



# Whole School Progression of Skills and Key Vocabulary - Physical Education (PE)

<b>Intent</b> How is our curriculum designed & why?	<b>Implementation</b> This is the way PE is taught across our school.	<b>Impact</b> How is the impact measured?	
<b>Phase</b>	<b>Progression of skills across units of work in Physical Education</b>		
	<p style="text-align: center;"><b>Gross-Motor Skills</b></p> <ul style="list-style-type: none"> <li>- Range 4 – Runs safely on whole foot.</li> <li>- Range 4 – Jumps up into the air with both feet leaving the floor and can jump forward a small distance.</li> <li>- Range 4 – Begins to walk, run and climb on different levels and surfaces.</li> <li>- Range 4 – Begins to understand and choose different ways of moving.</li> <li>- Range 4 – Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it.</li> <li>- Range 4 – Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles.</li> <li>- Range 5 – Can balance on one foot or in a squat momentarily, shifting body weight to improve stability.</li> <li>- Range 6 – Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</li> <li>- Range 6 – Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance.</li> <li>- Range 6 – Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> <li>- Range 6 – Travels with confidence and skill around, under, over and through balancing and climbing equipment.</li> <li>- Range 6 – Shows increasing control over an object in throwing, catching or kicking.</li> <li>- Range 6 – Shows a preference for a dominant hand.</li> <li>- Range 6: Develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> </ul>	<p style="text-align: center;"><b>Fine-Motor Skills</b></p> <ul style="list-style-type: none"> <li>- Range 4 - May be beginning to show preference for dominant hand and/or leg/foot.</li> <li>- Range 5 - Can grasp and release with two hands to throw and catch a large ball, beanbag, or an object.</li> </ul>	<p style="text-align: center;"><b>Expressive Arts (EAD)</b></p> <ul style="list-style-type: none"> <li>- Range 3 - Expresses self through physical actions and sounds.</li> <li>- Range 4 - Create rhythmic movements.</li> <li>- Range 5 - Experiments and creates movement in response to music.</li> <li>- Range 5 - Mirror movements of adults or peers, then adding their own variations.</li> </ul>
<b>EYFS</b>	<p style="text-align: center;"><b>Key (expectations)</b></p> <p>Range 3 - Nursery (entry) Range 4 – Nursery (end of year) Range 5 – Reception (entry) Range 6 – Reception (end of year)</p> <p style="text-align: center;"><b>Units of Work</b></p> <p>Dance Gymnastics Body Management Manipulation &amp; Coordination Speed, Agility &amp; Travel Cooperate &amp; Solve Problems</p>		<p style="text-align: center;"><b>Key Words</b></p> <p>Turn Twist</p> <p>Balance Control</p> <p>Climb Roll</p> <p>Apparatus Stretch</p> <p>Agility Travel</p>

						Cooperate Trail
<b>Phase</b>	<b>Invasion Games</b> <i>(Attack, Defend, Shoot)</i>	<b>Net/Wall Games</b> <i>(Send &amp; Return)</i>	<b>Striking &amp; Fielding</b> <i>(Hit, Catch, Run)</i>	<b>Dance &amp; Gymnastics</b>	<b>Athletics</b> <i>(Run, Jump, Throw)</i>	<b>Outdoor &amp; Adventurous Activities</b>



<b>Year 1</b>	<p>Basic movements &amp; balance are demonstrated when travelling/moving.</p> <p>Able to find and negotiate space when moving and chasing others.</p> <p>Demonstrate basic understanding of attacking and defending an area/goal.</p> <p>Receive a ball with basic control.</p> <p>Begin to develop their hand/foot to-eye-coordination.</p>	<p>Show good co-ordination and strength (in wrists) when using a racket to balance, hit or flip an object.</p> <p>Can name and demonstrate the techniques needed to strike a tennis ball.</p> <p>Able to hit a ball towards a partner/area/goal.</p> <p>Work towards being able to return a travelling ball towards them.</p>	<p>Able to use the 'cup catching' technique successfully.</p> <p>Able to hit objects with hand or bat.</p> <p>Track and retrieve a rolling ball.</p> <p>Throw and catch a variety of balls and objects.</p> <p>Develop sending and receiving skills to benefit fielding as a team.</p> <p>Distinguish between the roles of batters and fielders.</p>	<p>Create shapes using their body.</p> <p>Demonstrate 1-, 2-, 3- and 4-point balances.</p> <p>Able to perform star, tuck, frog, jumps. Pencil and egg rolls.</p> <p>Demonstrate above skills on apparatus including landing, climbing, balancing/grappling, swinging, and travelling.</p> <p>Copy, explore and remember basic movements.</p> <p>Link movements to sounds and different types of music.</p>	<p>Can run at different speeds.</p> <p>Begin to link running and jumping.</p> <p>Develop throwing techniques to send objects over long distances.</p> <p>Increase stamina and core strength needed to undertake athletics activities</p> <p>Take part in a broad range of opportunities to extend strength, balance, agility, and coordination.</p> <p>Cooperate with others to carry out more complex tasks.</p>	<p>Demonstrate good awareness when assessing areas (or looking for items).</p> <p>Comprehend that one thing can represent another.</p> <p>Able to listen and respond well with others.</p>
	<p>Key words:</p> <ul style="list-style-type: none"> <li>• Space</li> <li>• Attacking</li> <li>• Defending</li> <li>• Blocking</li> <li>• Passing</li> </ul>	<p>Key words:</p> <ul style="list-style-type: none"> <li>• Control</li> <li>• Court</li> <li>• Hit</li> </ul>	<p>Key words:</p> <ul style="list-style-type: none"> <li>• Catching</li> <li>• Rolling</li> <li>• Strike</li> <li>• Batter</li> <li>• Bowler</li> </ul>	<p>Key words:</p> <ul style="list-style-type: none"> <li>• Balance</li> <li>• Travelling</li> <li>• Compose</li> <li>• Sequence</li> <li>• Shape</li> </ul>	<p>Key words:</p> <ul style="list-style-type: none"> <li>• Speed</li> <li>• Relay</li> <li>• Sprint</li> </ul>	<p>Key words:</p> <ul style="list-style-type: none"> <li>• Symbol</li> <li>• Verbal</li> </ul>
<b>Phase</b>	<b>Invasion Games</b> <i>(Attack, Defend, Shoot)</i>	<b>Net/Wall Games</b> <i>(Send &amp; Return)</i>	<b>Striking &amp; Fielding</b> <i>(Hit, Catch, Run)</i>	<b>Dance &amp; Gymnastics</b>	<b>Athletics</b> <i>(Run, Jump, Throw)</i>	<b>Outdoor &amp; Adventurous Activities</b>

Year 2	<p>Refine ways to control bodies and a range of equipment.</p> <p>Recall and link combinations of skills, e.g., dribbling and passing.</p> <p>To select and apply a small range of simple tactics.</p> <p>Understand the role of a goalkeeper and defender.</p> <p>Able to demonstrate good dribbling skills in various sports with control and purpose.</p> <p>Learn how to intercept during games.</p>	<p>Be able to track the path of a ball over a net and move towards it.</p> <p>Begin to hit and return a ball using hands and racquets with some consistency.</p> <p>Play modified net/wall games throwing, catching, and sending over a net.</p> <p>Be able to make it difficult for their opponent to score a point.</p>	<p>To develop hitting skills with a variety of bats.</p> <p>Practice feeding/bowling skills.</p> <p>Hit and run to score points in games.</p> <p>Work on a variety of ways to score runs in the different hit, catch, run games.</p> <p>Attempt to work as a team to field.</p> <p>Begin to play the role of wicketkeeper or backstop.</p>	<p>Able to transition and link shapes, balances, and movements together.</p> <p>Perform with consistency and control.</p> <p>Able to respond imaginatively to music and create short sequences.</p> <p>Perform basic skills at different speeds and levels during sequences.</p> <p>Develop body management through a range of floor exercises.</p>	<p>Develop power, agility, co-ordination and balance over a variety of activities.</p> <p>Able to throw and handle a variety of objects with control.</p> <p>Negotiate obstacles like hurdles with fluency.</p> <p>Reflect on activities and make connections with a healthy lifestyle.</p> <p>Experience jumping for distance and height.</p>	<p>Use searching skills to find given items from clues and pictures.</p> <p>Work as a pair to navigate space.</p>
	<p>Key words:</p> <ul style="list-style-type: none"> <li>• Passing and Move</li> <li>• Shooting</li> <li>• Compete</li> </ul>	<p>Key words:</p> <ul style="list-style-type: none"> <li>• Co-ordination</li> <li>• Serve</li> <li>• Rally</li> </ul>	<p>Key words:</p> <ul style="list-style-type: none"> <li>• Gather</li> <li>• Underarm</li> <li>• Overarm</li> </ul>	<p>Key words:</p> <ul style="list-style-type: none"> <li>• Unison</li> <li>• Sequence</li> <li>• Shape</li> <li>• Extension</li> <li>• Relaxation</li> </ul>	<p>Key words:</p> <ul style="list-style-type: none"> <li>• Agility</li> <li>• Static</li> <li>• Stamina</li> </ul>	<p>Key words:</p> <ul style="list-style-type: none"> <li>• Problem Solve</li> <li>• Key</li> </ul>
Phase	<p><b>Invasion Games</b> (Handball, Football, Basketball, Hockey)</p>	<p><b>Net/Wall Games</b> (Tennis)</p>	<p><b>Striking &amp; Fielding</b> (Cricket, Rounders)</p>	<p><b>Dance &amp; Gymnastics</b></p>	<p><b>Athletics</b></p>	<p><b>Outdoor &amp; Adventurous Activities</b></p>

<b>Year 3</b>	<p>Able to find and move into a space effectively during team games.</p> <p>Defend an area using their body to block and tackle.</p> <p>Attack an area/goal with speed and accuracy.</p> <p>Understands the importance of teammates when attacking and defending.</p> <p>Perform more complex passes, including wall passes, and more sport specific passes like hockey or football.</p> <p>Able to communicate effectively with peers during games.</p> <p>Combine skills into fluid movements including dribbling, shooting, passing, and controlling.</p>	<p>Able to return a ball with a racket, and perform a rally with a partner.</p> <p>Can show a forehand &amp; backhand shot (vary shots).</p> <p>Demonstrate where to strike a ball on the opposing half.</p> <p>Able to return a travelling ball towards them.</p>	<p>Able to bowl (under-arm and over-arm) a ball towards a target.</p> <p>Demonstrate good use of their body to block the ball. Introduction of the 'barrier'.</p> <p>Can strike a moving ball when batting.</p> <p>Work towards catching a ball one-handed.</p> <p>Consistent in catching, throwing and rolling in non-competitive games.</p> <p>Able to play simple games of Rounders and Cricket.</p>	<p>Develop body management over a range of floor exercises.</p> <p>Attempt to bring explosive moves into floor work through jumps and leaps.</p> <p>Show increasing flexibility in shapes and balances.</p> <p>Practise different sections of a dance aiming to put together a performance.</p> <p>Perform with a prop.</p>	<p>Begin to run at different speeds for various events.</p> <p>Show agility and power to change direction quickly.</p> <p>Children to name field and track events.</p> <p>Show progression with their flexibility, strength, technique, control and balance through events that measure a time/score.</p> <p>Perform throws with accuracy and power.</p> <p>Can describe the effects on our body and why.</p>	<p>Work with others to solve problems.</p> <p>Describe their work and use different strategies to solve problems.</p> <p>Lead others and be led.</p> <p>Differentiate between when a task is competitive and when it is collaborative.</p>
	<p>Key words:</p> <ul style="list-style-type: none"> <li>• Possession</li> <li>• Space</li> <li>• Control</li> </ul>	<p>Key words:</p> <ul style="list-style-type: none"> <li>• Forehand</li> <li>• Backhand</li> </ul>	<p>Key words:</p> <ul style="list-style-type: none"> <li>• Barrier</li> <li>• Space</li> <li>• Bowling</li> <li>• Feed</li> <li>• Field</li> </ul>	<p>Key words:</p> <ul style="list-style-type: none"> <li>• Dismount</li> <li>• Rhythm</li> <li>• Improvisation</li> <li>• Combinations</li> <li>• Explosive</li> </ul>	<p>Key words:</p> <ul style="list-style-type: none"> <li>• Strength</li> <li>• Flexibility</li> <li>• Power</li> <li>• Pace</li> <li>• Agility</li> </ul>	<p>Key words:</p> <ul style="list-style-type: none"> <li>• Coordination</li> <li>• Tactile</li> </ul>
<b>Phase</b>	<p><b>Invasion Games</b> <i>(Handball, Football, Basketball, Hockey)</i></p>	<p><b>Net/Wall Games</b> <i>(Tennis)</i></p>	<p><b>Striking &amp; Fielding</b> <i>(Cricket, Rounders)</i></p>	<p><b>Dance &amp; Gymnastics</b></p>	<p><b>Athletics</b></p>	<p><b>Outdoor &amp; Adventurous Activities</b></p>

<b>Year 4</b>	<p>Show increases confidence and perform with more consistency a selection of basic skills such as dribbling, throwing, and shooting.</p> <p>Develop a wider range of ball handling skills</p> <p>Use footwork rules in a game situation and explore basic marking.</p> <p>Passing over longer distance.</p> <p>Moving towards the ball to receive the pass.</p> <p>Pass and move with the ball as a team to build attacks.</p> <p>Apply a small range of tactics in a competitive situation.</p>	<p>Explore and use different shots with both the forehand and backhand.</p> <p>Demonstrate different net/wall skills.</p> <p>Practise some trick shots in isolation.</p> <p>Work to return the serve.</p> <p>Demonstrate different court positions in gameplay.</p>	<p>To develop the range of striking and fielding skills they can apply in a competitive context</p> <p>Choose and use a range of simple tactics in isolation and in a game context.</p> <p>Consolidate existing skills and apply with consistency.</p> <p>Strike to ball with intent, use decision making attempt direction.</p>	<p>Work to include freeze frames in routines. • Practise and perform a variety of different formations in dance.</p> <p>Develop a dance to perform as a group with a set starting position.</p> <p>Developing choreography and devising skills in relation to a theme.</p> <p>Able to perform in time with a partner and group.</p> <p>Independently use compositional ideas in sequences such as changes in height, speed, and direction.</p> <p>Develop an increased range of body actions and shapes to include in a sequence.</p> <p>Refine taking weight on small and large body parts, for example, hand and shoulder.</p>	<p>Using running, jumping and throwing stations, children investigate in small groups different ways of performing these activities.</p> <p>Using a variety of equipment, ways of measuring and timing, comparing the effectiveness of different styles of runs, jumps and throws.</p> <p>Perform smooth baton exchanges.</p>	<p>Demonstrate good awareness when assessing areas (or looking for items).</p> <p>Start to show problem solving skills in teams or support.</p> <p>Use simple maps.</p> <p>Able to listen and respond well with others.</p> <p>Demonstrate good exploration and investigational skills during activities.</p>
	<p>Key words:</p> <ul style="list-style-type: none"> <li>• Tackle</li> <li>• Intercept</li> <li>• Teamwork</li> <li>• Tactics</li> <li>• Sport specific skills</li> </ul>	<p>Key words:</p> <ul style="list-style-type: none"> <li>• Ready Position</li> <li>• Return</li> </ul>	<p>Key words:</p> <ul style="list-style-type: none"> <li>• Collect</li> <li>• Retrieve</li> </ul>	<p>Key words:</p> <ul style="list-style-type: none"> <li>• Levels</li> <li>• Facial Expression</li> <li>• Contrasting</li> <li>• Fluency</li> <li>• Combinations</li> </ul>	<p>Key words:</p> <ul style="list-style-type: none"> <li>• Accelerate</li> <li>• Take off</li> <li>• Transition</li> </ul>	<p>Key words:</p> <ul style="list-style-type: none"> <li>• Scale</li> <li>• Orienteering</li> </ul>
<b>Phase</b>	<b>Invasion Games</b> <i>(Handball, Football, Basketball, Hockey, Tag-Rugby)</i>	<b>Net/Wall Games</b> <i>(Tennis)</i>	<b>Striking &amp; Fielding</b> <i>(Cricket, Rounders)</i>	<b>Dance &amp; Gymnastics</b>	<b>Athletics</b>	<b>Outdoor &amp; Adventurous Activities</b>

<b>Year 5</b>	<p>Able to create space for themselves or others during games.</p> <p>Can attack and defend by applying tactics (style of play i.e. long/short passing).</p> <p>Able to pass and move with creativity, fluidity and accuracy.</p> <p>Can make quick decisions in game situations.</p> <p>Use skills with coordination, control and fluency.</p> <p>Able to keep possession of a ball during game situations.</p>	<p>Demonstrates good variation in shots including forehand, backhand, volleys and serving.</p> <p>Can play a variety of games showing a good understanding of tactics and identifying a team's strengths and weaknesses.</p> <p>Show consistency and control when playing games.</p>	<p>Link together a range of skills and use in combination.</p> <p>Collaborate with a team to choose, use, and adapt rules in games.</p> <p>Develop retrieving and returning the ball.</p>	<p>Develop symmetry individually, as a pair and in a small group.</p> <p>Compare performances and judge strengths and areas for improvement.</p> <p>Select a component for improvement. For example - timing or flow.</p> <p>Take responsibility for own warm-up including remembering and repeating a variety of stretches.</p> <p>Refine &amp; improve dances adapting them to include the use of space rhythm &amp; expression</p> <p>Exploring dynamic quality and formations to communicate character.</p>	<p>Sustain pace over short and longer distances such as running 100m and running for 2 minutes.</p> <p>Able to run as part of a relay team working at their maximum speed.</p> <p>Perform a range of jumps and throws demonstrating increasing power and accuracy.</p> <p>Improve skills like a 'push action' when throwing and smooth baton exchanges within restricted area.</p>	<p>Explore ways of communicating in a range of challenging activities.</p> <p>Navigate and solve problems from memory.</p>
	<p>Key words:</p> <ul style="list-style-type: none"> <li>• Tactics</li> <li>• Formation</li> <li>• Tempo</li> <li>• Technique</li> <li>• Strengths &amp; weaknesses</li> <li>• Positions</li> <li>• Regain</li> </ul>	<p>Key words:</p> <ul style="list-style-type: none"> <li>• Volley</li> <li>• Variation</li> <li>• Drop shot</li> <li>• Overhead</li> </ul>	<p>Key words:</p> <ul style="list-style-type: none"> <li>• Tactics</li> <li>• Positions</li> <li>• Accuracy</li> <li>• Stance</li> </ul>	<p>Key words:</p> <ul style="list-style-type: none"> <li>• Synchronise</li> <li>• Choreographer</li> <li>• Formation</li> <li>• Aesthetics</li> <li>• Flexibility</li> </ul>	<p>Key words:</p> <ul style="list-style-type: none"> <li>• Force</li> <li>• Sustain</li> <li>• Pace</li> </ul>	<p>Key words:</p> <ul style="list-style-type: none"> <li>• Compass</li> <li>• Ingenuity</li> </ul>
<b>Phase</b>	<p><b>Invasion Games</b> <i>(Handball, Football, Basketball, Hockey, Tag-Rugby)</i></p>	<p><b>Net/Wall Games</b> <i>(Tennis)</i></p>	<p><b>Striking &amp; Fielding</b> <i>(Cricket, Rounders)</i></p>	<p><b>Dance &amp; Gymnastics</b></p>	<p><b>Athletics</b></p>	<p><b>Outdoor &amp; Adventurous Activities</b></p>

<b>Year 6</b>	<p>Choose and implement a wider range of strategies to play defensively and offensively.</p> <p>Grasp more technical aspects of the game.</p> <p>Suggest, plan and lead simple drills for given skills.</p> <p>Combine and perform more complex skills at speed in games.</p> <p>Use set plays in game situation and explain when and why they are used.</p> <p>Switch effectively as a team between defence and attack.</p>	<p>Develop a wider range of shots.</p> <p>Begin to select and apply more sophisticated tactics such as net play, and offensive and defensive positioning.</p> <p>Play with fluency with a partner in doubles/partner scenarios.</p> <p>Develop backhand shots.</p> <p>Begin to use full scoring systems</p> <p>Continue developing doubles play and tactics to improve.</p>	<p>Can bowl confidently under or over arm with accuracy.</p> <p>Able to create tactics when batting and fielding (fielders in spaces across the field, batters hitting the ball into a space).</p> <p>Able to perform one-handed catches.</p> <p>Show quick decision making during competitive games.</p> <p>Develop their knowledge of ways of striking and fielding effectively in games.</p> <p>I.e., batting into open spaces, covering areas of the pitch to retrieve/catch the ball.</p>	<p>Work collaboratively to include more complex compositional ideas.</p> <p>Develop motifs and incorporate into self-composed dances as individuals, pairs &amp; groups.</p> <p>Lead group warm-up showing understanding of the need for strength and flexibility.</p> <p>Experience flight on and off high apparatus.</p> <p>Perform increasingly complex sequences.</p> <p>Combine own ideas with others to build sequences.</p> <p>Compose and practise actions and relate to music.</p>	<p>Become confident in a range of techniques and recognise their own and each other's successes.</p> <p>Apply strength and flexibility to a broad range of throwing, running, and jumping activities in direct competition.</p> <p>Work in collaboration and demonstrate improvement when working with self and others.</p> <p>Accurately and confidently judge across a variety of activities.</p>	<p>Show problem solving skills independently.</p> <p>Use maps that may use a compass or routes to follow.</p> <p>Demonstrate good exploration and investigational skills during activities.</p> <p>Choose and apply strategies during activities.</p>
	<p>Key words:</p> <ul style="list-style-type: none"> <li>• Tactics</li> <li>• Formation</li> <li>• Tempo</li> <li>• Counterattack</li> <li>• Feint</li> </ul>	<p>Key words:</p> <ul style="list-style-type: none"> <li>• Drop shot</li> <li>• Slice</li> <li>• Lob</li> <li>• Offensive Play</li> </ul>	<p>Key words:</p> <ul style="list-style-type: none"> <li>• Tactics</li> <li>• Positions</li> <li>• Innings</li> <li>• Pick-up</li> </ul>	<p>Key words:</p> <ul style="list-style-type: none"> <li>• Gesture</li> <li>• Dynamics</li> <li>• Asymmetry</li> <li>• Symmetry</li> </ul>	<p>Key words:</p> <ul style="list-style-type: none"> <li>• Optimum</li> <li>• Trajectory</li> </ul>	<p>Key words:</p> <ul style="list-style-type: none"> <li>• Decipher</li> <li>• Orient</li> </ul>
<b>Progression of skills in-depth can be found here:</b>			<b>Key Vocabulary of all skills taught can be found here:</b>			
<b><u><a href="#">THE PE HUB</a></u></b>			<b><u><a href="#">KEY VOCAB</a></u></b>			



Swimming	
KS1	Assessment days will aim to be completed during the academic year to gain data.
KS2	<p><i>All children strive to work towards:</i></p> <p>Can swim competently, confidently and proficiently over a distance of 25 metres.</p> <p>Perform a variety of different strokes effectively (including front crawl, backstroke, and breaststroke).</p> <p>Able safe self-rescue in different water-based situations.</p>
Key Words	<p><b>Beginners</b></p> <ul style="list-style-type: none"> <li>- Float</li> <li>- Sculling</li> <li>- Stroke</li> </ul> <p><b>Intermediate</b></p> <ul style="list-style-type: none"> <li>- Prone</li> <li>- Submerging</li> </ul> <p><b>Advanced</b></p> <ul style="list-style-type: none"> <li>- Glide</li> <li>- Propel</li> <li>- Technique</li> </ul>
+	Additional sessions may be arranged during the academic year based on the data and support needed for certain levels of children. Sports Premium will be used to support this.