**Subject Progression Map**

**Subject Intent:**

Methley Primary school believes that PE and physical activity are an integral part of our curriculum. During PE our learners are motivated to improve their skills in a range of different opportunities developing their perseverance. We provide opportunities for pupils to become physically confident in a way, which supports their health and fitness. We provide opportunities to compete in a range of sports and other physical activities. Through competition with both themselves and others, children develop important values such as fairness and respect. Our children are given opportunities to collaborate by working with others developing essential critical thinking and communication skills whilst supporting each other in evaluations of their performances. Through all of this, our children are able to celebrate successes.

**Implementation:**

Across KS1 and KS2, children have 2 taught PE lessons a week. Typically 1 indoor and 1 outdoor. The PE curriculum is enhanced by a number of different clubs across both key stages and the participation in a number of different sporting competitions. There is an opportunity for children to compete both in school and out of school for children from Year 1 to Year 6. School has a dedicated team of sports leaders (children form year 4-6) who meet weekly, plan and support at events and plan their own activities for younger children in school. Following the national curriculum, children learn a variety of skills in KS1 which can be applied in small sided team games. In KS2 these skills are refined and used alongside tactics to develop further understanding of the activities and applied to more formal games in upper KS2. Throughout the lessons, children are encouraged to develop leadership roles in different areas and also to evaluate their own and others performances. Staff ensure that they continue to develop children’s vocabulary throughout these lessons.

At lunch times and playtimes, there is equipment available to support the children in developing and continuing an active lifestyle.

In EYFS, children have access to the outdoors throughout the day where there are different areas of provision to support them in physical development, moving and handling and health and self-care. Enhancements are made to provision throughout the term to allow different challenges to the children. In Nursery, there is also an indoor movement area which further supports the child’s development. Children in reception begin PE in the summer term and play simple games with different equipment allowing them to further work on the movement skills.

Linked to PSHE, pupils develop an understanding of why we need to exercise and across school, pupils are involved in physical activities every day.

Skills progression – areas highlighted are agreed and of phase outcomes across the BLP PE leaders.

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| Subject Area – **PE – Dance** | | | | | | | | | | | | | |
| **Intent** | Foundation | Year 1 | | Year 2 | | Year 3 | | Year 4 | | Year 5 | | Year 6 | |
| Skills / Knowledge  From NC | Explore and copy basic body actions and rhythms.  To be able to negotiate space confidently, using appropriate strategies.  To be able to use their bodies to imitate motifs from stories and topics such as animals, trees, etc…  To begin to respond with their bodies to different types of music.  30-50 months  Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding  and hopping.  Can stand momentarily on one foot when shown  40-60+ months Experiments with different ways of moving.  ELG  Children show good control and co-ordination in large and small movements.  They move confidently in a range of ways, safely negotiating space. They  handle equipment and tools effectively, including pencils for writing. | Demonstrate 2 different jumps.  Demonstrate 3 travelling actions.  Hold 3 different balances.  Copy a dance pattern  Remember a simple phrase with support  Create own actions.  Perform simple actions with support.  Dance alongside others.  Perform to music.  Identify different jumps  Identify something I liked. | | Demonstrate a range of jumps.  Demonstrate a range of travelling actions.  Demonstrate coordination.  Copy and remember a simple phrase or motif.  Create a series of actions.  Demonstrate spatial awareness (directions).  Perform simple actions from memory.  Perform using set counts.  Perform confidently.  Identify a range of jumps and travelling actions.  Identify something I liked and explain why.  **Repeat simple movement patterns with control** | | Demonstrate all key actions, gestures, travel, jump, turn and stillness.  Demonstrate a variety of actions with some control.  Demonstrate actions with some coordination and strength.  Create a sequence of actions to be performed in unison.  I can use my imagination creating original ideas.  Perform a variery of actions from memory.  I can perform using spatial awareness.  Perform in time with others.  Name key actions.  Identify something that needs to be improved and explain why with support. | | Control the majority of key actions.  Demonstrate the variety of key actions showing co-ordination and strength.  Create a sequence of actions using cannon.  Create a sequence using different dynamics.  Create actions using different stimuli.  Perform competently with an awareness of audience.  Perform using a variety of styles.  Understand that dance has a structure – beginning, middle and end.  Use dance vocabulary to identify strengths and weaknesses and suggest improvements.  **Move in time when performing short sequences**  **Choreograph short sequences using mirror, canon and unison** | | Demonstrate all key actions with control and strength,  Attempt more complex actions using flexibility and balance.  Create a sequence of actions using change in formation and level.  Choreograph dances that communicate feelings and emotions.  Perform with confidence with audience awareness.  Perform in more than 1 style of dance.  Perform with expression.  Evaluate a performance using key vocabulary and giving suggestions on how to improve without prompting. | | Competently demonstrate all key actions with strength and stamina.  Repeatedly demonstrate more complex actions with flexibility and co-ordination.  Create movement demonstrating changes in rhythm, speed and formations.  Create a dance showing awareness of all aspects of choreography (unison, cannon, spatial awareness etc)  Perform confidently to a range of audience with expression and focus.  Perform confidently in a range of styles being aware of dynamics.  Completely evaluate a performance.  **Perform and choreograph small group sequences**  **Choose when to use skills and techniques including mirror, canon, unison to make sequences have impact** | |
| Subject Area – **PE – Gymnastics** | | | | | | | | | | | | | |
| **Intent** | Foundation | Year 1 | | Year 2 | | Year 3 | | Year 4 | | Year 5 | | Year 6 | |
| Skills / Knowledge  From NC | Move confidently and safely in their own and general space. (Negotiating space effectively – under, round, over equipment and obstacles)  Move and stop, recognising both commands and acting upon them immediately.  Show contrast with their bodies including tall/short, wide/thin, straight/curved) Copy simple movements and simple sequences.  Begin to make shapes with their bodies, according to commands.  30-50 months  Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.  Can stand momentarily on one foot when shown  40-60+ months Experiments with different ways of moving.  Jump off an object and land appropriately.  ELG  Children show good control and co-ordination in large and small movements.  They move confidently in a range of ways, safely negotiating space. They  handle equipment and tools effectively, including pencils for writing. | Identify and use simple gymnastics shapes & balances – pike, tuck, star, straight, straddle, standing balances, kneeling balances.  Use different travelling actions – tiptoe, jump, hop, hopscotch, skipping, galloping, bunny hop, front support walks.  Show different rolls with some control – log roll, egg roll, teddy bear roll.  Use gymnastics shapes to perform jumps – straight, tuck, star, half turn, cat spring.  Jump from low equipment to land safely.  Explore making the body tense and relaxed, stretched and curled.  Copy, create and link movement phrases.  Perform movement phrases using a range of body actions and body parts.  Use actions on and around different apparatus.  Perform simple actions & sequences with support.  Identify different jumps & actions  Identify something I liked. | | Identify and use simple gymnastics shapes & balances – large body part balances, balances on apparatus, balances with a partner, front and back support.  Use different travelling actions – jump half turn, T lever, scissor kick  Show different rolls with control rocking for forward roll, crouched forward roll.  Use gymnastics shapes to perform jumps – straight, tuck, star, half turn, cat spring to straddle  Jump from equipment to land safely.  Use a hurdle step onto a springboard. Straight jump and tuck jump off a spring board.  Explore making the body tense and relaxed, stretched and curled.  Remember, repeat and link combinations of gymnastics actions, shapes and balances with some co-ordination.  Perform learnt skills with increasing control.  Choose actions to perform in a sequence and perform with some control.  Work with a partner to share ideas and create a simple sequence.  Identify a range of jumps and travelling actions.  Identify something I liked and explain why.  **Repeat simple movement patterns with control**  **Land a two footed jump** | | Identify and use gymnastics shapes & balances – large and small body part balances, matching and contrasting partner balances.  Use different travelling actions chassis steps, cat leap,  Develop gymnastics moves – handstand, lunge into handstand, cartwheel.  Show different rolls with control – forward roll from standing, tucked backwards roll.  Use gymnastics shapes to perform jumps – straddle jump, pike jump, cat leap  Jump from equipment to land safely using a range of jumps.  Squat on to a vault or bench (or table).  Perform sequences on different apparatus.  Adapt moves for different apparatus.  Develop the quality of actions in a performance.  Perform skills with control and confidence.  Compete against self & others in a controlled manner.  Begin to work with a partner matching and mirroring  Name key actions.  Identify something that needs to be improved and explain why with support. | | Identify and use gymnastics shapes & balances – 1,2,3 & 4 point balances, balances with and against a partner.  Use different travelling actions - cat leap half turn, pivot.  Develop gymnastics moves – lunge into cartwheel.  Show different rolls with control – forward roll to straddle, backward roll to straddle.  Use gymnastics shapes to perform jumps – full turn, cat leap half turn.  Jump from equipment to land safely using a range of jumps.  Straddle on to a vault or bench (or table).  Include a wider range of actions and movements in sequences.  Create sequences that follow a criteria- level, speed, direction.  Perform sequences with fluency and expression.  Perform and apply skills and techniques with control and accuracy.  Name key actions.  Identify something that needs to be improved and explain why with support.  **Hold ‘core gymnastics positions’**  **Combine simple rolls, balances and jumps**  **Move in time when performing short sequences** | | Identify and use gymnastics shapes & balances – part body weight partner balances.  Use different travelling actions - cat leap half turn, pivot.  Develop gymnastics moves – lunge into round off.  Show different rolls with control – pike forwards roll  Use gymnastics shapes to perform jumps – stag jump, split leap, split jump.  Jump from equipment to land safely using a range of jumps.  Squat through on vault.  Choose and apply compositional ideas to the sequences they create. Adapt sequences as needed, extend sequences.  Perform own longer, more complex sequences (could be in time to music).  Consistently perform and apply skills and techniques with accuracy and control.  Evaluate a performance using key vocabulary and giving suggestions on how to improve without prompting. | | Identify and use gymnastics shapes & balances – develop complexity of part -weight partner balances, group formations,  Use different travelling actions - cat leap full turn,  Develop gymnastics moves – hurdle step, hurdle step to cartwheel, hurdle step to round off.  Show different rolls with control – dive forwards roll, backwards roll to standing pike, pike backwards roll.  Use gymnastics shapes to perform jumps – stag leap, cat leap full turn.  Jump from equipment to land safely using a range of jumps.  Straddle over on vault or table.  Develop own gymnastics sequence by understanding, choosing and applying a range of compositional principles.  Set sequences to a specific timing and stick to them individually, with a partner or in a small group.  Perform and apply a variety of skills and techniques confidently and with precision.  Completely evaluate a performance.  **Link ‘core gymnastics positions’**  **Apply gymnastic skills to apparatus with fluency**  **Perform a forward roll**  **Perform and choreograph small group sequence** | |
| Subject Area – **Games – Inc Object control & small team games in KS1 (skills for games and activities)**  **Invasion based in KS2** | | | | | | | | | | | | | |
| **Intent** | Foundation | Year 1 | | Year 2 | | Year 3 | | Year 4 | | Year 5 | | Year 6 | |
| Skills / Knowledge  From NC | Develop basic sending and receiving techniques.  Use ball skills in game based activities  Aim a variety of balls and equipment accurately.  Time running to stop or intercept the path of a ball.  Begin to use balls or other equipment co-operatively with a partner.  Be able to control a ball within a game setting  Use hands to control a ball  22-36 months  Kick a large ball  30-50 months  Can catch a large ball.  40-60+ months  Shows increasing control over an object in pushing, patting, throwing, catching or  kicking it.  ELG  Children show good control and co-ordination in large and small movements.  They move confidently in a range of ways, safely negotiating space. They  handle equipment and tools effectively, including pencils for writing. | Skills  Use hands to control a ball with increasing accuracy  Throw underarm and overarm.  Catch and bounce a ball.  Practise accurate throwing and consistent catching.  Travel with a ball in different ways.  Travel with a ball in different directions  Perform actions using some coordination and some control .  Application  Show some control of a ball within a game setting  Use rolling skills in a game.  Pass the ball to another player in a game.  Use kicking skills in a game  Move at different speeds.  Use different ways of travelling in different directions of pathways.  Begin to use space in a game.  Participation  Use simple rules to play team games.  Participate in a game with an opposing side  Be able to play a game following a set of rules  Begin to use the terms attacking and defending.  Use simple defensive skills such as marking a player or defending a space.  Use simple attacking skills such as dodging to get past a defender.  Evaluation  Watch and describe performances.  Say how something could be improved. | | Skills  Use hand-eye coordination to control a ball.  Catch a variety of objects  Throw balls over different distances.  Pass the ball in different ways.  Throw, catch and bounce a ball with a partner.  Kick and move with a ball.  Bounce and move with a ball.  Develop catching and dribbling skills.  Use both hands and feet in order to control a ball.  Perform actions with increasing control and co-ordination.  Application  To vary types of throw in a game.  Use dribbling skills in a game  Use different ways of travelling at different speeds and different directions.  Change speed and direction whilst running.  Begin to choose and use the best space in a game.  Participation  Participate in a game with an opposing side  Control a ball within a game setting  Play a game with a set of rules  Play as part of a team  Cooperate with team mates  & work as a team in order to score goals/points  Use at least 1 technique to attack or defend.  Understand the importance of rules.  Evaluation  Use what they see to improve their own performance. Discuss differences between their own and others work.  **Catch**  **Throw accurately underarm** | | Skills  Perform a range of actions, maintaining control of the ball Perform a range of catching and gathering skills with control.  Catch with increasing control and accuracy.  Develop the quality of their actions.  Perform learnt skills with control and confidence.  Develop a safe and effective overarm throw.  Application  Choose the correct skills to meet a challenge.  Find a useful space and get into it to support teammates.  Pass the ball in different ways in a games situation.  Participation  Participate in team games  Be aware of others when playing games.  Apply skills and tactics in small-sided games.  Begin to understand and apply the principles of invasion games.  Identify and follow the rules of games fairly.  Choose and use simple tactics to suit different situations  React to situations in ways that make it difficult for opponents to win.  Know how to keep and win back possession.  Evaluation  Watch, describe and evaluate the effectiveness of a performance.  Describe how their performance has improved over time. | | Skills  Catch with one hand  Develop different ways of throwing and catching.  Move with the ball using a range of techniques and showing control.  Perform and apply skills with control and accuracy.  Application  Be aware of space and use it to support teammates and cause problems for the opposition.  Move to find a space when they are not in possession during a game.  Pass the ball with increasing speed and accuracy in a game.  Make the best use of space to pass and receive a ball.  Participation  Participate in team games  Develop simple tactics for attacking and defending  Play competitive games, modified where appropriate.  Compete in a range of increasingly challenging situations  Occasionally help the team to keep and win back possession of the ball.  Use a range of attacking and defending skills and techniques in a game.  Vary the tactics used.  Adapt rules to alter games.  Evaluation  Watch, describe and evaluate the effectiveness of performances, giving ideas for improvement.  Modify their use of skills to achieve a better result.  **Catch and pass on the move**  **Throw accurately over distance using an overarm throw** | | Skills  Use a number of techniques to pass, dribble and shoot.  Consolidate different ways of throwing and catching.  Use ball skill sin various ways and begin to link together.  Consistently perform and apply skills with accuracy and control.  Application  Pass in different ways  Consolidate different ways of throwing and catching and know when to use each in a game.  Use different ways of dribbling in a game.  Pass a ball with speed and accuracy using appropriate techniques.  Show an increasing awareness of space.  Shoot in a game,  Know when to pass and when to dribble.  Participation  Keep and win back possession of the ball.  Vary tactics and adapt skills according to what is happening  Choose the best tactics for attacking and defending.  Gain possession by working as a team  Choose the best tactics for attacking and defending.  devise and adapt rules to create their own games.  Have a strong understanding of tactics in team games.  Evaluation  Choose and use criteria to evaluate own and others’ performances.  Explain why they have used a particular skill and the effect it had on their performance. | | Skills  Throw and catch accurately.  Show confidence in using ball skills in various ways and link these together,  Perform and apply a variety of skills and techniques confidently, consistently and with precision.  Application  Use skills accurately in a game, when under pressure.  Choose and make the best pass in a game situation and link a range of skills together.  Demonstrate a good awareness of space.  Participation  Explain complicated rules  Make a team plan and communicate it to others.  Lead others in a game situation.  Keep and win back the possession of the ball effectively and in a variety of ways in a team game.  Think ahead and create a plan of attack or defence.  Apply knowledge of skills for attacking and defending.  Follow and create complicated rules to play a game successfully.  Communicate plans to others during a game.  Lead other during a game.  Have a strong understanding of tactics.  Evaluation  Develop an understanding of how to improve in different physical activities and sports.  Thoroughly evaluate their own and others work , suggesting thoughtful and appropriate improvements.  **Catch and pass accurately in competitive games**  **Make good passing choices in competitive games** | |
| Subject Area – **Games – Object control in KS1 (skills for games)**  **Net and Wall & sticking and fielding based in KS2** | | | | | | | | | | | | | |
| **Intent** | Foundation | Year 1 | | Year 2 | | Year 3 | | Year 4 | | Year 5 | | Year 6 | |
| Skills / Knowledge  From NC | Be able to control a ball within a game setting  Use hands to control a ball  Develop basic sending and receiving techniques.  Use ball skills in game based activities  Aim a variety of balls and equipment accurately.  Time running to stop or intercept the path of a ball.  Begin to use balls or other equipment co-operatively with a partner.  22-36 months  30-50 months  Can catch a large ball.  40-60+ months  Shows increasing control over an object in pushing, patting, throwing, catching or  kicking it.  ELG  Children show good control and co-ordination in large and small movements.  They move confidently in a range of ways, safely negotiating space. They  handle equipment and tools effectively, including pencils for writing. | Skills  Strike with a racket or bat.  Practise basic striking, sending and receiving.  Begin to control a ball or other object using a bat or racket.  Use hands to control a ball with increasing accuracy  Throw underarm and overarm.  Catch and bounce a ball.  Practise accurate throwing and consistent catching.  Perform actions using some coordination and some control .  Application  Show some control of a ball within a game setting.  Use hitting skills in a game.  Use throwing and catching skills in a game.  Use rolling skills in a game.  Pass the ball to another player in a game.  Move at different speeds.  Begin to use space in a game.  Begin to use fielding skills in a game.  Participation  Use simple rules to play team games.  Participate in a game with an opposing side  Be able to play a game following a set of rules  Play a game fairly and in a sporting manner.  Evaluation  Watch and describe performances.  Say how something could be improved. | | Skills  Use hand-eye coordination to control a ball.  Develop control when using a bat or racquet with a ball or object.  Begin to send an object to a partner and wait for a return (using a bat or racquet).  Catch a variety of objects  Throw balls over different distances.  Pass the ball in different ways.  Throw, catch and bounce a ball with a partner.  Develop catching skills.  Perform actions with increasing control and co-ordination.  Strike or hit a ball with increasing control.  Position the body to strike a ball.  Application  To vary types of throw in a game.  Use different ways of travelling at different speeds and different directions.  Change speed and direction whilst running.  Begin to choose and use the best space in a game.  Use fielding skills to play a game.  Participation  Participate in a game with an opposing side  Control a ball within a game setting  Play a game with a set of rules  Play as part of a team  Cooperate with team mates  & work as a team in order to score goals/points  Understand the importance of rules.  Evaluation  Use what they see to improve their own performance. Discuss differences between their own and others work.  **Catch**  **Throw accurately underarm** | | Skills  Perform a range of catching and gathering skills with control.  Catch with increasing control and accuracy.  Develop the quality of their actions.  Perform learnt skills with control and confidence.  Develop a safe and effective overarm throw.  Demonstrate successful hitting and striking skills. Develop a range of skills in striking (and fielding where appropriate).  Practise the correct batting technique and use it in a game.  Strike the ball for distance.  Application  Choose the correct skills to meet a challenge.  Pass the ball in different ways in a games situation.  Use the correct technique for catching in a game.  Develop use of fielding skills in a game.  Participation  Participate in team games  Be aware of others when playing games.  Apply skills and tactics in small-sided games.  Identify and follow the rules of games fairly.  Choose and use simple tactics to suit different situations  React to situations in ways that make it difficult for opponents to win.  Watch, describe and evaluate the effectiveness of a performance.  Describe how their performance has improved over time. | | Skills  Catch with one hand  Develop different ways of throwing and catching.  Perform and apply skills with control and accuracy.  Use a bat or to hit a ball or shuttlecock with accuracy and control.  Accurately serve underarm. Build a rally with a partner. Use at least two different shots in a game situation. Use hand-eye coordination to strike a moving and a stationary ball.  Application  Be aware of space and use it to support teammates and cause problems for the opposition.  Move to find a space when they are not in possession during a game.  Pass the ball with increasing speed and accuracy in a game.  Make the best use of space to pass and receive a ball.  Participation  Participate in team games  Play competitive games, modified where appropriate.  Compete in a range of increasingly challenging situations  Use a range of attacking and defending skills and techniques in a game.  Vary the tactics used.  Adapt rules to alter games.  Communicate effectively with team mates.  Evaluation  Watch, describe and evaluate the effectiveness of performances, giving ideas for improvement.  Modify their use of skills to achieve a better result.  **Catch and pass on the move**  **Throw accurately over distance using an overarm throw** | | Skills  Consolidate different ways of throwing and catching.  Use ball skills in various ways and begin to link together.  Consistently perform and apply skills with accuracy and control.  Use different techniques to hit a ball.  Identify and apply techniques for hitting a tennis ball or shuttle cock.  Explore when different shots are best used.  Develop a backhand technique and use it in a game.  Practise techniques for all strokes.  Play a game using an overhead serve.  Application  Pass in different ways  Consolidate different ways of throwing and catching and know when to use each in a game.  Pass a ball with speed and accuracy using appropriate techniques.  Show an increasing awareness of space.  Participation  Vary tactics and adapt skills according to what is happening  Choose the best tactics for attacking and defending.  Devise and adapt rules to create their own games.  Have a strong understanding of tactics in team games.  Evaluation  Choose and use criteria to evaluate own and others’ performances.  Explain why they have used a particular skill and the effect it had on their performance. | | Skills  Throw and catch accurately.  Show confidence in using ball skills in various ways and link these together,  Perform and apply a variety of skills and techniques confidently, consistently and with precision.  Hit a bowled ball over longer distances.  Use good hand-eye coordination to be able to direct a ball when striking or hitting.  Understand how to serve in order to start a game.  Application  Use skills accurately in a game, when under pressure.  Choose and make the best pass in a game situation and link a range of skills together.  Demonstrate a good awareness of space.  Control movement with a ball in opposed situation  Participation  Explain complicated rules  Make a team plan and communicate it to others.  Lead others in a game situation.  Think ahead and create a plan of attack or defence.  Follow and create complicated rules to play a game successfully.  Communicate plans to others during a game.  Lead other during a game.  Have a strong understanding of tactics.  Evaluation  Develop an understanding of how to improve in different physical activities and sports.  Thoroughly evaluate their own and others work , suggesting thoughtful and appropriate improvements.  **Catch and pass accurately in competitive games** | |
| Subject Area – **Moving in different ways (FSU and KS1) &** **Athletics (KS1 & KS2)** | | | | | | | | | | | | | |
| **Intent** | Foundation | Year 1 | | Year 2 | | Year 3 | | Year 4 | | Year 5 | | Year 6 | |
| Skills / Knowledge  From NC | 22-36 months  Run safely on whole foot  Climb confidently on equipment  30-50 months  Move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.  40-60+ months  Jump off an object and lands appropriately  Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.  Travels with confidence and skill around, under, over and through balancing and  climbing equipment  ELG  Children show good control and co-ordination in large and small movements.  They move confidently in a range of ways, safely negotiating space. They  handle equipment and tools effectively, including pencils for writing. | Locomotion  To travel in different ways, showing clear transitions between movements  Move with control and care.  To travel in different directions (side to side, up and down) with control and fluency.  To develop balance, agility and co-ordination.  Stop on command  Explore footwork patterns.  Begin to hurdle small objects.  Running  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.  Jumping  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.  Throwing  Throw underarm and overarm.  Throw a ball towards a target with increasing accuracy.  Improve the distance they can throw by using more power.  Compete/Perform  Begin to perform learnt skills with some control. Engage in competitive activities and team games.  Evaluate  Watch and describe performances. Begin to say how they could improve. | | Locomotion  Skip with a rope varying the type of skip.  Gallop, side gallop  Hurdle a small obstacle and continuing moving afterwards.  Running  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.  Jumping  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  Throwing  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.  Compete/Perform  Perform learnt skills with increasing control. Compete against self and others.  Evaluate  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.  **Sprint 50m**  **Run continuously for four minutes**  **Land a two footed jump** | | Locomotion  Link running and jumping activities with some fluency, control and consistency.  Running  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.  Begin to develop skills for relay races and baton passes.  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.  Throwing  Throw a variety of different objects.  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.  Compete/Perform  Perform learnt skills and techniques with control and confidence.  Compete against self and others in a controlled manner.  Compete in mini competitions recording scores.  Evaluate  Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time. | | Locomotion  Co+++mbine running and jumping activities with improved control.  Running  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.  Jumping  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.  Throwing  Perform a pull throw.  Measure the distance of their throws. Continue to develop techniques to throw for increased distance.  Compete/Perform  Perform and apply skills and techniques with control and accuracy.  Take part in a range of competitive games and activities.  Evaluate  Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.  Modify their use of skills or techniques to achieve a better result.  Sprint 100m  Run continuously for 10 minutes  Run and jump from one foot to two feet | | Running  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.  Jumping  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  Throwing  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.  Compete/Perform  Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition.  Evaluate  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. | | Running  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.  Jumping  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.  Throwing  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.  Compete/Perform  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.  Evaluate  Thoroughly evaluate their own and others’ work, suggesting thoughtful and appropriate improvements.  **Sprint 100m with good technique**  **Run competitively in a sprint and distance race**  **Combine different jumps such as hop, step, jump**  **Work hard to improve personal bests in athletics** | |
| Subject Area – **OAA** | | | | | | | | | | | | | |
| **Intent** | Foundation | Year 1 | | Year 2 | | Year 3 | | Year 4 | | Year 5 | | Year 6 | |
| Skills / Knowledge  From NC | Problem Solving  Solve simple problems as part of a team or group.  Preparation & Organisation  Work together before starting to create a plan.  Communication  Work alongside others in a small group.  Share simple ideas with others in the group.  Support other members of the team.  Compete and perform  Try to complete challenges effectively before other teams.  Evaluate  Begin to say what went well and what could be improved next time.  OAA is not a suggested activity in KS1. These activities could be used alongside other areas of learning to develop children’s skills. | | | | | Trails  Orientate themselves with increasing confidence and accuracy around a short trail.  Problem Solving  Identify and use effective communication to begin to work as a team. Identify symbols used on a key.  Preparation & Organisation  Begin to choose equipment that is appropriate for an activity.  Communication  Communicate with others.  Compete and perform  Begin to complete activities in a set period of time.  Begin to offer an evaluation of personal performances and activities.  Evaluate  Watch, describe and evaluate the effectiveness of a performance.  Describe how their performance has improved over time. | | Trails  Orientate 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.  Problem Solving  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 key skills required to succeed at each.  Associate the meaning of a key in the context of the environment.  Preparation & Organisation  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.  Communication  Communicate clearly with others.  Work as part of a team  Begin to use a map to complete an orienteering course.  Compete and perform  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 course.  Evaluate  Watch, describe and evaluate the effectiveness of a performance giving ideas for improvements.  Modify their use of skills or techniques to achieve a better result. | | Trails  Start to orientate themselves with the 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 the trail.  Problem Solving  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.  Preparation & Organisation  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.  Communication  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.  Compete and perform  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.  Evaluate  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. | | Trails  Orientate 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  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 and informed decision on the most effective.  Preparation & Organisation  Choose the best equipment for an out door 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.  Communication  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  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  Thoroughly evaluate their own and others’ work, suggesting thoughtful and appropriate improvements. | |
| Subject Area – **Swimming** | | | | | | | | | | | | | |
| **Intent** | Foundation | | Year 1 | | Year 2 | | Year 3 | | Year 4 | | Year 5 | | Year 6 |
| Skills / Knowledge  From NC |  | |  | |  | | Develop basic pool safety skills and confidence in water.  Develop travel in vertical or horizontal position and introduce floats.  Develop push and glides, any kick action on front and back with or without support aids.  Develop entry and exit, travel further, float and submerge.  Develop balance, link activities and travel further on whole stroke.  Show breath control.  Tread water.  Swim front crawl for 25m.  Expected outcomes for all:  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 | | | | | | |
| Subject Area – Skills for learning in PE | | | | | | | | | | | | | |
| **Intent** | Foundation | Year 1 | | Year 2 | | Year 3 | | Year 4 | | Year 5 | | Year 6 | |
| Skills / Knowledge  From NC | Begin to recognise equipment which may be dangerous and harmful.    Show how to handle equipment for play and activities safely. | Work cooperatively with a partner or in a small group.  Follow simple instructions.  Begin to collect equipment and organise an activity.  Know how to carry and place equipment with adult input and supervision.  Know how to stay safe in different PE activities. | | Work independently, with a partner and small group.  Follow a series of simple instructions.  Begin to collect and organise more challenging activities.  Lift, move and place equipment/apparatus safely following instruction of an adult. | | Follow more complex instructions to set up an activity using equipment.  Begin to lead small warm up activities in groups.  Confidently and safely move equipment. | | Begin to work in teams for PE lessons following a sport ed model where all children can show aspects of leadership. | | Begin to develop their own activities under instruction of an adult.  Continue to develop leadership roles following a sport ed model in lessons.  Begin to design their own activities to develop skills and lead these. | | Be secure in all roles of the sport ed model.  Support others in roles they are less secure in.  Design, set up and lead a variety of activities for warm up and skill development.  Lead peers and younger pupils in activities. | |
| Subject Area – **Fundamental movement skills** | | | | | | | | | | | | | |
| **Intent** | Foundation | | Year 1 | | Year 2 | | Year 3 | | Year 4 | | Year 5 | | Year 6 |
| Skills / Knowledge  From NC | Agility & Co-ordination (Locomotion)  Walking, running, jumping, hopping, skipping, galloping  Force, time, flow  Move in different ways – walking, running, jumping, quickly, lowly, like a fairy, like a giant like you are happy, sad, legs apart, legs together, using arms, not using arms.  Level, direction, range  Move in different ways – forwards, backwards, in a circle, zigzag, line, different shapes, like an animal, uphill, downhill, in a small space not touching anyone, on the spot, to music  Objects, people, combinations  Move in different ways – touching the ground, following a leader, in, over, under obstacles, different floor patterns, carrying equipment, forwards, backwards,  Balance – Static  Landing, body parts, one foot balance, co-operative balance, beam/bench walk, rocking and rolling, dodging  Jump to land and be still – jump forwards, backwards, sideways etc  Balance on lots of different body parts  Balance showing different body positions – wide, narrow etc  Balance for 10/20/30 seconds  Perform balances at different levels  balance on a combination of body parts  Get into balances in different ways  Balance with a partner or a group  Use balances on apparatus  Use equipment whilst balancing – pick up a hoola hoop, pass a ball around, throw and catch a ball with a partner.  Perform balances in unison or cannon.  Balance – Dynamic  Move in different ways – on a bench, on tip toes, heel to toe, softly/hard,  Walk forwards, backwards, bend down, turn around  Carry equipment, pick up equipment, switch places with a partner.  Dodge to the left and right, forwards and backwards, from high to low and low to high  Dodge left, right, sideways forwards, backwards  Dodge objects and obstacles - rolled ball, thrown ball, around some cones, a person running , a person chasing , through an obstacle course while soft balls are being thrown, combination of activities  Rock and roll in different ways and with different shapes – wide, narrow, straight line, quickly, slowly, on a mat, on a bench, with a partner, with apparatus (hoop, ball), on a slope.  Co-ordination - Object Control  Vary the force, time and flow of an object.  Change the level direction and range of the object.  Use different objects, with different partners and using different combinations.  Roll a ball in different ways, whilst in different positions and tackling different obstacles.  Catch objects in different ways, that are thrown from different trajectories and in different positions.  Kick a ball in different ways and for different purposes; aim for different targets and avoiding different objects.  Trap objects in different ways and return to a partner.  Bounce a ball or object in different ways.  Throw objects in different ways, from different positions using different types of objects.  Strike different objects in different ways using different equipment, aiming for targets and towards a partner. | | | | | | Ideally, children should have well developed FMS to enable them to further develop skills in other activities.  Children who are finding elements of activities difficult should be given opportunities to further develop these skills by differentiation in lessons using the STEP procedure (Space, task, equipment, people) or isolated practice to develop these.  The use of #MyPB throughout KS2 and opportunities for multiskills will also further support the children in developing these skills.  These areas should be looked at and built upon when developing sessions for a given cohort. | | | | | | |
| Subject Area – **Health and Fitness** | | | | | | | | | | | | | |
| **Intent** | Foundation | Year 1 | | Year 2 | | Year 3 | | Year 4 | | Year 5 | | Year 6 | |
| Skills / Knowledge  From NC | Recognise that the body changes during exercise.  Use simple words and phrases to describe how the body feels after exercise.  Children can briefly talk about ways to stay safe when being active.  Children begin to understand the importance of healthy eating and exercise. | Describe how the body feels when still, before, during and after an activity Show how to exercise safely.  Know and understand that being active is good for the body and can be fun. | | Recognise and describe what their bodies feel like during different paced activities.  Understand the basic importance of warm up and cool down.  Know and understand that being active is good for the body and can be fun.  Begin to suggest some reasons why being active is important. | | Recognise and describe the short term effects of exercise on the body during different activities.  Explain why it is important to warm-up and cool-down.  Begin to understand the importance of suppleness and strength  Begin to improve stamina. | | Know and describe what an effective warm up and cool down is, and how to do this safely  Explain why keeping fit is good for my health.  Describes how the body reacts during different types of activity and how this affects the way they perform.  Recognise which activities help their speed, strength and stamina and know when they are important in games.  Recognise how specific activities/games can affect specific parts of the body.  Know, measure and describe the short term effects of exercise on the body | | Explain some important safety principles when preparing for exercise.  Explain why exercise is important.  Choose appropriate warm ups and cool downs.  Organise their own warm up and cool down activities, to suit the activity.  Show a more in-depth understanding of the importance of warm up/cool down and how to do this safely.  Know and understand the basic principles of warming up and why it is important to lead to a good quality performance.  Understand and explain why physical activity is good for their health and well-being. | | Explain how the body reacts to different kinds of exercise. Explain why we need regular and safe exercise.  Understand and talk about why exercise is good for health, fitness and wellbeing and how to become healthier themselves.  Take necessary and detailed steps to prepare for exercise, using accurate and appropriate warm up and cool down strategies, independently.  Carry out warm up and cool down exercises confidently and accurately supporting all parts of the body.  Understand and explain the need to prepare properly for activities/games and to understand that preparation may differ dependent on activity. | |

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|  | | Subject Vocabulary |  |
|  | | Area Of PE – Dance |  |
| Area of dance | Vocabulary | Definition | Year group |
| Technique – Dance Actions | Travel | Movement of a person/group of people  Could be - run, skip, hop, crawl, walk, creep, slide, shuffle, gallop etc |  |
| Jump | Push off a surface into the air using both feet  Could be – turning, star, tuck, pencil etc |  |
| Leap | Push off a surface into the air using 1 foot  Could be – hop, split leap, stag leap, cat leap etc |  |
| Turn | Move in a circular direction  Could be – spin, roll, pivot, turning jumps, cartwheel etc |  |
| Gesture | a movement of part of the body, especially a hand or the head, to express an idea or meaning  Could be – stamp, wave, punch, reach, nod, shoulder shrug etc |  |
| Stillness | No movement (or sound)  Could be – wait, pause, hold, freeze, suspend |  |
| Technique - Key Physical Skills | Alignment | Correct placement of body |  |
| Balance | Steady or held position |  |
| Control | Ability to start/stop movement, change direction and hold shape efficiently |  |
| Co-ordination | Efficient combination of body parts |  |
| Extension | Lengthening of one or more muscles or limbs |  |
| Flexibility | Range of movement within joints involving muscles, tendons and ligaments |  |
| Posture | The way the body is held |  |
| Stamina | To maintain physical and mental energy over a period of time |  |
| Strength | Muscular power |  |
| Choreography | Choreography | The art of creating a dance |  |
|  | Motif | A phrase of movement that can be developed |  |
|  | Repetition | Performing the same action or phrase again |  |
|  | Phrase | A short sequence or linked action |  |
|  | Sequence | A set of related movements that follow in an order |  |
|  | Directions | Where the movement faces |  |
|  | Unison | When 2 or more dancers perform at the same time |  |
|  | Canon | Performing the same movements one after the other (like a Mexican wave) |  |
|  | Stimuli | Inspiration or an idea for movement |  |
|  | Formation | Shapes and patterns – this is the shape or pattern the dancers are stood in, lines, circle |  |
|  | Levels | Distance from the ground – low, medium, high |  |
|  | Space | A dancer's personal space is the area directly around the body, it can also refer to the space area which is used by a group. |  |
| Performance | Movement memory | Ability to remember movement |  |
|  | Spatial awareness | Being aware of surroundings |  |
|  | Dynamics | Quality of the actions, strength, speed and flow |  |
|  | Timing | Use of counts and time |  |
|  | Facial Expressions | Showing the mood, feeling and character |  |
|  | Focus | Where the dancers are looking |  |
| Evaluation | Strength | What was good about the performance – this should come from the success criteria and use specific vocabulary from above |  |
|  | Improvement | What could be done better next time – this should come from the success criteria and use specific vocabulary from above |  |

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|  | | Subject Vocabulary |  |
|  | | Area Of PE – Gymnastics |  |
| Area of Gymnastics | Vocabulary | Definition | Year group |
| Technique – | Shape | The shape that the body makes  Could be – tuck, pike, straddle, star, straight, stretch, dish, arch, squat, wide, narrow |  |
| Balance | Steady or held position  Could be – standing, kneeling, front support, back support, alone or with a partner, |  |
| Contrasting partner balance | Doing a different balance to your partner  Combine different elements with your partner – high/low, stretched/curled, different shapes |  |
| Weight partner balances | Once of the partners holds the weight or some of the other partner |  |
| Counterbalance | Using the weight of both/all people to create a balance  The weights balance each other |  |
| Group formation | The way the group is stood, doing the action or the balance – circle, line, back to back etc |  |
| Travelling | Movement of a person/group of people  Could be - run, skip, hop, walk, gallop, hop, hopscotch, bunny hop, front support walk, |  |
| Chassis step | step, close feet together and step again. |  |
| Leap | Push off a surface into the air using 1 foot  Could be – hop, split leap, stag leap, cat leap etc |  |
| Cat leap | Lift of the floor, bend one knee up to the chest and then the other |  |
| Split leap | A leap forward from one foot to the other, performing the splits position while in the air. |  |
| Stag leap | A leap made with one leg bent and toes touching the knee of the other leg, which is straight. |  |
| Turn | Move in a circular direction  Could be – spin, roll, pivot, turning jumps, cartwheel etc |  |
| Pivot | A turn made on the ball of the foot. |  |
| Roll | Move in a particular direction by turning over and over on an axis |  |
| Jump | Push off a surface into the air using both feet  Could be – turning, star, tuck, pencil etc |  |
| Lunge | Step forwards with one foot. |  |
| Hurdle step | A single skip into an aggressive lunge. The hop will occur on the leg that you kick when kicking into handstand. |  |
| Hurdle to 2 feet | This hurdle does not involve a skip; instead, it is a long low jump from one foot to two. |  |
| Static balance | Maintaining balance while holding a pose or remaining motionless (balance on one foot) |  |
| Dynamic balance | maintaining balance when in motion, starting, and stopping (balancing while walking on a balance beam) |  |
| Tense | Holding the body stretched and tight. |  |
| Relaxed | Holding the body less tight. |  |
| Stretched | straighten or extend the body or a part of the body to its full length, typically to tighten the muscles or in order to reach something: |  |
| Curled | Form the body into a curved shape. |  |
| Control | Ability to start/stop movement, change direction and hold shape efficiently |  |
| Co-ordination | Efficient combination of body parts |  |
| Extension | Lengthening of one or more muscles or limbs |  |
| Flexibility | Range of movement within joints involving muscles, tendons and ligaments |  |
| Posture | The way the body is held |  |
| Stamina | To maintain physical and mental energy over a period of time |  |
| Strength | Muscular power |  |
| Routine/sequence | Routine | A sequence of actions that are followed. |  |
|  | Sequence | A set of related movements that follow in an order |  |
|  | Movement Phrase | A short sequence or linked action |  |
|  | Control | Ability to start/stop movement, change direction and hold shape efficiently |  |
|  | Co-ordination | Efficient combination of body parts |  |
|  | Timing | Use of counts and time |  |
|  | Repetition | Performing the same action or phrase again |  |
|  | Speed | The rate at which someone or something moves |  |
|  | Directions | Where the movement faces |  |
|  | Unison | When 2 or more dancers perform at the same time |  |
|  | Levels | Distance from the ground – low, medium, high |  |
| Performance | Control | Ability to start/stop movement, change direction and hold shape efficiently |  |
|  | Confidence | The feeling or belief that you can do it. |  |
|  | Partner matching | Doing the same action/movement as your partner at the same time. |  |
|  | Mirroring | Imitating a partner’s actions whilst facing them (could be done back to back as well). |  |
|  | Accuracy | Being precise in your actions |  |
|  | Precision | Being exact and accurate in movements |  |
|  | Movement memory | Ability to remember movement |  |
|  | Spatial awareness | Being aware of surroundings |  |
| Evaluation | Strength | What was good about the performance – this should come from the success criteria and use specific vocabulary from above |  |
|  | Improvement | What could be done better next time – this should come from the success criteria and use specific vocabulary from above |  |

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|  | | Subject Vocabulary |  |
|  | | Area Of PE – Invasion Games |  |
| Area of Games | Vocabulary | Definition | Year group |
| Skill | Control | Ability to start/stop movement, change direction and hold shape efficiently |  |
| Accuracy/  accurate | Successful in reaching the intended target (person, hoop, net etc) |  |
| Underarm | Throw with the arm or hand below shoulder level |  |
| Overarm | Throw with the arm or hand above the shoulder |  |
| Catch | To intercept and hold the object (ball, bean bag etc) |  |
| Bounce | Rebound a ball or other object off the floor or wall |  |
| Throw | Propel with force through the air by using the arm and hand |  |
| Travel | Go from one place to another |  |
| Direction | The course along which someone or something is moving |  |
| Co-ordination | Efficient combination of body parts and objects when used |  |
| Hand eye co-ordination | the way that one's hands and sight work together to be able to do things that require speed and accuracy (such as catching or hitting a ball) |  |
| Distances | How far it is from one place to another |  |
| Pass/send | To move the ball or object (to someone else) |  |
| Trapping | Trapping the ball involves using the feet, thighs or chest to bring the ball to the ground while keeping it in the player’s possession. It can include stopping the ball completely or redirecting the ball in a controlled manner. |  |
| Kick | Strike or propel forcibly with the foot |  |
| Move | Go in a specified direction or manner; change position |  |
| Dribbling | Moving the ball around the field by use of the feet, unassisted by other players. |  |
| Gathering | Collecting things up and putting them in one place |  |
| Confidence | The feeling or belief that you can do it. |  |
| Shoot | Move or cause to move suddenly and rapidly in a particular direction towards a net, goal, place to score. |  |
| Application | Game | An activity which individuals take part in, following some rules, to score points or achieve an objective. |  |
|  | Pass | To move the ball or object (to someone else) |  |
|  | Player | a person taking part in a sport or game |  |
|  | Speeds | The different rates at which someone or something moves |  |
|  | Directions | The course along which someone or something is moving |  |
|  | Space | An area which is free; there are no other players there |  |
|  | Support | Help another member of the same team |  |
|  | Problems | Something which has gone wrong and needs resolving |  |
|  | Opposition | The members of the other team/s; the people you are playing against |  |
|  | Possession | Having the object/s needed to play the game |  |
|  | Receive | Getting the ball or object from another player; it may be kicked or thrown to you. |  |
| Participation | Rules | Agreed regulations which must be followed within the ga,e |  |
|  | Team game | A game played with groups of players (usually 2 groups, but could be more) |  |
|  | Opposition | The members of the other team/s; the people you are playing against |  |
|  | Attacking | You or your team, making an attempt to score or progress in the game. |  |
|  | Defending | Protecting the goal rather than attempting to score against the opponents, stopping the other team from making progress. |  |
|  | Defensive skills | The skills which are used by the individual or team to defend (stop the other team making progress). |  |
|  | Marking | To stand near and follow a member of the opposing team to prevent them from getting the ball/object and progressing in the game. Done by the defending team. |  |
|  | Defending a space | The defending team players will prevent the opposition getting into a space in the game play area. |  |
|  | Dodging | Avoid someone by quick sudden movements. |  |
|  | Cooperate | Working together. |  |
|  | Team mate | Someone who is playing on the same team as you. |  |
|  | Goal/points | The way in which you score in a game. Maybe into a net, bucket, hoop etc |  |
|  | Tactics | The plan a team uses to either attack or defend in a game. |  |
|  | Invasion game | Any game where the objective is to attack the opposition's territory and score a goal or point |  |
|  | Competitive | Playing against each other with the aim of winning |  |
|  | Communicate | Speaking or using gestures to make your intentions/tactics known to other members of your team. |  |
| Evaluation | Watch | Look closely at what others are doing. |  |
|  | Describe | Give a detailed account in words. |  |
|  | Improve/  improvements | Make or become better, give suggestions to be able to do this. |  |
|  | Evaluate | Make a judgement on the performance of others; good/bad and why? |  |
|  | Differences | Something that is not the same as others |  |
|  | Effectiveness | How good the use of the skill is |  |
|  | Modify | Change |  |
|  | Criteria | An agreed list of things which must be done in order to be successful. |  |
|  | Explain | Make (an idea or situation) clear to someone by describing it in more detail or revealing relevant facts |  |

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|  | | Subject Vocabulary |  |
|  | | Area Of PE – Net and Wall & Striking and Fielding Games |  |
| Area of Games | Vocabulary | Definition | Year group |
| Skill | Control | Ability to start/stop movement, change direction and hold shape efficiently |  |
| Accuracy/  accurate | Successful in reaching the intended target (person, hoop, net etc) |  |
| Underarm | Throw with the arm or hand below shoulder level |  |
| Overarm | Throw with the arm or hand above the shoulder |  |
| Catch | To intercept and hold the object (ball, bean bag etc) |  |
| Bounce | Rebound a ball or other object off the floor or wall |  |
| Throw | Propel with force through the air by using the arm and hand |  |
| Hitting | To cause (something, such as a ball) to move by hitting it forcefully with a bat, racket, etc. |  |
| Rolling | To move across the ground or another surface by turning over and over |  |
| Strike/Striking | To hit something in a forceful way |  |
| Direction | The course along which someone or something is moving |  |
| Co-ordination | Efficient combination of body parts and objects when used |  |
| Hand eye co-ordination | the way that one's hands and sight work together to be able to do things that require speed and accuracy (such as catching or hitting a ball) |  |
| Distances | How far it is from one place to another |  |
| Pass/send | To move the ball or object (to someone else) |  |
| Trapping | Trapping the ball involves using the feet, thighs or chest to bring the ball to the ground while keeping it in the player’s possession. It can include stopping the ball completely or redirecting the ball in a controlled manner. |  |
| Receive/Receiving | To get or be given an object |  |
| Object | The piece of equipment (ball, bean bag etc) being used |  |
| Return | To send something back to where it needs to go (the object for the game) |  |
| Gathering | Collecting things up and putting them in one place |  |
| Confidence | The feeling or belief that you can do it. |  |
| Fielding | To catch or stop and throw a ball that has been hit by the batting team. |  |
| Batting | To hit (something, such as a ball) with a bat, club, etc., or with your hand |  |
| Serve/Serving | To throw a ball/object into the air and hit it over a net to start play in tennis, volleyball, etc. |  |
| Rally | An exchange of strokes in a court game such as tennis or volleyball, ending when one side fails to make a good return and resulting in a point or the loss of service |  |
| Shots | an act of hitting or throwing an object to a particular place. |  |
| Stationary | Not moving |  |
| Backhand | Hitting a ball in tennis and similar games in which the back of the hand holding the racket is turned in the direction of the ball |  |
| Forehand | Hitting a ball in tennis and similar games in which the palm of the hand holding the racket is turned in the direction of the ball |  |
| Overhead | Above someone's head |  |
| Bowl | To throw (a ball) to the batsman |  |
| Precision | The quality of being precise : exactness or accuracy |  |
| Application | Game | An activity which individuals take part in, following some rules, to score points or achieve an objective. |  |
| Pass | To move the ball or object (to someone else) |  |
| Player | a person taking part in a sport or game |  |
| Speeds | The different rates at which someone or something moves |  |
| Directions | The course along which someone or something is moving |  |
| Space | An area which is free; there are no other players there |  |
| Support | Help another member of the same team |  |
| Problems | Something which has gone wrong and needs resolving |  |
| Opposition | The members of the other team/s; the people you are playing against |  |
| Possession | Having the object/s needed to play the game |  |
| Receive | Getting the ball or object from another player; it may be kicked or thrown to you. |  |
| Challenge | To test the ability, skill, or strength of (someone or something) |  |
| Participation | Rules | Agreed regulations which must be followed within the ga,e |  |
|  | Team game | A game played with groups of players (usually 2 groups, but could be more) |  |
|  | Opposition | The members of the other team/s; the people you are playing against |  |
|  | Attacking | You or your team, making an attempt to score or progress in the game. |  |
|  | Defending | Protecting the goal rather than attempting to score against the opponents, stopping the other team from making progress. |  |
|  | Defensive skills | The skills which are used by the individual or team to defend (stop the other team making progress). |  |
|  | Fairly | In a way that is right or proper : in a fair way |  |
|  | Sporting manner | Done or behaving in a way that treats the other people in a sport or competition fairly |  |
|  | Cooperate | Working together. |  |
|  | Team mate | Someone who is playing on the same team as you. |  |
|  | Goal/points | The way in which you score in a game. Maybe into a net, bucket, hoop etc |  |
|  | Tactics | The plan a team uses to either attack or defend in a game. |  |
|  | Modified | Changed |  |
|  | Competitive | Playing against each other with the aim of winning |  |
|  | Communicate | Speaking or using gestures to make your intentions/tactics known to other members of your team. |  |
| Evaluation | Watch | Look closely at what others are doing. |  |
|  | Describe | Give a detailed account in words. |  |
|  | Improve/  improvements | Make or become better, give suggestions to be able to do this. |  |
|  | Evaluate | Make a judgement on the performance of others; good/bad and why? |  |
|  | Differences | Something that is not the same as others |  |
|  | Effectiveness | How good the use of the skill is |  |
|  | Modify | Change |  |
|  | Criteria | An agreed list of things which must be done in order to be successful. |  |
|  | Explain | Make (an idea or situation) clear to someone by describing it in more detail or revealing relevant facts |  |

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|  | | Subject Vocabulary |  |
|  | | Area Of PE – Moving in different ways & Athletics |  |
| Area of Games | Vocabulary | Definition | Year group |
| Skill – General | Accuracy/  accurate | Successful in reaching the intended target (person, hoop, net etc) |  |
| Confidence | The feeling or belief that you can do it. |  |
| Control | Ability to start/stop movement, change direction and hold shape efficiently |  |
| Co-ordination | Efficient combination of body parts and objects when used |  |
| Direction | The course along which someone or something is moving |  |
| Distances | How far it is from one place to another |  |
| Endurance | The ability to withstand stress over prolonged periods of time |  |
| Gallop | Run fast with both feet off the ground in each stride. |  |
| Hand eye co-ordination | the way that one's hands and sight work together to be able to do things that require speed and accuracy (such as catching or hitting a ball) |  |
| Object | The piece of equipment (ball, bean bag etc) being used |  |
| Precision | The quality of being precise : exactness or accuracy |  |
| Skip | Move along lightly, stepping from one foot to the other with a hop or bounce |  |
| Speed | The rate at which someone moves |  |
| Stamina | The ability to sustain prolonged physical or mental effort |  |
| Accelerate | Begin to move more quickly |  |
| Field event | Events that take place on the field and not the track (throwing and jumping) |  |
| Track event | Events that take place on the track (running, hurdles) |  |
| Running | Crouch start | The body being held in a crouched pose before springing off of the back foot. |  |
| Standing start | A position used before running where the contender is stood up. |  |
| Hurdling | A track event that involves running and jumping over obstacles at speed. The obstacles or barriers are known as hurdles. |  |
| Lead leg | The leg which clears the hurdle first when hurdling. |  |
| Trail Leg | The leg that follows the lead leg over the hurdle is called the trail leg. |  |
| Sprinting | Trying to cover a short distance in the fastest possible time |  |
| Jogging | The activity of running at a steady, gentle pace as a form of physical exercise |  |
| Pace | Speed in walking, running, or moving |  |
| Stride length | The distance covered when you take two steps, one with each foot. |  |
| Relay | A running activity where a team pass on a baton to the next person |  |
| Sprint finish | The end of a long race in which competitors speed up as they approach the finish line |  |
| Baton changeover | When one athlete passes the baton to another athlete in their team |  |
| Reaction time | The length of time taken for a person or system to respond to a given stimulus or event |  |
| Jumping | Flight | The part where an athlete is in the air during a jump |  |
| Landing | The position and place you are in after a jump |  |
| Standing vertical jump | A 2 footed jump straight up. |  |
| Take off phase | The part of a jump where an athlete is preparing to jump |  |
| Long jump | A field event which involves the athlete running down a track and taking off from a special board trying to get the furthest distance possible before landing in a sand pit. |  |
| Standing long jump | A two-footed horizontal jump from a standing position. |  |
| Jump | Push off a surface into the air using both feet |  |
| Triple jump | Performing a hop, a step, and a jump from a running start: |  |
| Throwing | Throw | Propel with force through the air by using the arm and hand |  |
| Underarm | Throw with the arm or hand below shoulder level |  |
| Overarm | Throw with the arm or hand above the shoulder |  |
| Pull throw | A throwing technique (used for javelin) |  |
| Push throw | A throwing technique (used for shot put) |  |
| Fling throw | A throwing technique (used for discuss) |  |
| Heave throw | lift or haul something heavy with great effort |  |
| Application | Game | An activity which individuals take part in, following some rules, to score points or achieve an objective. |  |
| Pass | To move the ball or object (to someone else) |  |
| Player | a person taking part in a sport or game |  |
| Speeds | The different rates at which someone or something moves |  |
| Directions | The course along which someone or something is moving |  |
| Space | An area which is free; there are no other players there |  |
| Support | Help another member of the same team |  |
| Problems | Something which has gone wrong and needs resolving |  |
| Opposition | The members of the other team/s; the people you are playing against |  |
| Possession | Having the object/s needed to play the game |  |
| Receive | Getting the ball or object from another player; it may be kicked or thrown to you. |  |
| Challenge | To test the ability, skill, or strength of (someone or something) |  |
| Participation | Rules | Agreed regulations which must be followed within the ga,e |  |
|  | Team game | A game played with groups of players (usually 2 groups, but could be more) |  |
|  | Opposition | The members of the other team/s; the people you are playing against |  |
|  | Attacking | You or your team, making an attempt to score or progress in the game. |  |
|  | Defending | Protecting the goal rather than attempting to score against the opponents, stopping the other team from making progress. |  |
|  | Defensive skills | The skills which are used by the individual or team to defend (stop the other team making progress). |  |
|  | Fairly | In a way that is right or proper : in a fair way |  |
|  | Sporting manner | Done or behaving in a way that treats the other people in a sport or competition fairly |  |
|  | Cooperate | Working together. |  |
|  | Team mate | Someone who is playing on the same team as you. |  |
|  | Goal/points | The way in which you score in a game. Maybe into a net, bucket, hoop etc |  |
|  | Tactics | The plan a team uses to either attack or defend in a game. |  |
|  | Modified | Changed |  |
|  | Competitive | Playing against each other with the aim of winning |  |
|  | Communicate | Speaking or using gestures to make your intentions/tactics known to other members of your team. |  |
| Evaluation | Watch | Look closely at what others are doing. |  |
|  | Describe | Give a detailed account in words. |  |
|  | Improve/  improvements | Make or become better, give suggestions to be able to do this. |  |
|  | Evaluate | Make a judgement on the performance of others; good/bad and why? |  |
|  | Differences | Something that is not the same as others |  |
|  | Effectiveness | How good the use of the skill is |  |
|  | Modify | Change |  |
|  | Criteria | An agreed list of things which must be done in order to be successful. |  |
|  | Explain | Make (an idea or situation) clear to someone by describing it in more detail or revealing relevant facts |  |

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|  | | Subject Vocabulary |  |
|  | | Area Of PE – OAA |  |
| Area of Games | Vocabulary | Definition | Year group |
|  | OAA | OAA stands for Outdoor Adventurous Activites. It usually takes place outdoors and involves: physical activity; adventure and challenge; problem-solving activities; teamwork. |  |
|  | Orienteering | an exciting outdoor adventure sport which is similar to a cross-country race, it involves walking or running while navigating around a course, using a detailed map and sometimes a compass. |  |
| Trails & Problem Solving | Accuracy/  accurate | Successful in reaching the intended target (person, hoop, net etc) |  |
| Confidence | The feeling or belief that you can do it. |  |
| Orientate | To discover your position in relation to what is around you |  |
| Trail | A track or path to follow to controls |  |
| Orienteering course | An orienteering course is composed of a start point, a series of control points, and a finish point. |  |
| Navigation Equipment | Objects required for finding the way around the trail – map, compass |  |
| Challenge | To test the ability, skill, or strength of (someone or something) |  |
| Map | A diagrammatic representation of an area |  |
| Compass | An instrument containing a magnetized pointer which shows the direction of magnetic north and bearings from it |  |
| Effective communication | A communication between two or more persons wherein the intended message is successfully delivered, received and understood. |  |
| Symbols | A mark or character used as a conventional representation of an object |  |
| Key | A thing that provides a means of achieving or understanding something (the symbols used on a map). |  |
| Map styles | Different types of maps used for different purposes; in orienteering it is usually a topographic map. |  |
| Informed decision |  |  |
| Conditional instructions | the child must decide if the instruction relates to them and then, they must follow the instruction as directed, e.g. if you have a brother, do five star jumps. |  |
| Control point | A marked position used in orienteering. They are located in the competition area and then marked on the orienteering map. The aim is for the orienteer to locate the controls by using the map to find them in the fastest  possible time. |  |
| Orienteering map symbols | A set of map symbols used universally and specifically for orienteering. They are also  colour specific |  |
| Orientating a map | Making sure your map is the right way round |  |
| Orienteer | The person taking part in the orienteering |  |
| Scale | The relative size of objects shown on a map |  |
| Strategy | A plan or action created for completing a task |  |
| Symbol | A sign, shape or object to represent something else. Usually used to simplify maps. |  |
| Boundary | The edge of the space being worked in |  |
| Check point card | A resource which is taken around and checked off at each checkpoint |  |
| Compass | A tool used to help navigate |  |
| Control | What the children are looking for, can be a combination of letters and numbers |  |
| Course | The route chosen for the controls to be visited |  |
| Linear | All the controls on the map must be visited in the order shown |  |
| Preparation, organisation & Communication | Informed decision | A decision based on facts or information |  |
| Plan | An intention or decision about what one is going to do |  |
| Organise |  |  |
| Quickest route | The route to go to all control points in the shortest time possible. |  |
| Navigate | To follow or find a course |  |
| Communicate | Speaking or using gestures to make your intentions/tactics known to other members of your team. |  |
| Leadership Skills | The strengths and abilities individuals demonstrate that help the oversee processes, guide initiatives and steer their employees toward the achievement of goals. |  |
| Compete and Perform | Set period of time | The amount of time given to complete the course |  |
| Personal performance | How well an individual does |  |
| Improving completion time | Being able to complete a course in less time than before. |  |
| Evaluation | Watch | Look closely at what others are doing. |  |
|  | Describe | Give a detailed account in words. |  |
|  | Improve/  improvements | Make or become better, give suggestions to be able to do this. |  |
|  | Evaluate | Make a judgement on the performance of others; good/bad and why? |  |
|  | Differences | Something that is not the same as others |  |
|  | Effectiveness | How good the use of the skill is |  |
|  | Modify | Change |  |
|  | Criteria | An agreed list of things which must be done in order to be successful. |  |
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