

## PE Progression and Vocabulary

| Year Group        | Spatial awareness   |  | Gymnastic Skills  |   | Game Skills  |  | Dance   |
|-------------------|---|--|---|---|--|--|---|
| <b>R</b>          | <p>In the Early Years, PE is taught through the Early Learning Goals: Personal, Social and Emotional Development, Physical Development, Expressive Arts and Design. Children develop fine and gross motor skills from a range of activities both indoors and out. Children have opportunities to run, hop, jump, build, use bicycles and push and pull toys. These gross motor skills develop children's muscles so that they can sit up straight whilst eating and working. Children are also encouraged to join in with dancing, moving their bodies to music. They also use large movement skills when drawing and painting.. Fine motor skills are developed through a range of activities such as filling and pouring sand/water, completing a puzzle or using tweezers. These skills develop children's muscles so that they can use a pencil to write. Adults promote independence and encourage children to be responsible for their own hygiene and personal needs. They are taught how to play with equipment safely. Snack is available daily which promotes discussion around healthy and unhealthy choices and how food can affect our bodies.</p> |  |   |   |  |  |   |
| <b>Vocabulary</b> | balance<br>big steps<br>small steps<br>space<br>in front<br>behind<br>between   |  | rolling<br>crawling<br>walking<br>running<br>skipping<br>hopping<br>high<br>low<br>over<br>backwards<br>forwards<br>tip toes<br>squat |   | kick<br>hard<br>soft<br>far<br>near<br>partner<br>run<br>stop<br>fast<br>slow<br>dodge<br>freeze<br>tag<br>catch<br>throw<br>pass<br>aim<br>team<br>roll |  | move<br>copy<br>shape<br>space<br>travel<br>around<br>travel<br>sideways<br>forwards<br>backwards |
| Year Group        | Gymnastics  | Dance  | Multi skills  | Ball skills<br>(invasion games)   | Throwing and catching  | Striking and fielding  | Athletics   |
| <b>1</b>          | <ul style="list-style-type: none"> <li>To explore movement actions with control and</li> </ul>  | <ul style="list-style-type: none"> <li>To change direction during travelling moves.</li> </ul> | <ul style="list-style-type: none"> <li>To explore static balancing and</li> </ul>   | <ul style="list-style-type: none"> <li>To master basic sending and receiving techniques.</li> </ul> | <ul style="list-style-type: none"> <li>To use throwing and catching skills in a game.</li> </ul>   | <ul style="list-style-type: none"> <li>To learn how to hold different bats appropriately.</li> </ul> | <ul style="list-style-type: none"> <li>To use varying speeds when running.</li> </ul>             |

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|                   |   |   |   |   |  |  |   |
|-------------------|---|---|---|---|--|--|---|
|                   | <p>link them together with flow.</p> <ul style="list-style-type: none"> <li>• To explore gymnastic actions and shapes.</li> <li>• To explore travelling on benches.</li> <li>• To choose and use simple compositional ideas by creating and performing sequences.</li> <li>• To repeat and link combinations of gymnastic actions.</li> <li>• To link combinations of movements and shapes with control.</li> </ul> | <ul style="list-style-type: none"> <li>• To link travelling moves that change direction and level.</li> <li>• To link moves together.</li> <li>• To use a variety of moves.</li> <li>• To explore basic body patterns and movements to music.</li> <li>• To use a variety of moves that change speed and direction.</li> <li>• To link together dance moves with gestures and changing direction in time to music.</li> <li>• To practise taking off from different positions.</li> </ul> | <p>understand the concept of bases.</p> <ul style="list-style-type: none"> <li>• To aim a variety of balls and equipment accurately.</li> <li>• To travel in different ways, showing clear transitions between movements.</li> <li>• To travel in different directions (side to side, up and down) with control and fluency.</li> </ul> | <ul style="list-style-type: none"> <li>• To develop balance, agility and coordination.</li> <li>• To master basic sending and receiving skills.</li> <li>• To develop balance, agility and coordination.</li> <li>• To master basic sending and receiving techniques</li> <li>• To make use of coordination, accuracy and weight transfer.</li> <li>• To develop receiving skills.</li> </ul> | <ul style="list-style-type: none"> <li>• To practise accuracy of throwing and consistent catching.</li> <li>• To play a game fairly and in a sporting manner.</li> </ul> | <ul style="list-style-type: none"> <li>• To develop catching skills with coordination</li> <li>• to develop tracking and retrieving a ball for a team</li> </ul> | <ul style="list-style-type: none"> <li>• To explore footwork patterns.</li> <li>• To explore arm mobility.</li> <li>• To explore different methods of throwing.</li> <li>• To practise short distance running</li> <li>• To develop balance when jumping</li> </ul> |
| <b>Vocabulary</b> | balance<br>curl<br>jump<br>land<br>narrow<br>shape<br>skip<br>spin<br>stretch<br>travel<br>tuck<br>twist<br>wide  | beat<br>loud<br>notes<br>performance<br>piece<br>pose<br>quiet<br>soft<br>tune  | above<br>area<br>backward<br>below<br>centre<br>direction<br>distance<br>fast<br>first...second (etc)<br>forward<br>half turn<br>hop<br>land  | cool down<br>groups<br>jog<br>kick<br>rules<br>team<br>warm up  | bounce<br>catch<br>one-handed<br>overarm<br>throw<br>underarm  | bat<br>hit<br>run  | aim<br>challenge<br>distance<br>higher<br>longer<br>lower<br>race<br>shorter<br>sprint  |

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|            | walk   |   | object<br>own space<br>position<br>quarter turn<br>sideways<br>slow<br>squat<br>star jump   |   |  |  |   |
|------------|--|---|---|---|--|--|---|
| Year Group | Gymnastics   | Dance   | Multi skills  | Ball skills<br>(invasion games)   | Throwing and catching  | Striking and fielding  | Athletics   |
| <b>2</b>   | <ul style="list-style-type: none"> <li>• To remember and repeat simple gymnastic actions with control.</li> <li>• To balance on isolated parts of the body using the floor and hold balance.</li> <li>• To develop a range of gymnastic moves, particularly balancing.</li> <li>• To link together a number of gymnastic actions into a sequence.</li> <li>• To explore ways of travelling around on large apparatus.</li> <li>• To choose and use a variety of gymnastic actions to make a sequence.</li> <li>• To climb, move in all directions and</li> </ul> | <ul style="list-style-type: none"> <li>• To explore different levels and speeds of movement.</li> <li>• To compose and perform simple dance phrases.</li> <li>• To show contrasts in simple dances with good body shape and position.</li> <li>• To develop a range of dance movements and improve timing.</li> <li>• To work to music, creating movements that show rhythm and control.</li> <li>• To perform in front of others with confidence.</li> </ul> | <ul style="list-style-type: none"> <li>• To begin to explore dynamic balancing.</li> <li>• To combine a number of coordination drills, using upper and lower body movements.</li> <li>• To aim a variety of balls and equipment accurately.</li> <li>• To time running to stop or intercept the path of a ball.</li> <li>• To travel in different ways, showing clear transitions between movements.</li> </ul> | <ul style="list-style-type: none"> <li>• To use hand-eye coordination to control a ball.</li> <li>• To catch a variety of objects.</li> <li>• To vary types of throws.</li> <li>• To kick and move with a ball.</li> <li>• To develop catching and dribbling skills.</li> </ul> | <ul style="list-style-type: none"> <li>• To throw a ball for distance.</li> <li>• To practise throwing balls with technique and coordination</li> <li>To begin to catch a ball with two hands</li> <li>• To play a game fairly and in a sporting manner</li> </ul> | <ul style="list-style-type: none"> <li>• To learn how to hold a bat appropriately.</li> <li>• To position the body to strike a ball.</li> <li>• To develop catching skills.</li> </ul> | <ul style="list-style-type: none"> <li>• To run with agility and confidence.</li> <li>• To learn the best jumping techniques for distance.</li> <li>• To throw different objects in a variety of ways.</li> <li>• To hurdle an obstacle and maintain an effective running style.</li> <li>• To run for distance.</li> <li>• To complete an obstacle course with control and agility.</li> </ul> |

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|                   |   |  |   |   |  |   |   |
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|                   | dismount the wall bars safely.  |  |   |   |  |   |   |
| <b>Vocabulary</b> | arch<br>bridge<br>control<br>half turn<br>land<br>linking<br>lunge<br>pike<br>quarter turn<br>rhythm<br>sidestep<br>space<br>split<br>stationary<br>symmetrical<br>tuck<br>tumble   | controlled<br>flowing<br>levels<br>partner<br>soft<br>speed<br>steady<br>timing  | agility<br>environment<br>dodge<br>obstacle<br>steady<br>target   | received<br>send<br>teammate<br>goal<br>dodge<br>possession   | overarm<br>underarm<br>aim<br>collect<br>target<br>distance<br>release   | fielder<br>batter<br>bowler<br>runs<br>received   | demonstrate<br>distance<br>persevere  |
| <b>Year Group</b> | <b>Gymnastics</b>   | <b>Dance</b>   | <b>Swimming</b>   | <b>Ball skills (invasion games)</b>   | <b>Net and Wall</b>  | <b>Striking and fielding</b>  | <b>Athletics</b>  |
| 3                 | <ul style="list-style-type: none"> <li>To explore jumping and travelling techniques and link them with other gymnastic actions.</li> <li>To select and adapt gymnastics actions to meet the task.</li> <li>To work with a partner or a small group to create a sequence that</li> </ul> | <ul style="list-style-type: none"> <li>To explore different levels and speeds of movement and combine these together smoothly</li> <li>To compose and perform dance phrases which increase in difficulty</li> <li>To show a confident range of dance movements and work to the beat</li> </ul> | <ul style="list-style-type: none"> <li>To develop basic pool safety skills and confidence in water.</li> <li>To develop travel in vertical or horizontal position and introduce floats.</li> <li>To develop push and glides, any kick action on front and back with or without support aids.</li> </ul> | <ul style="list-style-type: none"> <li>To develop different kicks</li> <li>To develop dribbling skills</li> <li>To be aware of others when playing games.</li> <li>To choose the correct skills to meet a challenge.</li> <li>To perform a range of actions, maintaining control of the ball</li> </ul> | <ul style="list-style-type: none"> <li>To throw and catch with control when under limited pressure to keep possession and score</li> <li>To use backhand and forehand to return shots</li> <li>To serve from an underarm serve</li> <li>To begin to explore rallying with forearm</li> </ul> | <ul style="list-style-type: none"> <li>To begin to strike a bowled ball using different equipment</li> <li>To explore bowling and fielding skills to include a two-handed pick up and long and short barriers</li> <li>To use overarm and underarm throwing in games</li> </ul> | <ul style="list-style-type: none"> <li>To run in different directions and at different speeds, using a good technique.</li> <li>To improve throwing technique.</li> <li>To reinforce jumping techniques.</li> <li>To choose and understand appropriate running techniques.</li> </ul> |

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|                   |  |   |   |  |  |  |  |
|-------------------|--|---|---|--|--|--|--|
|                   | <p>develops jumping and travelling skills.</p> <ul style="list-style-type: none"> <li>• To improve the ability to choose appropriate actions when creating a sequence of gymnastic movements.</li> <li>• To combine movements together on the wall bars safely.</li> </ul> | <p>of the music with control and fluency</p> <ul style="list-style-type: none"> <li>• To perform in front of others with confidence.</li> <li>• Begin to provide peer feedback</li> </ul> | <ul style="list-style-type: none"> <li>• To develop entry and exit, travel further, float and submerge.</li> <li>• To develop balance, link activities and travel further on whole stroke.</li> <li>• To show breath control.</li> <li>• Introduction to deeper water.</li> </ul> |  | <ul style="list-style-type: none"> <li>• To consistently use and return to the ready position between shots</li> </ul> | <ul style="list-style-type: none"> <li>• To catch some consistency in games</li> </ul>                                 |  |
| <b>Vocabulary</b> | agility<br>backstep<br>dynamics<br>extended<br>footwork<br>force<br>hollow<br>muscle<br>navigate<br>rotate<br>sequence<br>straddle   | canon<br>create<br>expression<br>flow<br>improvise<br>movement<br>space<br>technique<br>theme<br>unison<br>weight   | backstroke<br>breaststroke<br>confidence<br>deep<br>depth<br>float (verb and noun)<br>front crawl<br>glide<br>push<br>rotation<br>splash<br>stroke<br>submerge<br>unaided   | collaborate<br>intercept<br>mark<br>process<br>recovery<br>rebound<br>resilience   | serve<br>accurately<br>track<br>racket<br>control<br>rally<br>opponent   | accuracy<br>overarm<br>fielding<br>intercept<br>position<br>blocking   | ambition<br>approximate<br>compete<br>hurdle<br>personal<br>preparation<br>repetition                              |
| <b>Year Group</b> | <b>Gymnastics</b>  | <b>Dance</b>  | <b>Swimming</b>   | <b>Ball skills (invasion games)</b>  | <b>Net and Wall</b>  | <b>Striking and fielding</b>   | <b>Athletics</b>   |
| <b>4</b>          | <ul style="list-style-type: none"> <li>• To identify and practise body shapes.</li> </ul>  | <ul style="list-style-type: none"> <li>• To identify and practise the patterns and actions of chosen dance style.</li> </ul>  | <ul style="list-style-type: none"> <li>• To develop basic pool safety skills and confidence in water.</li> </ul>  | <ul style="list-style-type: none"> <li>• To keep possession of a ball.</li> <li>• To use ABC (agility, balance,</li> </ul> | <ul style="list-style-type: none"> <li>• To demonstrate increased technique when using shots both</li> </ul>           | <ul style="list-style-type: none"> <li>• To develop batting technique consistent with the rules of the game</li> </ul> | <ul style="list-style-type: none"> <li>• To select and maintain a running pace for different distances.</li> </ul> |

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|                   |   |   |  |   |  |  |   |
|-------------------|---|---|--|---|--|--|---|
|                   | <ul style="list-style-type: none"> <li>To identify and practise symmetrical and asymmetrical body shapes.</li> <li>To construct sequences using balancing and linking movements.</li> <li>To use counterbalances and incorporate them into a sequence of movements.</li> <li>To perform movements in canon and in unison.</li> <li>To perform and evaluate own and others' sequences.</li> <li>To combine movement on the wall bars safely, fluently and with others in a group.</li> </ul> | <ul style="list-style-type: none"> <li>To demonstrate an awareness of the music's rhythm and phrasing when improvising.</li> <li>To create an individual or partnered dance that reflects the chosen dancing style.</li> <li>To perform dance using a range of movement patterns.</li> <li>To perform and evaluate own and others' work.</li> </ul> | <ul style="list-style-type: none"> <li>To develop travel in vertical or horizontal position and introduce floats.</li> <li>To develop push and glides, any kick action on front and back with or without support aids.</li> <li>To develop entry and exit, travel further, float and submerge.</li> <li>To develop balance, link activities and travel further on the whole stroke.</li> <li>To show breath control.</li> <li>Introduction to deeper water.</li> <li>Treading water.</li> <li>To perform self-rescue strategies once show</li> <li>To swim front crawl for 25m.</li> </ul> | <p>coordination)<br/>techniques to keep control of a ball in a competitive situation.</p> <ul style="list-style-type: none"> <li>To use accurate passing and dribbling in a game.</li> <li>To identify and apply ways to move the ball towards an opponent's goal.</li> <li>To learn concepts of attack and defence.</li> <li>To play in a mini competition.</li> </ul> | <p>cooperatively and competitively.</p> <ul style="list-style-type: none"> <li>To develop technique in serving underarm with increased consistency.</li> <li>To develop rallying using backhand and forehand with increased technique.</li> <li>To begin to use appropriate footwork patterns to move</li> </ul> | <ul style="list-style-type: none"> <li>To develop bowling with some consistency, abiding by the rules of the game.</li> <li>To use overarm and underarm throwing with increased consistency in game situations</li> <li>To begin to catch with one and two hands in game situations</li> </ul> | <ul style="list-style-type: none"> <li>To practise throwing with power and accuracy.</li> <li>To throw safely and with understanding.</li> <li>To demonstrate good running technique in a competitive situation.</li> <li>To explore different footwork patterns.</li> <li>To understand which technique is most effective when jumping for distance.</li> <li>To utilise all the skills learned in a competition.</li> </ul> |
| <b>Vocabulary</b> | <p>agility<br/>approaching<br/>bridge walk<br/>combine<br/>contrasting<br/>demonstrate<br/>height<br/>similar</p>   | <p>choreography<br/>contemporary<br/>control<br/>creativity<br/>crescendo<br/>dynamics<br/>reproduce<br/>structure</p>  | <p>alternate<br/>buoyancy<br/>self-rescue<br/>streamline<br/>survival<br/>treading water</p>   | <p>accelerate<br/>bounce pass<br/>chest pass<br/>contact<br/>endurance<br/>non-dominant<br/>pivot<br/>opposition</p>  | <p>accuracy<br/>receiver<br/>outwit<br/>court<br/>backhand<br/>forehand</p>  | <p>stance<br/>retrieve<br/>opposition<br/>two-handed pick up<br/>technique<br/>stumped<br/>wicket<br/>tee</p>  | <p>measure<br/>record<br/>speed<br/>stamina<br/>sprint</p>  |

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|            | stamina<br>strength<br>suppleness<br>tuck roll   | tempo  |   | receive<br>strategy  |  |  |  |
|------------|--|--|---|--|--|--|--|
| Year Group | Gymnastics   | Dance  | Swimming / OAA  | Ball skills<br>(invasion games)  | Net and Wall   | Striking and Fielding  | Athletics  |
| <b>5</b>   | <ul style="list-style-type: none"> <li>• To identify and practise body shapes and balances.</li> <li>• To identify and practise symmetrical and asymmetrical body shapes.</li> <li>• To use and refine the following skills: flexibility, strength, balance, power and mental focus.</li> <li>• To develop skills for movement, including rolling, bridging and dynamic movement.</li> <li>• To use counterbalances and incorporate them into a sequence of movements.</li> <li>• To perform movements in</li> </ul> | <ul style="list-style-type: none"> <li>• To identify and practise the patterns and actions of the chosen dance style.</li> <li>• To demonstrate an awareness of the music's rhythm and phrasing when improvising.</li> <li>• To create and perform an individual, partner or group dance that reflects the chosen dance style.</li> <li>• To perform a dance using a range of movement patterns.</li> <li>• To perform and evaluate</li> </ul> | <p><b>Swimming</b><br/>(Catch up lessons)</p> <p><b>OAA</b></p> <ul style="list-style-type: none"> <li>• To start to orientate themselves with increasing confidence and accuracy around a course.</li> <li>• To design an orienteering course that can be followed and offers challenges.</li> <li>• To use clear communication within a team.</li> <li>• To identify a key on a map and begin to use the information.</li> <li>• To offer an evaluation of personal performances and activities.</li> </ul> | <ul style="list-style-type: none"> <li>• To demonstrate basic passing and receiving skills using different balls.</li> <li>• To develop an understanding and knowledge of the basic footwork rules.</li> <li>• To use good hand/eye coordination to pass and receive a ball successfully.</li> <li>• To develop skills in the range of passes used within the sport and to understand which pass to use depending on the distance the ball needs to travel.</li> <li>• To understand the importance of 'getting free' in order to receive a pass.</li> <li>• To understand how to make space by moving away and</li> </ul> | <ul style="list-style-type: none"> <li>• To develop the range of shots used in the games they play</li> <li>• To develop their range of serving techniques appropriate to the game</li> <li>• To use a variety of shots to keep a continuous rally</li> <li>• To demonstrate effective footwork patterns to move around the court</li> </ul> | <ul style="list-style-type: none"> <li>• To explore defensive and driving hitting techniques and directional batting</li> <li>• To develop over and underarm bowling technique. Select and apply long and short barriers appropriate to the situation.</li> <li>• To demonstrate clear technique when using a variety of throws under pressure.</li> <li>• To explore caching skills and apply these with some consistency in game situations</li> </ul> | <ul style="list-style-type: none"> <li>• To use correct technique to run at speed.</li> <li>• To develop the ability to run for distance.</li> <li>• To throw with accuracy and power using different items.</li> <li>• To explore different footwork patterns.</li> <li>• To understand which technique is most effective when jumping for distance.</li> <li>• To demonstrate good techniques in a competitive situation.</li> </ul> |

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|                   |  |   |   |  |   |   |  |
|-------------------|--|---|---|--|---|---|--|
|                   | <p>canon and in unison.</p> <ul style="list-style-type: none"> <li>To perform and evaluate own and others' sequences.</li> </ul> |   |   | <p>coming back and by dodging.</p> <ul style="list-style-type: none"> <li>To be able to demonstrate a range of defending skills and understand how to mark an opponent.</li> <li>To understand how to intercept a pass.</li> <li>To learn how to shoot.</li> </ul> |   |   |  |
| <b>Vocabulary</b> | <p>asymmetry<br/>cannon<br/>maximum<br/>minimum<br/>outcome<br/>resistance<br/>rigorous<br/>symmetry</p>                         | <p>choreography<br/>improvisation<br/>off-beat<br/>pivot<br/>poise<br/>posture<br/>precision<br/>unison</p> | <p><b><u>Swimming</u></b><br/>exhale<br/>inhale<br/>personal best<br/>scull<br/>surface</p> <p><b><u>OAA</u></b><br/>route<br/>trust<br/>navigate<br/>grid<br/>discuss<br/>plan<br/>leader<br/>inclusive<br/>orientate<br/>symbol</p> | <p>resolve<br/>tactics<br/>control<br/>offside<br/>foul<br/>support<br/>pressure<br/>obstruction<br/>onside</p>  | <p>tactics<br/>volley<br/>cooperatively<br/>footwork<br/>continuously<br/>set<br/>dig</p> | <p>pressure<br/>tracking<br/>outwit<br/>tactics</p> | <p>constructive<br/>critique<br/>effective<br/>pace<br/>technique<br/>stride</p> |



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| Year Group        | Gymnastics   | Dance  | Swimming/OAA  | Ball skills<br>(invasion games)  | Net and Wall   | Striking and fielding  | Athletics  |
|-------------------|--|--|---|--|--|--|--|
| <b>6</b>          | <ul style="list-style-type: none"> <li>To identify and practise gymnastic shapes and balances.</li> <li>To identify and practise symmetrical and asymmetrical body shapes.</li> <li>To construct sequences using balancing and linking movements</li> <li>To use counterbalances and incorporate them into a sequence of movements.</li> <li>To perform movements in canon and in unison, including rolls and balances.</li> <li>To perform and evaluate own and others' sequences.</li> </ul> | <ul style="list-style-type: none"> <li>To demonstrate an awareness of the music's rhythm and phrasing when improvising.</li> <li>To create a dance as a group.</li> <li>To perform and analyse own and others' performance.</li> </ul> | <p><u><b>Swimming</b></u><br/>(Catch up lessons)</p> <p><u><b>OAA</b></u></p> <ul style="list-style-type: none"> <li>To orientate themselves with confidence and accuracy around a course.</li> <li>To design an orienteering course that can be followed and offers challenges.</li> <li>To use clear communication within a team demonstrating leadership skill.</li> <li>To identify a key on a map and begin to use the information.</li> <li>To use navigation equipment to improve the trail.</li> <li>To offer a detailed and effective evaluation of personal and others' performances and activities.</li> </ul> | <ul style="list-style-type: none"> <li>To understand the basic rules of tag rugby and ultimate Frisbee.</li> <li>To work as a team, using ball-handling skills.</li> <li>To use skills learned to play a game of tag rugby/ ultimate frisbee.</li> <li>To apply rules and skills learned to a game.</li> </ul> | <ul style="list-style-type: none"> <li>To demonstrate increased success and technique in selecting and applying the appropriate shot for the situation.</li> <li>serve accurately and consistently, beginning to apply tactics to their serve.</li> <li>To successfully apply a variety of shots to keep a continuous rally.</li> <li>To demonstrate a variety of footwork patterns relevant to the game they are playing</li> </ul> | <ul style="list-style-type: none"> <li>To strike a bowled ball with increasing accuracy and consistency</li> <li>consistently select and apply the appropriate fielding action for the situation</li> <li>consistently make good decisions on who and when to pass to in order to get batters out</li> <li>To consistently demonstrate good technique in catching skills under pressure</li> </ul> | <ul style="list-style-type: none"> <li>To develop the ability to run for distance and show this competently.</li> <li>To throw a range of items with confidence, accuracy and power.</li> <li>To identify and apply techniques of relay running.</li> <li>To use a technique which is most effective when jumping for distance.</li> <li>To demonstrate good techniques in a competitive situation.</li> <li>To self and peer assess for technique.</li> </ul> |
| <b>Vocabulary</b> | aerobic<br>anaerobic<br>anticipate<br>counter balance  | anticipation<br>connect<br>contrast<br>fluently  | <u><b>Swimming</b></u><br>continuous<br>endurance<br>propel   | consecutive<br>formation<br>consistently<br>conceding  | consecutive<br>consistently<br>deep<br>forecourt   | formation<br>collaborative<br>retrieve<br>intercept<br>cover space   | analyse<br>relay<br>trajectory<br>momentum<br>transfer of weight   |

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|  |                 |                  |  |   |                                     |                                |  |
|--|-----------------|------------------|--|---|-------------------------------------|--------------------------------|--|
|  | counter tension | phrase structure | <b>OAA</b><br>navigation<br>orienteeing<br>location<br>boundaries<br>critical thinking<br>strategy | dictate<br>turnover<br>contest<br>shut down | backcourt<br>defensive<br>attacking | shield bases<br>ready position |  |
|--|-----------------|------------------|--|---|-------------------------------------|--------------------------------|--|

| <b>Evaluation Skills</b><br><b>Personal Skills/Health and Wellbeing</b><br><b>Safety</b>   |  |   |   |   |   |  |
|--|--|---|---|---|---|--|
| EYFS   | Year 1   | Year 2  | Year 3  | Year 4  | Year 5  | Year 6   |
| <p>Say what they do and don't like.</p> <p>Understand they get warmer after completing exercise.</p> <p>Share and move equipment carefully</p> | <p>Watch, describe and comment on what they have seen.</p> <p>Recognise how their body feels when still and when exercising.</p> <p>Know how to carry and place equipment.</p> | <p>Begin to watch others and focus on specific actions to improve their own skills.</p> <p>Recognise and describe what their bodies feel like during different types of activity.</p> <p>Lift, move and place equipment safely.</p> | <p>Recognise good performances in themselves and others and use what they have learned to improve their own work.</p> <p>Know and describe the effects of different exercise activities on the body and how to improve stamina. Begin to understand the</p> | <p>Identify good performances and suggest ideas for practices that will improve their play</p> <p>Describe how the body reacts during different types of activity and how this affects the way they perform</p> | <p>Choose and use information and basic criteria to evaluate their own and others' work.</p> <p>Understand why exercise is good for their fitness, health and wellbeing . With help, devise warm up and cool down activities and justify their choices.</p> | <p>Evaluate their own and others' work. Suggest ways of making improvements.</p> <p>Know the importance and types of fitness and how playing games contributes to a healthy lifestyle. Begin to lead warm up and cool down activities to peers</p> |

PE Progression and Vocabulary

|  |  |  |                           |  |  |  |
|--|--|--|---------------------------|--|--|--|
|  |  |  | importance of warming up. |  |  |  |
|--|--|--|---------------------------|--|--|--|