

| Progression of Knowledge, Skills and Vocabulary in Physical Education                  |            |   |  |  |
|--|------------|---|--|--|
|  |            | EYFS  | Year One   | Year Two   |
| Develop practical skills in order to participate, compete and lead a healthy lifestyle | Games      | <ul style="list-style-type: none"> <li>To develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education.</li> <li>To use their core muscle strength to achieve a good posture.</li> <li>To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</li> </ul>  | <ul style="list-style-type: none"> <li>Use the terms 'opponent' and 'team-mate'.</li> <li>Use rolling, hitting, running, jumping, catching and kicking skills in combination.</li> <li>Develop tactics.</li> <li>Lead others when appropriate.</li> </ul>  | <ul style="list-style-type: none"> <li>Use the terms 'opponent' and 'team-mate'.</li> <li>Use rolling, hitting, running, jumping, catching and kicking skills in combination.</li> <li>Develop tactics.</li> <li>Lead others when appropriate.</li> </ul>  |
|  | Dance      | <ul style="list-style-type: none"> <li>To combine different movements with ease and fluency.</li> <li>To develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> </ul>   | <ul style="list-style-type: none"> <li>Copy and remember moves and positions.</li> <li>Move with careful control and coordination.</li> <li>Link two or more actions to perform a sequence.</li> <li>Choose movements to communicate a mood, feeling or idea.</li> </ul>   | <ul style="list-style-type: none"> <li>Copy and remember moves and positions.</li> <li>Move with careful control and coordination.</li> <li>Link two or more actions to perform a sequence.</li> <li>Choose movements to communicate a mood, feeling or idea.</li> </ul>   |
|  | Gymnastics | <ul style="list-style-type: none"> <li>To develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> <li>To negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>To revise and refine a range of fundamental movement skills e.g. rolling, crawling, walking, jumping, running, hopping, skipping and climbing.</li> <li>To use a more fluent style of moving, developing control and grace.</li> </ul> | <ul style="list-style-type: none"> <li>Copy and remember actions.</li> <li>Move with some control and awareness of space.</li> <li>Link two or more actions to make a sequence.</li> <li>Show contrasts (such as small/tall, straight/curved and wide/narrow).</li> <li>Travel by rolling forwards, backwards and sideways.</li> <li>Hold a position whilst balancing on different points of the body.</li> <li>Climb safely on equipment.</li> <li>Stretch and curl to develop flexibility.</li> <li>Jump in a variety of ways and land with increasing control and balance.</li> </ul> | <ul style="list-style-type: none"> <li>Copy and remember actions.</li> <li>Move with some control and awareness of space.</li> <li>Link two or more actions to make a sequence.</li> <li>Show contrasts (such as small/tall, straight/curved and wide/narrow).</li> <li>Travel by rolling forwards, backwards and sideways.</li> <li>Hold a position whilst balancing on different points of the body.</li> <li>Climb safely on equipment.</li> <li>Stretch and curl to develop flexibility.</li> <li>Jump in a variety of ways and land with increasing control and balance.</li> </ul> |

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|-------------------|---|--|---|--|
|                   | <b>Swimming</b>                           |  |   |  |
|                   | <b>Athletics</b>                          |  | Athletic activities are combined with games in Years 1 and 2.   | Athletic activities are combined with games in Years 1 and 2.              |
|                   | <b>Outdoor &amp; Adventurous Activity</b> |  |   |  |
| <b>Vocabulary</b> |   | Climb, roll, jump, hop, walk, run, sprint, skip, gallop, balance, sausage roll, teddy bear roll, safety, space, team work, rhythm, steps, aim, target, throw, catch, roll, bounce, over, under, through, around, walk, run, tiptoe, crawl, pulse, exercise, aim, stop on command | Team-mate, rolling, hitting, running, jumping, catching, kicking, movement, small, tall, straight, curved, wide, narrow, rolling, balancing, stretch, curl, control, balance. | Opponent, tactics, co-ordination, sequence, forwards, backwards, sideways. |

| Progression of Knowledge, Skills and Vocabulary in Physical Education                  |       |   |   |   |   |
|--|-------|---|---|---|---|
|  |       | Year Three  | Year Four   | Year Five   | Year Six  |
| Develop practical skills in order to participate, compete and lead a healthy lifestyle | Games | <ul style="list-style-type: none"> <li>• Throw and catch with control and accuracy.</li> <li>• Strike a ball and field with control.</li> <li>• Choose appropriate tactics to cause problems for the opposition.</li> <li>• Follow the rules of the game and play fairly.</li> <li>• Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).</li> <li>• Pass to team mates at appropriate times.</li> <li>• Lead others and act as a respectful team member.</li> </ul> | <ul style="list-style-type: none"> <li>• Throw and catch with control and accuracy.</li> <li>• Strike a ball and field with control.</li> <li>• Choose appropriate tactics to cause problems for the opposition.</li> <li>• Follow the rules of the game and play fairly.</li> <li>• Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).</li> <li>• Pass to team mates at appropriate times.</li> <li>• Lead others and act as a respectful team member.</li> </ul> | <ul style="list-style-type: none"> <li>• Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).</li> <li>• Work alone, or with team mates in order to gain points or possession.</li> <li>• Strike a bowled or volleyed ball with accuracy.</li> <li>• Use forehand and backhand when playing racket games.</li> <li>• Field, defend and attack tactically by anticipating the direction of play.</li> <li>• Choose the most appropriate tactics for a game.</li> <li>• Uphold the spirit of fair play and respect in all competitive situations.</li> <li>• Lead others when called upon and act as a good role model within a team.</li> </ul> | <ul style="list-style-type: none"> <li>• Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).</li> <li>• Work alone, or with team mates in order to gain points or possession.</li> <li>• Strike a bowled or volleyed ball with accuracy.</li> <li>• Use forehand and backhand when playing racket games.</li> <li>• Field, defend and attack tactically by anticipating the direction of play.</li> <li>• Choose the most appropriate tactics for a game.</li> <li>• Uphold the spirit of fair play and respect in all competitive situations.</li> <li>• Lead others when called upon and act as a good role model within a team.</li> </ul> |
|  | Dance | <ul style="list-style-type: none"> <li>• Plan, perform and repeat sequences.</li> <li>• Move in a clear, fluent and expressive manner.</li> <li>• Refine movements into sequences.</li> <li>• Create dances and movements that convey a definite idea.</li> </ul>   | <ul style="list-style-type: none"> <li>• Plan, perform and repeat sequences.</li> <li>• Move in a clear, fluent and expressive manner.</li> <li>• Refine movements into sequences.</li> <li>• Create dances and movements that convey a definite idea.</li> </ul>   |   | <ul style="list-style-type: none"> <li>• Compose creative and imaginative dance sequences.</li> <li>• Perform expressively and hold a precise and strong body posture.</li> <li>• Perform and create complex sequences.</li> <li>• Express an idea in original and imaginative ways.</li> </ul>   |

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| <b>Gymnastics</b> | <ul style="list-style-type: none"> <li>• Change speed and levels within a performance.</li> <li>• Develop physical strength and suppleness by practicing moves and stretching.</li> </ul>   | <ul style="list-style-type: none"> <li>• Change speed and levels within a performance.</li> <li>• Develop physical strength and suppleness by practicing moves and stretching.</li> </ul>   |  | <ul style="list-style-type: none"> <li>• Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.</li> <li>• Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).</li> </ul>  |
|                   | <ul style="list-style-type: none"> <li>• Plan, perform and repeat sequences.</li> <li>• Move in a clear, fluent and expressive manner.</li> <li>• Refine movements into sequences.</li> <li>• Show changes of direction, speed and level during a performance.</li> <li>• Travel in a variety of ways, including flight, by transferring weight to generate power in movements.</li> <li>• Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape).</li> </ul> | <ul style="list-style-type: none"> <li>• Plan, perform and repeat sequences.</li> <li>• Move in a clear, fluent and expressive manner.</li> <li>• Refine movements into sequences.</li> <li>• Show changes of direction, speed and level during a performance.</li> <li>• Travel in a variety of ways, including flight, by transferring weight to generate power in movements.</li> <li>• Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape).</li> </ul> |  | <ul style="list-style-type: none"> <li>• Create complex and well-executed sequences that include a full range of movements including: <ul style="list-style-type: none"> <li>• travelling</li> <li>• balances</li> <li>• swinging</li> <li>• springing</li> <li>• flight</li> <li>• vaults</li> <li>• inversions</li> <li>• rotations</li> <li>• bending, stretching and twisting</li> <li>• gestures</li> <li>• linking skills.</li> </ul> </li> <li>• Hold shapes that are strong, fluent and expressive.</li> <li>• Include in a sequence set pieces, choosing the most appropriate linking elements.</li> </ul> |

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|-----------------|-----------------|---|---|---|--|
| <b>Swimming</b> | <b>Swimming</b> | <ul style="list-style-type: none"> <li>• Swing and hang from equipment safely (using hands).</li> </ul> | <ul style="list-style-type: none"> <li>• Swing and hang from equipment safely (using hands).</li> </ul>   |   | <ul style="list-style-type: none"> <li>• Vary speed, direction, level and body rotation during floor performances.</li> <li>• Practice and refine the gymnastic techniques used in performances (listed above).</li> <li>• Demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions)</li> <li>• Use equipment to vault and to swing (remaining upright).</li> </ul> |
|                 | <b>Swimming</b> |   |   |   | <ul style="list-style-type: none"> <li>• Swim between 25 and 50 metres unaided.</li> <li>• Use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming.</li> <li>• Swim fluently with controlled strokes.</li> <li>• Turn efficiently at the end of a length.</li> </ul>   |
|                 | <b>Swimming</b> | <b>Swimming</b>   | <ul style="list-style-type: none"> <li>• Sprint over a short distance up to 60 metres.</li> <li>• Run over a longer distance, conserving energy in order to sustain performance.</li> </ul> | <ul style="list-style-type: none"> <li>• Sprint over a short distance up to 60 metres.</li> <li>• Run over a longer distance, conserving energy in order to sustain performance.</li> </ul> | <ul style="list-style-type: none"> <li>• Throw accurately and refine performance by analysing technique and body shape.</li> <li>• Show control in take-off and landings when jumping.</li> <li>• Compete with others and keep track of personal best</li> </ul>   |

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|   |  | <ul style="list-style-type: none"> <li>• Use a range of throwing techniques (such as under arm, over arm).</li> <li>• Throw with accuracy to hit a target or cover a distance.</li> <li>• Jump in a number of ways, using a run up where appropriate.</li> <li>• Compete with others and aim to improve personal best performances.</li> </ul>  | <ul style="list-style-type: none"> <li>• Use a range of throwing techniques (such as under arm, over arm).</li> <li>• Throw with accuracy to hit a target or cover a distance.</li> <li>• Jump in a number of ways, using a run up where appropriate.</li> <li>• Compete with others and aim to improve personal best performances.</li> </ul>  | performances, setting targets for improvement.  | performances, setting targets for improvement.  |
| <b>Outdoor &amp; Adventurous Activity</b> |  | <ul style="list-style-type: none"> <li>• Arrive properly equipped for outdoor and adventurous activity.</li> <li>• Understand the need to show accomplishment in managing risks.</li> <li>• Show an ability to both lead and form part of a team.</li> <li>• Support others and seek support if required when the situation dictates.</li> <li>• Show resilience when plans do not work and initiative to try new ways of working.</li> <li>• Use maps, compasses and digital devices to orientate themselves.</li> <li>• Remain aware of changing conditions and change plans if necessary.</li> </ul> | <ul style="list-style-type: none"> <li>• Arrive properly equipped for outdoor and adventurous activity.</li> <li>• Understand the need to show accomplishment in managing risks.</li> <li>• Show an ability to both lead and form part of a team.</li> <li>• Support others and seek support if required when the situation dictates.</li> <li>• Show resilience when plans do not work and initiative to try new ways of working.</li> <li>• Use maps, compasses and digital devices to orientate themselves.</li> <li>• Remain aware of changing conditions and change plans if necessary.</li> </ul> | <ul style="list-style-type: none"> <li>• Select appropriate equipment for outdoor and adventurous activity.</li> <li>• Identify possible risks and ways to manage them, asking for and listening carefully to expert advice.</li> <li>• Embrace both leadership and team roles and gain the commitment and respect of a team.</li> <li>• Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt.</li> <li>• Remain positive even in the most challenging circumstances, rallying others if need be.</li> <li>• Use a range of devices in order to orientate themselves.</li> </ul> | <ul style="list-style-type: none"> <li>• Select appropriate equipment for outdoor and adventurous activity.</li> <li>• Identify possible risks and ways to manage them, asking for and listening carefully to expert advice.</li> <li>• Embrace both leadership and team roles and gain the commitment and respect of a team.</li> <li>• Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt.</li> <li>• Remain positive even in the most challenging circumstances, rallying others if need be.</li> <li>• Use a range of devices in order to orientate themselves.</li> </ul> |

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|-------------------|--|---|--|--|--|
|                   |  |   |  | <ul style="list-style-type: none"> <li>• Quickly assess changing conditions and adapt plans to ensure safety comes first.</li> </ul>   | <ul style="list-style-type: none"> <li>• Quickly assess changing conditions and adapt plans to ensure safety comes first.</li> </ul>   |
| <b>Vocabulary</b> |  | <p>Throw, catch, control, accuracy, strike, tactics, rules, lead, plan, perform, repeat, fluent, expressive, direction, speed, level, travel, flight, body parts, swing, equipment, sprint, equipment, outdoor and adventurous, resilience,</p> | <p>Opposition, play fairly, possession, sequences, performance, physical strength, suppleness, refine, transferring, generate power, placement, alignment, compete, risk management, initiative, orientate</p> | <p>Techniques, possession, strike, field, defend, attack, tactically, anticipating, competitive, role model, perform, high energy, slow grace, complex, analyse, take-off, landings, leadership, commitment.</p> | <p>Accuracy, forehand, backhand, racket, spirit of fair play, compose, creative, imaginative, Precise, strong body posture, complex, stamina, well-executed, unaided, strokes, length, hurdles, conditions.<br/><i>(travelling, balances, swinging, springing, flight, vaults, inversions, rotations, bending, stretching, twisting, gestures, linking skills)</i></p> |