps to improve coordination. Experiment with egg & log roll. Recognise pathways and direction. Points and patches to develop body tension. Link basic movements and use start and finish position.	Link colours to feelings. Explore animal movements and levels. Replicate actions in larger groups. Sequence work. Explore leader or follower work.	Learning and repeating actions through circle dance. Perform to the count of 8. Copy and repeat 4 actions. Perform a curriculum linked dance motif.	Balance obstacle course. Work with others to move through hoops. Reach, stretch, retrieve objects. Steps, strides, bounce, hop, bridges and tunnels. Travel over apparatus.	Twist, turn, roll. Coordinate and control limbs. Run and jump in time to music. Agility, balance, coordination obstacle course. Perform basic actions with others.
Speed, Agility, Travel		Manipulation and coordination		Cooperate and solve problems	
- Travel with some control and coordination - Change direction at speed through both choice and instructions - Stop, start, pause, prepare for and anticipate movement in a variety of situations	- Agility-based activities moving and controlling objects - Recognise different actions such as: moving softly, quietly, quickly, powerfully - Relate body movements to music and percussion	- Send and receive a objects with different body parts. - Work with others to control objects in space. - Coordinate body parts such as hand-eye, foot-eye over a variety of activities and in different ways	- Coordinate similar objects in a variety of ways - Differentiate ways to manoeuvre objects - Skip in isolation and with rope	- Organise and match various items, images, colours and symbols - Work with a partner to listen, share ideas, question and choose - Move confidently and cooperatively in space	- Copy and repeat various patterns and actions - Show an understanding of own feelings and others - Solve more complex tasks using skills learned - Work and play cooperate and take turns
 Skills		 Skills		 Skills	
Demo agility in variety of games. Recognise and follow instructions. Experiment with starting and stopping positions. Perform fast and slow movements. Show control to stop and perform actions.	Play games, take turns. Move by inching, crawling & jumping. Jump for speed and distance. Recognise cues in lyrics to change actions. Use strength to maintain a body shape.	Coordinate limbs to carry out defined movements and actions. Replicate bilateral movements. Make contact with ball with legs and feet. Practice hop, step, jump sequence.	Play parachute games. Move small objects using dominant and non-dominant hand. Push, hit, dribble. Use a baton to steer objects. Roll, spin, rotate, throw and catch hoops.	Work as an individual and part of a group to match. Keep heart rate high. Travel and follow travel trails as an individual. Work cooperatively to form shapes.	Move along a pathways/trail with partner. Work with partner to form jumping patterns. Respond to visual cues. Compete as a team to complete an obstacle relay.
Vocabulary					
Kick, catch, throw, push, pat, slither, shuffle, roll, crawl, walk, run, hop, slide, squat, climb, land, stand, jump, balance, space, race, chase, speed, direction, obstacles					

Progression - Invasion Games					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
- To practice basic movements including running, jumping, throwing and catching. - To begin to engage in competitive activities. - To experience opportunities to improve agility, balance and coordination. - To recognise rules and apply them in competitive and cooperative games. - Use and apply simple strategies for invasion games. - Preparing for, and explaining the reasons why we enjoy exercise	- Can send a ball using feet and can receive a ball using feet. - Refine ways to control bodies and a range of equipment. - Recall and link combinations of skills, e.g. dribbling and passing. - To select and apply a small range of simple tactics. - Recognise good quality in self and others. - To work with others to build basic attacking play.	- To perform some basic invasion games skills, throwing, catching, kicking and dribbling. - To build attacking/offensive play. - Able to show basic control skills including sending and receiving the ball. - To send the ball with some accuracy to maintain possession and build attacking play. - Able to implement basic rules of modified games e.g. basketball. - Develop motor skills to handle sticks with ease and improve agility. - Show basic skills to maintain possession. - Use space efficiently to build an attack. - Link skills to perform as a team.	- Show increases confidence and perform with more consistency a selection of basic skills such as dribbling, throwing and shooting - Develop a wider range of ball handling skills - Use footwork rules in a game situation and explore basic marking. - Passing over longer distance. - Moving towards the ball to receive the pass. - Pass and move with the ball as a team to build attacks. - Apply a small range of tactics in a competitive situation. - Demonstrate increased speed and endurance during game play. - Evaluating skills, tactics and teamplay to aid improvement.	- Use strength, agility and coordination when defending. - Increase power and strength of passes, moving the ball accurately in a variety of situations. - Select and apply a range of tactics and techniques and play with consistency. - To play effectively in a variety of positions and formations on the pitch. - Relate a greater number of attacking and defensive tactics to gameplay - Become more skilful when performing movements at speed. - Select and apply appropriate skill in a game situation. - Play effectively as a team in defence taking individual responsibility for your role.	- Apply aspects of fitness to the game such as power, strength, agility and coordination. - Choose and implement a wider range of strategies to play defensively and offensively. - Grasp more technical aspects of the game. - Observe, recognise and analyse good individual and team performances. - Suggest, plan and lead simple drills for given skills. - Combine and perform more complex skills at speed in games. - Use set plays in game situation and explain when and why they are used. - Switch effectively as a team between defence and attack.
Skills Covered					
Send to targets. Catch and intercept. Bounce ball to self. Defend a target. Attack and defend as a pair. Communicate with partner. Compete in a basic tournament 2v2.	Kick with inside of foot and stop ball with feet. Control a ball. Bounce the ball to send it. Bounce a ball to begin to dribble. Throw/send a variety of equipment. Pass and move. Intercepting in a game. Play goalkeeper.	General - Dribbling, passing in pairs. Defensive positioning. Building an attack. Finding space to receive the ball. Shot, pass, dribble theory. Basketball – Jump Ball, 2 handed shot. Defensive body position. Football – Using inside and outside of foot, trapping. Hockey – Using flat side of stick. Close control, preparing to tackle. Handball – Catching ready position. Move correctly with the ball. Attacking formations. Effective hand grip. Netball – Chest, shoulder and	General – Passing over longer distances, use some marking technique and introduce some defending principles. Basketball - Use footwork rules, explore basic marking, cross over dribble, bounce pass, jump shot, triple threat position. Football – Dribbling in different directions, defensive tackling, front of player and goal side marking. Hockey – Push pass, slap pass, straight dribble, stopping and turning with the ball. Handball – Protecting the ball, basic shooting, 3 man weave, turn on the move, 7m throw. Netball – Protecting the ball,	General – Combine basic skills with confidence such as dribbling and shooting. Select and apply appropriate skills in a game situation. Basketball – Block, forward pivot, forward pass, push pass, boxing out. Football – Turning with the ball, running with ball, keeping possession, step over. Hockey – Block tackle, passing in the D, sweep shot, dragging the ball. Handball – Jump shot, closing angles, pivoting to pass, set plays. Netball – Effective bounce pass in game, use a greater variety of dodging skills, pivot and pass, 2 handed shooting.	General – Compare performances. Comprehend and show why player with the ball should keep moving or be ready to pass quickly. Basketball – Fast break, retreat dribble, free throw rules, L-cut, v-cut, Pin down. Football – Setting up others to shoot, deny space, role of covering defender, penalty shooting, goal keeping, close control knee, chest. Hockey – Shooting from close range, long corners, goal side marking, self-pass rule, channelling the opposition.

		bounce pass. Dodging to get free. Tag Rugby – Ball handling. Running past defenders. Evading taggers	basic shooting, playing within 3rds, 1to1 marking, footwork rules. Tag Rugby – Picking up and running with ball, correct ball carrying position, keeping possession.	Tag Rugby – Tagging opposition, when to run and when to pass into space, deny space to opposition, pop pass, magic diamond formation, 3 step and pass technique.	Handball – Screening, organisation around the D, dribbling with precision in game, utilising space. Netball – Double bounce rule, marking to pass or shoot, organisation around the D, rebounds as attacker and defender, knocking the ball away. Tag rugby – Set play for attacking, take the distance not the time, spaces not faces.
Vocabulary					
Bounce, Direction, Invasion, Passing, Travelling Striking, Catching, Own space, Team, Speed Controlling, Shooting, Scoring		Keep possession, Scoring goals, Keeping score, Making space, Pass/send/receive, Travel with a ball, Make use of space, Points/goals, Rules, Tactics, Batting, Fielding, Defending, Hitting		Keeping possession, Passing, Dribbling, Shooting, Support, Marking, Attackers/defenders, Marking, Team play, Batting, Fielding, Bowler, Defending, Hitting	

Progression – Gymnastics					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
- Carry and arrange apparatus for use - Perform a range of individual balances - Understand what makes an attractive balance - Jump and land from elevated surfaces - Use a variety of body parts to aid the balance (head, back, etc) - Take their weight on their hands (crawling, plank, bridge etc) - Use apparatus to form group balances - Perform balances of various heights on apparatus - Form simple sequences linking a balance and a type of travel - Use wall equipment and ropes to form individual balances - Experiment with ways of balancing upside down	- Re-visit all the aspects of Year 1 - Carry and arrange apparatus for use - Perform a range of individual balances - Perform a Log Roll with good tension - Perform a forward roll supported / unsupported - Use travels and balances to form simple sequences - Experiment with ways of balancing upside down - Begin to understand what makes an aesthetically pleasing sequence - Able to design and perform their own individual simple sequences - Use a change in height for simple sequences - Use wall equipment and ropes to form individual balances	- Revisit all aspects of Year 2 - Perform a Log roll with good body tension - Perform a forward roll, FR from elevated surface or dive FR - Perform a backwards roll - Begin to design longer sequences including a range of balances and travels - Understand how to link travels and balances smoothly - Understand how to make a sequence aesthetically pleasing - Use apparatus to add variation of height or travel to a sequence - Use a change in height for simple sequences - Use wall equipment and ropes to form individual balances	- Revisit forward roll, backwards roll and log roll - Perform a Headstand and how support a headstand - Perform a Handstand and how to support a handstand - Perform a Cartwheel and how to support a cartwheel - Perform an individual sequence that uses an inverted element - Plan, perform and repeat longer sequences that include change of speed, level clear shapes and quality movements - Be able to support a partner when completing their inverted element	- Revisit forward roll, backwards roll, log roll, headstand, cartwheel and handstand through sequence work - Perform a pairs sequence using mirror and matching balances - Use different timings in a pairs sequence - Use different heights and directions in a pairs sequence - Be able to produce pairs balances and counter balances - Be able to produce group balances (3 or more people) - Link group balances into a group sequence - Use wall equipment and ropes to form individual balances	- Perform pairs sequences including counter balances - Perform group sequences including group balances - Use apparatus to add height and creativity to sequence work - Be able to perform a sequence using a variety of timings - Be able to perform a tuck, straddle, pike, pencil jumps from elevated surfaces - To be able to land a jump from an elevated surface with no movement - To be able to take off two feet onto a piece of apparatus - Perform a side vault, side vault inverted and round off - Use wall equipment and ropes to form individual, inverted balances - Make up longer, more complex sequences including changes in direction or level and speed. - Show clarity, fluency accuracy, and consistency in their movements
Skills Covered					
- Work cooperatively, managing space sharing equipment or taking turns to use parts of apparatus - Able to recognise what they like in other peoples work - Able to reflect on their own work and say what they like	- Able to work cooperatively to share time on a matt - To be able to memorise a simple sequence - To be able to perform in front of others - To identify what they like in the work of their peers - To identify areas that could be improved in the work of their peers	- Able to record and memorise a longer sequence - Suggest ideas to improve the work of others - To be able to act on the feedback of others - To find ways to improve their own performance - To use a digital device to record and analyse performance	- Communication between pairs for support - Build trust in the support of each other - Confidence in the supporting of peers - Provide feedback on the work of others' - To be able to take on board feedback	- To be able to cooperate with a group to form a sequence - To communicate effectively to support group members in inverted balances - To be able to share and agree on ideas - Memorise longer sequence work - To rehearse sequences to performance level	- To be able to cooperate with a group to form a sequence - To communicate effectively to support group members in inverted balances - To be able to share and agree on ideas - Memorise longer sequence work

	- To listen to feedback from their peers - To act upon feedback from their peers and teachers - To be able to use the ideas of others in their own work	To have an appreciation of how to make their own work flow			- To rehearse sequences to performance level - Bravery to take weight of body on hands and perform a moving balance.
Vocabulary					
Forwards, Backwards, Sideways, Roll, Slow, Body parts, Shape, Jump, Travel, Stretch, Wide, Narrow Points (parts of body) Extension Tension Straight Flexibility Core strength Skip Hop	Travel Log Roll Forward roll Skip Leap Turn Jump Flow Neat and tidy Sequence Routine Balance names: Shoulder stand Bridge Arabesque Front support Back support	Forwards, Backwards, Sideways, Roll, Slow, Body parts, Shape, Jump, Travel, Stretch, Wide, Narrow, pull, push, step, spring, crawl, still, slowly, tall, long, high, low, roll, copy, jump, land, balance Travel Flow Under control Body tension Aesthetically pleasing Change of height Change of direction Link elements Travel names & types	Inverted element Ears next to arms Support Tension Straight is strong Lock joints Balance names	Timing Cannon Unison Tension Extension Counter balance Base Matching Mirror	Vault Pencil jump Tuck jump Pike Jump Straddle jump Side vault Round off Spring Cannon Unison Matching Mirror

Progression – Dance					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
- Copy and repeat simple dance movements - Travel in a variety of ways showing different rhythms and speeds - Copy and then explore simple gestures to communicate an idea - Respond imaginatively to a range of stimuli - Work cooperatively to create simple movement patterns/phrases - Understand what a dance phrase is – a 'sentence' of movement - Join together dance phrases to create a simple motif - Practise and repeat their motifs and perform with confidence - Observe each other dancing and comment	- Re-visit all aspects of Year 1 - Copy and repeat short motifs with control - Explore their own dance phrases and then sequence them together to create a motif - Respond imaginatively to a range of stimuli - Begin to use a range of actions to communicate ideas and moods – jumps, turns, freezes (stillness), travels - Begin to experiment with dynamics of movements and compare and contrast – e.g strong, fast, slow - Perform actions and movements on different levels - Compose short phrases and motifs in small groups in unison - Begin to explore different formations in their motifs - Use more expressive gestures clearly - Perform with confidence and quality movements - Observe each other dancing and comment using taught vocabulary - Being to use comments to improve their work	- Revisit aspects of Year 2 - Copy, repeat and reorder short motifs - Improvise freely individually and with a partner in response to stimuli - Create dance phrases using compositional elements to express an idea, mood or a feeling - Incorporate different dynamics into their movements - Explore more complex formations and show an understanding of these in their own compositions - Repeat dance phrases and motifs changing one element- speed, level, order, direction - Begin to use canon - Interpret rhythm well - Perform dances with expression, gestures and travels - Use a growing dance vocabulary to make appropriate suggestions about how work could be improved - Recognise and talk about the movements used and the expressive qualities of dance.	- Revisit aspects of Year 3 - Copy, repeat, remember and add to motifs taught by the teacher - Use images as a stimuli - Continue to incorporate different dynamics into their movements - Use more complex formations independently within a composition - Explore action and reaction movements between characters - Use a range of movement and dance phrases within compositions - Perform dances clearly and fluently, individually and as part of a larger group - Use a range of dance vocabulary to describe, interpret and evaluate a dance	- Revisit aspects of Year 4 - Use taught motifs as a starting point to explore their own ideas and movement phrases - Compose dance phrases and motifs in response to a range of stimuli - Adapt and refine the way that they use formation, travelling and compositional elements in their work - Use a range of formations effectively within their work - Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity when working on their own, with a partner and in a group - Show features of a particular dance style e.g. African, rock and roll - Remember, practice and refine more complex dance phrases and motifs - Plan and perform dances confidently - Recognise and comment on dances, showing and understanding of style and suggest ways to improve their own and others work.	- Revisit aspects of Year 5 - Use taught motifs as a starting point to explore their own ideas and movement phrases and change elements of the original motif - Confidently use features of a particular dance style e.g. Charleston, Indian - Explore, improvise and choose appropriate material to create new motifs in a chosen dance style - Extend compositional skills incorporating a wider range of dance styles and forms - Compose, develop and adapt motifs to make dance phrases and use these in longer dances - Plan and perform dances showing precision, control and fluency
Skills Covered					
- Copy the teacher and their peers - Explore movement patters and phrases based on a stimuli – e.g penguins	- Copy a short motif choreographed by the teacher and then explore their own ideas - Explore more complex movement patterns	- Able to copy and memorise a longer, more complex motif - Add own ideas to a taught motif	- Able to copy, repeat, remember and add to a taught motif - Copy images in balances and then begin to explore	- Able to cooperate with a group to choreograph a motif - Communicate effectively - Use and describe a range of compositional elements	- Work confidently within a group to share ideas and choreograph motifs and dances - Give detailed feedback to others

• Able to create short movement patterns which communicate an idea and include gesture and a variety of travels • Able to watch performances intently and then comment on what they liked	• Understand different levels of movements – high, medium, low • Show some understanding of compositional elements • Show spatial awareness when working as part of a group • Able to use the feedback of others to improve their work	• Explore a motif by changing elements within it • Show an awareness of others when performing – audience and other performers • Able to provide feedback and respond to it to improve performance	turning these into movements to link them • Show a good awareness and understanding of the dynamic quality of movements and how these express an idea or feeling • Perform with confidence and fluency • Able to evaluate dances and provide detailed feedback	• Memorise longer motifs • Rehearse and refine motifs and dances	• Use feedback about their dance to improve work • Rehears and refine motifs and dances to a high level
<u>Vocabulary</u>					
straight, curled, wide, thin hop, jump, skip, stamp, tiptoe etc wave, beckon, freeze, pattern, copy Words to describe pathways – zig zag, curved Dance phrase, gesture point, extend, explore	As Year 1 + Composition, motif, jump, turn, freeze, travel Dynamic – strong, fast, slow, soft Unison Levels Gesture Formation	As Year 2 + Canon	As Year 3 + Choreographic devices – repetition, action and reaction Interpret Evaluate Analyse	As Year 4 + Dance style Language specific to dance styles e.g. – isolation, flat feet etc. Variation	As Year 5 + Exploration Artistic intention Aesthetics Form

Progression – Athletics					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
- Explore moving in a variety of ways - Jump from two feet and land on two feet - Change direction to avoid obstacles - Travel over low obstacles using stepping and jumping - Throw an object with increasing control - Adjust speed when playing racing and chasing games - Jump in a variety of ways - Jump onto and around targets with increasing accuracy - Land on two and one feet when jumping - Travel over low obstacles with increasing control - Run at different speeds and change direction - Throw underarm and overarm - Recognise when their heart rate, breathing and temperature have changed	- Revisit all aspect of Year 1 - Jump forward and backwards in variety of ways with increasing accuracy - Choose when to run and when to jump over an obstacle - Link running and jumping - Change speed when running - Change direction when running showing increasing control - Run at fast, medium and slow speeds - Take part in a relay activity knowing when to run and what to do - Throw underarm and overarm - Choose the best technique when throwing for accuracy and when throwing for distance - Recognise when their heart rate, temperature and breathing rate have changed	- Re visit all aspects of year 2 – body control and movement - Be able to run for short periods of time and show a difference between running at speed and jogging - Demonstrate a range of throwing actions – right handed, left handed, overarm, underarm, two handed. - Throw with increasing accuracy and coordination into targets at various distances - Be able to perform basic jumps - one foot to two feet, two to two with increasing control - Show control in performances - Know the difference between jumping high and jumping long - Link running and jumping movements together - Be able to describe different, running, jumping and throwing actions - Can describe what they have done and whether it was successful	- Re visit all aspects of year 3 - Understand the difference between sprinting and running for long periods - Understand the basics of relay racing and baton passing - Know and demonstrate a range of throwing techniques with different equipment (Slinging Pushing, Pulling actions) - Perform a range of jumps - Link running and jumping moves together more fluently into a take off - Begin to play the role of an official; timer, measuring, and starter - Be able to suggest with guidance a target for improvement for distance or height	- Choose the best pace for a running event - Show control at take off in jumping activities - Link running and throwing moves together more fluently for effective release - Understand how stamina and power help people to perform well in different athletics activities - Identify good athletic performance and explain why it is good, using agreed criteria - Be able to suggest with guidance a target for improvement for distance or height	- Show accuracy and good technique when throwing for distance - Explore different types of running – strides, lengths, speeds - Be able to successfully transfer a baton in a relay using take over distances - Investigate different starting techniques - Know the principles for gaining height and distance in jumping and be able to mark out their run up. - Identify good athletic performance and explain why it is good, using agreed criteria - Be able to suggest a target for improvement for distance, height or time
Skills Covered					
- Taking turns and maintaining an order - Feel for when to release an object - Feel for when to jump over an object - Choose appropriate speed to run at for each activity	- Taking turns and maintaining an order - Feel for when to release an object - Feel for when to jump over an object - Feel what speed to run at	- Change speed and direction - Take part in a relay activity - Throw a variety of objects - To listen to feedback from their peers - Able to record basic times and distances - Suggest ideas to improve others performances	- Work in small groups co-operatively - Develop emotional resilience when they are unable to complete tasks - Encourage and teach others' who find things difficult - Have tolerance for class mates who are less able - Identify what could be improved	- Work in small groups co-operatively - Develop emotional resilience when they are unable to complete tasks - Encourage and teach others' who find things difficult - Have tolerance for class mates who are less able - Be able to identify and improve on a previous target	- Work in small groups co-operatively - Develop emotional resilience when they are unable to complete tasks - Encourage and teach others' who find things difficult - Have tolerance for class mates who are less able - Be able to identify and improve on a previous target
Vocabulary					
Jump, run, hop, skip, turn,	Jump, run, hop, skip, turn, Over, under, through	Run Catch	Sprint Jog	Race Run-Up	Race Run-Up

Over, under, through, throw	throw	Hop Skip Step Sideways Forwards Backwards Throw High, low, far, near, straight Aim Drop Bounce Fast, Medium, Slow Safely	Pace Sling, Push, Pull Power Stamina Speed Safety Relay Time Measure Record	Position of feet on last stride Pacing, Stamina Strength & Speed =Power Suppleness Safety Relay take over area Time Measure Record	Position of feet on last stride Pacing, Stamina Strength & Speed Power Suppleness Safety Relay take over area Time Measure Record
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Progression – Net and Wall Games					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• Able to send an object with increased confidence using hand or bat. • Move towards a moving ball to return it. • Sending and returning a variety of balls/objects such as balloons and beachballs. • Track, intercept and stop a variety of objects such as balls and beanbags. • Select and apply skills to beat the opposition.	• Be able to track the path of a ball over a net and move towards it • Begin to hit and return a ball using hands and racquets with some consistency • Play modified net/wall games throwing, catching and sending over a net • Be able to make it difficult for their opponent to score a point. • Begin to choose specific tactics appropriate to the situation. • Improve agility and coordination and use in a game.	• Recap skills learnt in year 2 • Throw a ball underarm and overarm towards a target • Accurately roll and throw a ball towards a target • Drop feed a ball to themselves and wait for it to bounce before hitting it • Hit the ball from the stronger side of their body with two hands and one hand • Begin to move their feet around the ball so that they can play a forehand	• Recap skills learnt in year 3 • Throw a ball over a net and aim for a target with accuracy • Throw a ball with accuracy into a space to beat an opponent • Throw a ball over the net for their partner to hit • Hit a forehand with one hand • Begin to hit from the weaker side by moving the racket across the body (backhand) • Start a rally by hitting an underarm forehand serve • Work with a partner to sustain a short rally • Move their feet around the ball so that they can play a forehand • Play games that involve hitting a target	• Recap skills learnt in year 4 • Feed accurately to a partner using underarm throws • Use forehand, backhand and overhead shots with increasing accuracy • Begin to serve overarm • Begin to hit volleys • Show some accuracy in the placement of shots • Begin to use slice, smash and topspin shots and differentiate between them • Rally with a partner playing shots from both sides of their body • Move around the court and cover space when needed • Play short tennis using some of the rules • Play Bisi Badminton using some of the rules • Keep a ball or balloon in play with their hands when playing volleyball	• Recap skills learnt in year 5 • Feed accurately to a partner using underarm throwing and then with a racket • Use a wide range of shots including forehand, backhand, overhead clear, smash, drop shot, dig and volley • Use slice and topspin shots more accurately • Serve underarm and overhead • Show more accuracy in their placement of shots • Look for space on the opposition side • Keep a rally going for a sustained period of time • Begin to play lobbs and drop shots accurately • Play a full game of short tennis or Badminton • Demonstrate confident footwork around the court • Demonstrate spatial awareness when playing doubles or as part of a team in volleyball
Skills Covered					
• Sliding and receiving a ball/beanbag. • Explore different ways of sending a ball. • Moving towards and returning balls. • Scoring points against opposition. • Attempt to hit a ball.	• Identify dominant and non-dominant side. • Use basic serving rules in a game. • Able to self-feed a ball to a partner using a racquet. • Develop agility in isolated challenges. • Develop the ready position to receive a ball.	• Wait their turn • Talk about what they can do and what they could improve • Suggest improvements to a friend (peer)	• Begin to show an awareness of when a particular shot would be best • Work collaboratively with a partner to sustain a rally • Suggest aspects that they could improve upon	• Show some awareness of when a certain shot is appropriate • Work collaboratively with a partner to sustain a rally • Suggest warm ups specific to the sport and explain why • Identify what they and others can do well and suggest improvements	• Recognise when it is appropriate to play a certain shot • Work collaboratively with a partner to sustain a rally and when playing doubles and communicate effectively • Suggest ideas for practices that will lead

• Basic rally with slow moving objects (balloon). • Feeding the ball over a net. • Track balls. • Develop core strength to send objects from a sitting, kneeling, and standing position.	• Play a variety of roles in a simple game. • Throw into space to make it difficult for opponent to return. • Play out a point from a serve.				to improvement of a particular skill • Identify strengths and weakness in their own and other's play
<u>Vocabulary</u>					
Slide, receive, explore, move, towards, return, feed, track, sit, kneeling, self-feed, racquet, position	Forehand Backhand Court Hitting Throw Underarm Feed	As 3 + Volley Serve Over arm Under arm Rally	As 4+ Singles Doubles Width and depth of court Space Dig Smash	As 5+ Defending the court	

Progression – Striking and Fielding Games					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• Able to hit objects with hand or bat. • Track and retrieve a rolling ball. • Throw and catch a variety of balls and objects. • Develop sending and receiving skills to benefit fielding as a team. • Distinguish between the roles of batters and fielders. • Introduce the concept of simple tactics.	• To develop hitting skills with a variety of bats. • Practice feeding/bowling skills. • Hit and run to score points in games. • Work on a variety of ways to score runs in the different hit, catch, run games. • Attempt to work as a team to field. • Begin to play the role of wicketkeeper or backstop.	• Revisit aspects of Year 2 Games • Be able to hit a stationary ball • Retrieve and throw a ball when fielding • Be able to throw a ball over a variety of distances • Understand the importance of feet when aiming for every shot • Play small sided games maintaining their own score • Be able to choose tactics to suit a situations in a game • Know the rules of some small sided games • Work co-operatively with a group when playing a game • Know how to warm their bodies up and what is happening to their body	• Revisit all aspects of Year 3 • Be able to hit a bowled ball • Collect, Stop and intercept a ball with increasing efficiency • Throw a ball with some accuracy from a distance. • Be able to putt a ball over varying distances • Be able to chip a ball over obstacles • Play a variety of game using different skills and equipment • Make tactical decisions • Explain what happens to their bodies whilst they work and how this varies with different games	• Revisit all aspects of Year 4 • Can perform underarm and overarm throwing showing correct technique. • Can catch a ball from a close and far away distance • Can strike a bowled ball forwards using tactics for placement • Can perform a basic overarm bowl • Can perform a basic underarm bowl • Can decide which shot to use in golf • Know how to set up small sided games in Cricket, Rounders & Golf • Know different positions within games and understand their role in batting and fielding	• Revisit all aspects of year 5 • Can strike a bowled ball • Use a range of fielding skills with growing control and consistency; Work collaboratively in pairs, group activities and small sided games; Use and apply the basic rules consistently and fairly; • Understand and implement a range of tactics in games; • Recognise the activities and exercises that need including in a warm up and cool down; • Identify their own strengths and suggest practices to help them improve
Skills Covered					
• Use a range of throwing and rolling skills. • Return a ball to a base/zone. • Work with others to stop players scoring runs. • Self-feed and hit a ball. • Run between bases to score points.	• Hit with bats (some still hitting with hands). • Use kicking to send a ball and score points. • Use underarm bowling. • Play as part of a team. • Run to 'safety'. • Outwit bowler and hot to space. • Move in line to stop ball.	• Suggest ideas to improve the work of others • To be able to act on the feedback of others • To find ways to improve their own performance • To use a digital device to record and analyse performance	• Take turns appropriately • Officiate their own game • Officiate the scoring of other games • Help others with aiming • Suggest ways to improve the work of their peers • Take on board feedback from peers and improve their own performance	• Take turns appropriately • Praise and encourage good shots of peers • To use a digital device to record and analyse performance • Help other with set up and aim • Suggest ways to improve the work of their peers • Take on board feedback from peers and improve their own performance	• Cooperate in a group to design games • Collaborate to organise games • Officiate the scoring of others in designed games • Suggest ways to improve the work of their peers Take on board feedback from peers and improve their own performance
Vocabulary					
Send to targets. Catch and intercept. Bounce ball to self. Defend a target. Attack and defend as a pair. Communicate with partner. Compete in a basic tournament 2v2.	Kick with inside of foot and stop ball with feet. Control a ball. Bounce the ball to send it. Bounce a ball to begin to dribble. Throw/send a variety of equipment. Pass and move.	Overarm Throw Underarm Throw Bowling Batting Putting Driving Tactics Fielding Retrieving	Overarm Throw Underarm Throw Bowling Batting Putting Driving Tactics Fielding Retrieving	Overarm Throw Underarm Throw Bowling Batting Putting Driving Tactics Fielding Retrieving	Overarm Throw Underarm Throw Bowling Batting Putting Driving Tactics Fielding Retrieving

	Intercepting in a game. Play goalkeeper.	Stopping	Stopping Chip	Stopping Chip	Stopping Chip
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Progression – Outdoor and Adventurous Games (OAA)					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use thinking skills to follow multi step instructions. • Solve more challenging problems as an individual. • Comprehend that one thing can represent another. • Take part in activities with increasing challenge to build confidence.	Use searching skills to find given items from clues and pictures. • Work as a pair to navigate space. • Use and explore unusual equipment to develop coordination, • problem-solving and motor skills.	• Working in large and small groups; • Undertake a range of team building activities; • E.g Bench cooperation game (ordering, passing equipment) • Cross the river - single or double mat travel • Murder mystery (Cluedo under cones), • Communication games - blindfolded sheep • Use the Plan – Do – Review process effectively in a team situation • Know how to share ideas equally within a team • Understand how to communicate effectively with team members • Find ways to resolve conflicts of opinions in team activities	• Team building recap • Complete orienteering courses e.g Picture orienteering; Playground and full school. Map orienteering; Hall, Playground, full school jigsaw • Able to orientate a map • Work in a three to find and record markers • Use pictures and maps to locate markers	• Team building recap • Map work recap – full school jigsaw • Complete orienteering courses: • Playground • Hall • Field • Whole school • Use variety of orienteering styles; number order, words, code breaking • Find solutions to problems and challenges • Produce own school maps with relevant key	• Team building recap • Full school orienteering activity – Whole school / codebreakers • Compass work – how to use a compass, follow coordinates • Make letters using a compass coordinates • Adapt quickly and safely to new situations/environments • Plan, devise and implement strategies to complete their task • Using a compass to navigate around the playground • Using a compass to navigate around the school site • Off site orienteering course • Design and deliver own orienteering course
Skills Covered					
• Follow simple instructions. • Recognise, remember, and match some symbols. • Perform physically challenging actions. • Follow a movement pattern with others. • Take part in competitive races and work with a partner. • Undertake simple speed stack arrangements.	• Use equipment in unconventional ways. • Build on speed stack skills. • Compose a small group movement pattern. • Participate in blindfold activities. • Introduce the principle of map keys and use in a simple way.	• Communication in small groups • Able to listen to each person in the group • Compose ideas • Participate as part of a team • Understand their role within the team	• Communicate effectively within a team • Allocate roles within a team • Motivate team members to do their best • To work cooperatively within a team	• Read a map • Communicate effectively within a team suggesting ways to improve • Allocate roles within a team • Motivate team members to do their best • To work cooperatively within a team	• Communicate effectively with team mates • Find ways to manage disagreements within a team • Allocate job roles within a team • Help teach others in their team how to complete a different role • Motivate each other so they can do their best
Vocabulary					
• Communication – how we send and receive information by talking, writing and hand-gestures • Team Building – An activity that causes a group to work together effectively • Cooperation – Working together to achieve the same goal • Problem solving – finding the solution to an issue. • Instructions – A direction or order • Verbal instructions – a spoken direction or order		• Leader • Worker • Cooperate • Plan, do , review	• Orientate • Marker • Plan, do, review • Map	• Orientate • Marker • Clipper • Marker flag	• Compass • Orientate • Degrees • Base plate • Bezel-turning part • Magnetic needle • Direction arrow • Paces • Scale

• Non-verbal instructions – a direction or order given without the use of speech.				• Reference point
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Progression - Swimming		
Beginner	Intermediate	Advanced
- Swim short distances unaided between 5 & 20 metres using one consistent stroke. - Propel themselves over longer distances with the assistance of swimming aids. - Move with more confidence in the water including submerging themselves fully. - Enter and exit the water independently.	- Swim over greater distances, between 10 & 20 meters with confidence in shallow water. - Begin to use basic swimming techniques including correct arm and leg action. - Explore and use basic breathing patterns. - Enter and exit the water in a variety of ways. - Take part in problem-solving activities such as group floats and team challenges.	- Bring control and fluency to at least two recognised strokes. - Implement good breathing technique to allow for smooth stroke patterns. - Attempt personal survival techniques as an individual and group with success. - Link lengths together with turns and attempt tumble turn in isolation and during a stroke.
Skills Covered		
- Pulling and pushing. - Stabilising – feet upright off the ground. - Submerging. - Prone float. - Supine float. - Leg action on back. - Push, glide, turn. - Doggy paddle. - Transition from glide to stroke.	- Jump in from side of pool and submerge. - Sink and roll. - Front crawl legs. - Surface dive. - Linking 3 different types of floating technique. - Breastroke legs. - Somersault in water. - Sculling face in water. - Kicking while submerged.	- Relay change over. - Mushroom float. - Partner support. - Crouching dive. - Surface dive. - Treading water. - Tumble turn/tumble under water. - Combining fluent breaststroke arm and leg technique. - Head out entry to water