|  |
| --- |
| **PE Overview***Progression of Key Vocabulary* |
| **Year group** | **Autumn** | **Spring** | **Summer** |
| **Reception****(session 1)** | **Fundamental movement skills**To jump for distance.To land appropriately.To hop on both feetTo underarm throw for distanceTo overarm throw for distanceTo catch with increasing accuracy  To climb with confidence under, over and through climbing equipment. | **FMS- Rosie’s Walk**To jump and land appropriately.To experiment with different ways of travelling; shuffling, running, jumping, skipping, sliding and hopping.To climb under over and through climbing equipment.To experiment with different ways of travelling on hands and feetTo revise fundamental movement skills covered in the unit | **FMS-Rumble in the Jungle**To travel on hands and feet.To travel on hands and feet.To travel on hands and feet.To roll in a variety of ways.  To use an underarm and over arm throw with increasing accuracy. | **FMS- Elmer**To make a range of shapes on small body parts.To travel in a range of ways and negotiate space successfully.To throw with increasing accuracy underarm.To overarm throw for distance.To perform a range of gymnastic rolls. To perform a range of gymnastic jumps.To balance on a range of small body parts.To climb with confidence under, over and through climbing equipment. | **FMS- Minibeasts**To perform the basic skill of jumpingTo travel over, under and throw climbing equipmentTo travel over, under and through balance and climbing equipment.To catch a large sponge ballTo catch with increasing accuracy.To roll in a variety of ways.  | **FMS- Superworm**To perform the basic skill of jumpingTo travel in a variety of ways low to the ground.To travel around the space hopping and skipping.To catch a large ball.To travel under, over and through balancing and climbing equipment.To pull themselves up on climbing equipment. |
| **Reception****(session 2)** | **Bikes and trikes**To develop co-ordinationTo develop strength and balanceTo ride a bike in a straight line with confidenceTo ride a bike round corners with confidenceTo start to ride a bike with no stabilizers |
| **Year 1 and 2 (Cycle A)****(session 1)** | **Baseline Unit- Lost and Found**To demonstrate the FMS of underarm throwing and hopping.To demonstrate the FMS of an overarm throw and skipping.To assess the fundamental movement skills of catching and bouncing a ball.To develop fundamental movement skills.To demonstrate the FMS of running and jumping.To demonstrate the FMS of and kicking and rolling a ball. | **Gymnastics**To demonstrate a travel and pencil rollTo show a jump 2 feet to 2 feet with a straight, tuck and wide shapeTo demonstrate travelling actions i.e. frog & bunny hop.To show an egg rollTo show a travel and roll with a shapeTo apply the skills of travelling, rolling, jumping into a sequence.To apply the skills of travelling, rolling, and jumping into a sequence with two different shapes and then using apparatus. | **FMS- Underarm Throw**To demonstrate an underarm throw with some accuracy.To demonstrate an underarm throw with some accuracy at different targets.To show a side gallop.To demonstrate a simple tactic in a game.To show two simple tactics in a game. | **Gym**To demonstrate different shapes in a sequence.To demonstrate a sequence using travelling, and 2 balances on large body parts.To show a sequence using the skills of travelling, balance and 3 jumps on the floor and apparatus. | **Athletics**To show a hopping skill with rhythm. To demonstrate throwing underarm with some accuracy.To demonstrate jumping as far as possible and landing safely with control.To show good posture when running fast.To demonstrate rolling a ball with some accuracy and control.To complete a running and jumping course.To demonstrate the skills of running and changing direction. | **Dance- Fire, Fire**To experiment with travelling dances, creating our own movements.To learn a dance as a class, performing the movements correctly and in the right orderTo learn and create ways of moving around obstacles.To develop stillness and balance skills.To demonstrate a range of movement qualities with the bodyTo work well with a team to make shapes with your bodiesTo use action words to create interesting movement ideas |
| **Year 1 and 2 (Cycle A)****(session 2)** | **FMS- Rolling a ball**To demonstrate rolling a ball with some accuracy.To demonstrate rolling different equipment with some accuracy.To demonstrate rolling different equipment with some accuracy.To show the skill of rolling equipment in different ways.To demonstrate a simple tactic in a rolling game.To show two simple tactics in a game. | **FMS- Zog**To perform the skill of running and changing direction quickly.To demonstrate how to jump as far as possible, landing safely with control.To demonstrate travelling on feet and hands and feet on apparatus.To demonstrate an overarm throw and hopping. | **FMS- Overarm Throw**To demonstrate an overarm throw with some accuracy.To show a fast running technique.To demonstrate an overarm throw with some accuracy in a game.To show a fast running technique.To demonstrate a simple tactic in a game.To demonstrate a simple tactic in a game | **Dance-Three Little Pigs**To convey a character linking two movement ideas.  To convey a contrasting character, linking movement ideas.  To link travelling actions with a stillness to convey events within the storyTo link sequences together to retell the story. | **FMS- Catching and Bouncing a Ball** To demonstrate catching a ball with some accuracy.To demonstrate catching and bouncing a ball with some accuracy.To show a simple tactic in a game.To apply a simple tactic in a game. | **FMS- Supertato**To show an egg roll with some co-ordinationTo show a pencil roll with some co-ordinationTo demonstrate jumping off a bench and land on two feet.To demonstrate bouncing a ball with some control.To demonstrate rolling a ball through a target with some accuracy and control. |
| **Year 1 and 2 (Cycle B)****(session 1)** | **Dance- Explorers**To learn about and replicate animals from the rainforest through movementTo create a short dance in a group using ideas from their chosen animalTo experiment with movement ideas and create a duet using contactTo work in pairs to create interesting shapes with your bodiesTo share ideas, create and learn a new unison dance performed travelling along your own pathway | **FMS- Rolling a Ball**To demonstrate rolling a ball with some accuracy.To demonstrate rolling different equipment with some accuracy.To demonstrate rolling different equipment with some accuracy.To show the skill of rolling equipment in different ways.To demonstrate a simple tactic in a rolling game.To show two simple tactics in a game. | **FMS -Zog**To perform the skill of running and changing direction quickly.To demonstrate how to jump as far as possible, landing safely with control.To demonstrate travelling on feet and hands and feet on apparatus.To demonstrate an overarm throw and hopping. | **FMS- Catching and Bouncing a ball**To demonstrate catching a ball with some accuracy.To demonstrate catching and bouncing a ball with some accuracy.To show a simple tactic in a game.To apply a simple tactic in a game. | **Athletics**To throw underarm accurately into a target.To throw as far as possible.To throw using a push and two-handed throw for distance.To throw using an underarm and overarm throw for distance and accuracy.To complete an obstacle course with speed and agility. | **Dance- Seaside**To explore a range of actions related to activities at the seaside.  To compose and perform a dance phrase showing the movements of the ocean. To select appropriate movements and body shapes to communicate ideas in relation to the texture, shapes of a variety of shells.To explore body shapes and movements which communicate the different creatures the can find at the seaside and life in a seaside village. |
| **Year 1 and 2 (Cycle B)****(session 2)** | **Baseline Unit- Lost and Found**To demonstrate the FMS of underarm throwing and hopping.To demonstrate the FMS of an overarm throw and skipping.To assess the fundamental movement skills of catching and bouncing a ball.To develop fundamental movement skills.To demonstrate the FMS of running and jumping.To demonstrate the FMS of and kicking and rolling a ball. | **Gymnastics**To demonstrate jumping actions with different shapes in the air.To show travelling actions using hands and feet. To demonstrate balancing on large body parts.To show an egg roll, pencil and teddy bear roll.To perform jumping and rolling actions.To create a sequence using travelling, balancing rolling, and jumping. | **FMS- underarm Throw**To demonstrate an underarm throw with some accuracy.To demonstrate an underarm throw with some accuracy at different targets.To show a side gallop.To demonstrate a simple tactic in a game.To show two simple tactics in a game. | **FMS- Overarm Throw**To demonstrate an overarm throw with some accuracy.To show a fast running technique.To demonstrate an overarm throw with some accuracy in a game.To show a fast running technique.To demonstrate a simple tactic in a game.To demonstrate a simple tactic in a game | **Games- Piggy in the Middle**To demonstrate an underarm throw with some accuracy.To throw underarm with accuracy then move into a space.To catch a ball with control. To demonstrate passing a ball with some accuracy then moving into a space.To show a simple tactic in a gameTo pass a ball with some accuracy then move into a space.To use a simple tactic in a game. | **FMS- Supertato**To show an egg roll with some co-ordinationTo show a pencil roll with some co-ordinationTo demonstrate jumping off a bench and land on two feet.To demonstrate bouncing a ball with some control.To demonstrate rolling a ball through a target with some accuracy and control. |
| **Year 3 and 4**  **(Cycle A)****(session 1)** | **Swimming – Phase 1**To swim competently, confidently and proficiently over a distance of at least 25 metres To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] To perform safe self-rescue in different water-based situations. | **Dance- Super Heroes**To explore movement, communicating character.To use simple choreographic principles and perform a more complex dance phrases to communicate narrative with a partner.To describe interpret and evaluate their own and others dance.To use simple choreographic principles and perform a more complex dance phrases to communicate narrative with a partnerTo create a sequence conveying more than one character.  To combine sequences to create a final performance | **Gymnastics 1**To show balances with stillness on 1,2,3 and 4 points of the body.To combine actions of travelling and balance.To demonstrate basic rolls with accuracy and control.To move from one action to another smoothly.To create and demonstrate a sequence to a partner.To adapt and demonstrate a gymnastic sequence of at least six actions using travelling, rolling, jumping and balancing on small body parts with a change of direction and speed.To show different travelling and balancing actions using the apparatus | **Invasion Games- Basketball**To pass a ball accurately to a teammate using a chest and bounce pass.To demonstrate dribbling a basketball with some control.To find space to receive a chest or bounce pass. To demonstrate dribbling a basketball with some control.To use tactics to outwit an opponent.To evaluate what worked well in a team. | **OAA- Trust and Trails**To demonstrate with a partner how to solve trust challenges.To work with others to complete a journey within the school grounds.To know how to use a control card.To navigate safely to each control site.To show how to keep a map “set" or “orientated”.To know some of the symbols on a orienteering map. | **Swimming – Phase 6**To swim competently, confidently and proficiently over a distance of at least 25 metres To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] To perform safe self-rescue in different water-based situations. |
| **Year 3 and 4 (Cycle A)****(session 2)** | **Invasion Games- Handball**To demonstrate passing a ball using a handball pass.To move into space after using a handball pass in a game.To demonstrate passing a ball using a bounce pass.To move into space after passing in a game.To apply a feint when passing to outwit a defender.To perform a pass in an invasion game using a one-handed pass or one-handed bounce pass.To apply a simple tactic to outwit a defender. | **Swimming – Phase 2**To swim competently, confidently and proficiently over a distance of at least 25 metres To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] To perform safe self-rescue in different water-based situations. | **Swimming – Phase 3**To swim competently, confidently and proficiently over a distance of at least 25 metres To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] To perform safe self-rescue in different water-based situations. | **Swimming – Phase 4**To swim competently, confidently and proficiently over a distance of at least 25 metres To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] To perform safe self-rescue in different water-based situations. | **Swimming – Phase 5**To swim competently, confidently and proficiently over a distance of at least 25 metres To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] To perform safe self-rescue in different water-based situations. | **Athletics**To explore different running techniques.To develop jumping actions (two feet to two feet for distance).To throw for distance using a pull, push and sling throw.To pass a quoit/baton to a teammate in a relay.To perform a hop, step and jump.To perform pull, push and sling throw.To perform a combination of 5 jumps.   |
| **Year 3 and 4 (Cycle B)****(session 1)** | **Swimming – Phase 1**To swim competently, confidently and proficiently over a distance of at least 25 metres To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] To perform safe self-rescue in different water-based situations. | **Gymnastics**To demonstrate travelling actions on feet and hands and feet.To show balances in front and back support positions.To demonstrate the dish and arch shape.To combine travelling, jumping and balancing actions.To demonstrate basic rolling actions.To demonstrate balance on one foot and arabesque.Plan and perform a simple sequence to include travel, rolling, balance and jumping.To create and demonstrate a gymnastics sequence of 6 actions.  | **Dance- Rock and Roll**To demonstrate shapes as a team using their bodies in interesting ways.To be able to demonstrate unique movement ideas.To sequence movement together into a structure.To create a travelling solo, following a defined pathway. To effectively use stillness in their performance.To create a rhythmic circle dance performed in unison.To demonstrate increased movement ideas and perform with increased confidence and timing in the class circle. | **Swimming – Phase 4**To swim competently, confidently and proficiently over a distance of at least 25 metres To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] To perform safe self-rescue in different water-based situations. | **Swimming – Phase 5**To swim competently, confidently and proficiently over a distance of at least 25 metres To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] To perform safe self-rescue in different water-based situations. | **Athletics**To explore different running techniques.To develop jumping actions (two feet to two feet for distance).To throw for distance using a pull, push and sling throw.To pass a quoit/baton to a teammate in a relay.To perform a hop, step and jump.To perform pull, push and sling throw.To perform a combination of 5 jumps. |
| **Year 3 and 4 (Cycle B)****(session 2)** | **Invasion Games- Netball**To demonstrate passing a ball using a bounce pass.To move into space after passing in a game. To apply a feint when passing to outwit a defender.To perform a pass in an invasion game using a chest pass or bounce pass.To apply a simple tactic to outwit a defender. | **Swimming – Phase 2**To swim competently, confidently and proficiently over a distance of at least 25 metres To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] To perform safe self-rescue in different water-based situations. | **Swimming – Phase 3**To swim competently, confidently and proficiently over a distance of at least 25 metres To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] To perform safe self-rescue in different water-based situations. | **OAA- team building and Problem Solving**To demonstrate cooperating and working together as a team to complete challenges.To cooperate and work together as a team to complete challenges.To show encouragement and support to team members.To demonstrate concise instructionsTo explain how they worked as a team to solve challenges.To demonstrate how to work as a team using individual strengths. To explain how they chose their team roles.**Gymnastics**To show a mirrored shape with a partner.To create a sequence of gymnastic actions with a partner.To show a matched balance with a partner.To create a sequence of gymnastic actions with a partner.To create a sequence of gymnastic actions including matched shapes and mirrored shapes with a partner using apparatus. | **Striking and Fielding- Cricket**To demonstrate how to throw a ball underarm with some accuracy.To demonstrate how to strike a ball from a batting tee or drop feed.To catch a ball in a striking and fielding game.To demonstrate bowling a ball underarm.To strike a ball from a bowler, tee or drop feed.To apply simple tactics in a modified competitive game | **Swimming – Phase 6**To swim competently, confidently and proficiently over a distance of at least 25 metres To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] To perform safe self-rescue in different water-based situations. |
| **Year 5/6 (Cycle A)****(session 1)** | **Invasion Games- Hockey**To show passing a ball to a teammate using a hockey stick.To demonstrate dribbling and passing a ball using a hockey stick.To demonstrate shooting a ball at a goal.To demonstrate dribbling and shooting a ball using a hockey stick. To apply simple attacking and defending tactics when playing a hockey type game.To play a role in a competitive modified gameTo select attacking tactics when playing a game | **Year 5/6 – Creative Games**To dribble a ballTo pass and receive a pass using a variety of skillsTo select and apply appropriate tactics when playing different invasion gamesTo create rugby type game and select and apply tactics to outwit an opponent.To work as a team to solve a tactical problem through designing a unique invasion game.To adapt an invasion game to include positions and attacking/defending options.To apply simple attacking and defending tactics when playing an invasion type game.  | **Dance -Earthlings**To create a solo and demonstrate decision-making skills in the creation of a new dance with a partner.To display increased teamwork skills, spatial awareness and timing. To create dances using different formations and performed in unison.To demonstrate creative skills and decision making in the creation of a new duet.**To** have selected, structured, rehearsed and performed their dances, demonstrating a broad range of skills acquired throughout the scheme | **Gymnastics - 2**To perform partner balances.To create a simple sequence of matched and mirrored partner balances.To know the difference between counter balance and counter tension.To create a gymnastic sequence with counter balances and counter tension with a partner.To create a gymnastic sequence with counter balances and counter tension with a partner.To evaluate and recognise their own success. | **Athletics**To perform running techniques for short and long distances.To perform a pull and push throw. To take off and land one foot to one foot (same and other).To develop running for a distance.To take off and land using a combination of jumps.To perform a sling and heave throw.To develop running techniques at different speeds.To take off and land using a hop, step and jump.To take off part in an athletics event and recording times and distances. | **Striking and Fielding- Rounders**To catch a ball when fielding.To strike a ball with a bat off a tee.To demonstrate an overarm throw when fielding a ball.To explain where to strike a ball in a game. To make a definite choice of where to strike the ball.To demonstrate bowling underarm with accuracy in a game.To strike a ball with a bat.To use tactics in a rounders game. |
| **Year 5/6 (Cycle A)****(session 2)** | **Dance- Heroes and Villains**To create a group dance using a range of dynamics, accurately timed.To develop awell-rehearsed duet that demonstrates a range of choreographic techniques.To create and perform two different dances from different stimulus (a duet and a group dance). To perform all their creations in a sequence decided by them.To have new performance skills and increased confidence. | **Gymnastics - 1**To perform partner balances.To create a simple sequence of matched and mirrored partner balances.To know the difference between counter balance and counter tension.To create a gymnastic sequence with counter balances and counter tension with a partner.To create a gymnastic sequence with counter balances and counter tension with a partner.To evaluate and recognise their own success. | **Invasion Games- Netball**To demonstrate passing and catching a netball with consistency, accuracy and control. To demonstrate a shoulder pass.To shoot a netball with some accuracy.To apply simple attacking and defending tactics when playing a netball-type game. | **Striking and Fielding- Cricket**To demonstrate bowling underarm with accuracy.To catch a ball when fielding. To strike a ball with a cricket bat off a tee with consistency. To strike a ball with a cricket bat in a game.To demonstrate bowling overarm with accuracy and consistency in a game.To apply tactics in a modified competitive cricket game. |  **Net and Wall- Tennis**To demonstrate a forehand and backhand shot with some consistency.To direct the ball reasonably well to their partner to continue a rally.To demonstrate a simple tactic in a net type game (i.e. To be able to hit the ball to targets away from their partner.)To play the game for the core task and incorporate tactics to score points. | **Year 5/6 - Orienteering**To demonstrate how to “set or “orientate” a map when moving around a simple course.To demonstrate how to get around a simple course using the 8 points of a compass.To find the correct control marker using a map during a score event.To record answers accurately.To navigate to a control markers during a score event.To make decisions about which control markers to visit in the time allowed. |
| **Year 5/6 (Cycle B)****(session 1)** | **Invasion Games-Hockey**To show passing a ball to a teammate using a hockey stick.To demonstrate dribbling and shooting a ball using a hockey stick. To apply simple attacking and defending tactics when playing a hockey type game.To play a role in a competitive modified game | **Gymnastics**To demonstrate counter balance and counter tension paired balances using apparatus.To create a gymnastic sequence with counter balances and counter tension in a group.To create a gymnastic sequence with counter balances and counter tension with a partner.To demonstrate paired and group counter balances in unison.To create a sequence of gymnastic actions, paired and group balances | **Badminton**To demonstrate a forehand and backhand shot with some consistency.To direct the shuttlecock reasonably well to their partner to continue a rally.To demonstrate a simple tactic in a net type game (i.e. To be able to hit a shuttlecock away fromtheir partner.)To play the game for the core task and incorporate tactics to score points. | **Striking and Fielding- Cricket**To demonstrate bowling underarm with accuracy.To catch a ball when fielding. To strike a ball with a cricket bat off a tee with consistency. To strike a ball with a cricket bat in a game.To demonstrate bowling overarm with accuracy and consistency in a game.To apply tactics in a modified competitive cricket game. | **Year 5/6 - Orienteering**To demonstrate how to “set or “orientate” a map when moving around a simple course.To demonstrate how to get around a simple course using the 8 points of a compass.To find the correct control marker using a map during a score event.To record answers accurately.To navigate to a control markers during a score event.To make decisions about which control markers to visit in the time allowed. | **Striking and Fielding- Rounders**To catch a ball when fielding.To strike a ball with a bat off a tee.To demonstrate an overarm throw when fielding a ball.To explain where to strike a ball in a game. To make a definite choice of where to strike the ball.To demonstrate bowling underarm with accuracy in a game.To strike a ball with a bat.To use tactics in a rounders game. |
| **Year 5/6 (Cycle B)****(session 2)** | **Dance- Robin Hood**To explore the qualities of different characters.To convey the emotions, mood and feelings of the characters in the story.To explore movements showing a conflict using props.To use own ideas from written work to create an ending to the story sequence.To link all sequences to produce a complete story dance. | **Year 5/6 – Creative Games**To dribble a ballTo pass and receive a pass using a variety of skillsTo select and apply appropriate tactics when playing different invasion gamesTo create rugby type game and select and apply tactics to outwit an opponent.To work as a team to solve a tactical problem through designing a unique invasion game.To adapt an invasion game to include positions and attacking/defending options.To apply simple attacking and defending tactics when playing an invasion type game.  | **Invasion Games- Netball**To demonstrate passing and catching a netball with consistency, accuracy and control.To demonstrate a shoulder pass.To shoot a netball with some accuracy. To make decisions on when to pass the ball in a game situation.To apply simple attacking and defending tactics when playing a netball-type game. | **Invasion Games- Rugby**To pass and catch rugby ball with consistency, accuracy and control. To make decisions on when to pass the ball in a game situation.To apply simple attacking and defending tactics when playing a rugby-type game. | **Athletics**To perform running techniques for short and long distances.To perform a pull and push throw. To take off and land one foot to one foot (same and other).To develop running for a distance.To take off and land using a combination of jumps.To perform a sling and heave throw.To develop running techniques at different speeds.To take off and land using a hop, step and jump.To take off part in an athletics event and recording times and distances. | **Net and Wall- Tennis**To demonstrate a forehand and backhand shot with some consistency.To direct the ball reasonably well to their partner to continue a rally.To demonstrate a simple tactic in a net type game (i.e. To be able to hit the ball to targets away from their partner.)To play the game for the core task and incorporate tactics to score points. |
| **Top Up Swimming** | **Swimming**To swim competently, confidently and proficiently over a distance of at least 25 metres To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] To perform safe self-rescue in different water-based situations. |

**Key Vocabulary**

**EYFS Key Vocabulary:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Athletics** | **Gymnastics** | **Dance** | **Invasion Games** | **Striking and Fielding** |
| SpaceRunFinishThrowSafetyReactStartBatonAccuracyJumpLaneActivity/exercisePower | TravelStopRollBounceFloorStartRoutinesSafetyLevelBalanceRockJumpTransferLinkConfidenceDirectionShapesSpinLandApparatusFinishControl  | CreativelyBodyWordsEmotionsActionsSpeedCommunicateIdeasSafelyExpressPicturesShapesTravelIndividual ListenThoughtsExperimentThemesMusicMovementsLevelPartnerVocaliseFeedback PraiseFeelings | SendReceiveBounceDribbleDodge/evadeAttackDefenceCommunicationTeamworkRulesFeelingsBehaviourSafetyControlSpace (limited)Confidence | BattingBowlingTeamworkRulesFieldingRunningFeelingsSafetyWicketsCommunication Behaviours |
| **OAA** | **Net & Wall Games** | **Target Games** |  |  |
| LookFindFollowStraight  | ‘Ready’ (position)‘T’ shapeSendReceiveFeelingsVolleyCommunicationTeamworkRulesBehaviourControlThrowCatchStrikeSafety | SendAccuracyPowerHandsFeetThrowRollStrikeKickChallengeEquipmentSafety |  |  |

**KS1 Key Vocabulary:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Athletics** | **Gymnastics** | **Dance** | **Invasion Games** | **Striking and Fielding** |
| Warm upCoordinationThrowingIncreaseDistanceFeedbackSafelyLink (movements)TechniquesSpeedTerminologySporting valuesRunning JumpingRefineHeightConstructive  | BalanceTurnAsymmetricalLevelsLink (movements)CombinationsAdjacentInversionCounter balanceSpinPointsFloorTimingSequencesFront and backRoutinesTwistSymmetricalPatchesApparatusTransitionsFormationsMirroringFlowing  | AgilityPatternsActionsTravelCommunicateFeedbackBalanceSequencesLinkSpeedTerminologySafetyCoordinationMovementsControlCollaborateConstructive  | StrategiesAttackWidthSpeedSend/assMoveSpaceDecisivelyDeceptivelyPositivelyReceiveShieldRetainProgressPossessionDefenceClose downQuicklyTurn bodySee attacker Think aheadInterceptDispossessCommunicationTeamworkRulesAcceptanceFeelingsBehaviour | BattingChassePitchStrikeOn the moveWaking inCommunicationTeamworkBowlingFieldingRulesAcceptanceFeelingsBehaviourBacking up |
| **OAA** | **Net & Wall Games** | **Target Games** |  |  |
| RulesMapsPartner workTeamworkCompetitionDirectionSkillsSymbolsMove/travel safely  | ‘V’ gripForehandBackhandVolleyAccuracyPowerTimingRalliesActivePassiveNetCourtMovement | ThrowingMoving targetDifferent heightsObstaclesAccuracyPowerSpeedDistanceTimingConsistency |  |  |

**LKS2 Key Vocabulary:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Athletics** | **Gymnastics** | **Dance** | **Invasion Games** | **Striking and Fielding** |
| Warm upTechniquesHurdlingSpeedLong jumpLengthDistanceSafelyRunningRelayJumpingTriple jumpThrowingPerformanceHoneSprint startBaton-passingHigh jumpHeightOverarm throwMeasure  | LinkSpinGracefullyLevelsHoldMotionBridgingMovingStepBalancePointsBody weightControlDynamicsCreateSeamlesslyTurnTravelPatchesReceiveStaticArchingSequencesLevel upStraddleContrastingVaulting horseCanon  | AgilityPrecisionActionsCombingDirectionsTranslatingPartnerEffectiveBalanceMotifCreativelyFormationsLevelsMeaningfulGroupTerminologyCoordinationTheme-relatedTransformingTravellingPathwaysMovementsCommunicationEvaluation ConstructiveIdeasImprovingListeningPerformance  | AttackingReceiveShieldDribbleHandsFeetControlDodge/evadeTurnDeceiveFeint‘Give the eyes’DummyPassMoveFind spaceDefendingProtect spaceClose downSideways onJockeyEye on the ballChannel | StrikeGripRounderOn-sideOff-sideLeg-sideTrackingSlipPressureSupport |
| **OAA** | **Net & Wall Games** | **Target Games** |  |  |
| TeamworkPlanCommunicateNegotiatePhysicalOrientateNavigateAreaIdentify ControlsChallengeCreativeCluesCaptureEvidenceCompeteMapProblem solving  | Rally SinglesUsing widthShort tennisFeelingsFluentReturnRe-centreRulesAcceptanceDefending courtDoublesCovering courtBadmintonBehaviour | Area (defined)Body positionHand-eye coordination EquipmentGripMore complex skillsSpecific techniques  |  |  |

**UKS2 Key Vocabulary:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Athletics** | **Gymnastics** | **Dance** | **Invasion Games** | **Striking and Fielding** |
| Warm upChange paceDifferent racesSustain paceRunning a straightLead legCombine sprintingSafelyRunningControlLonger distanceHurdle efficientlyJumpingTriple jumpCool downDifferent temposMiddle distanceRunning a bendTake-off footCorrect techniquesSame, different, bothHigh jumpVertical jumpAccuratelyDistanceAccuracyRun-upPut’ a shotApproachStandingThrowingForceEfficiencySideways-onClean-palmArched run-upMeasureGreaterControlPull techniqueNon-throwing armGenerate powerThighsChallengePersonal best (PB)CooperateImproveCompetePerformance | MatchingControlCounter-balancePullPatchesShapesLevelsPathwaysMirroringArabesqueIn oppositionSymmetricalMovesClose to groundCrossingContrastingBalanceCounter tensionTransitionsUnisonSequencesDynamics fluent  | GreaterBalanceMore complexImagesMind mapMeaningChallengesCanonMore consistentCoordinationMotifKey wordsActionsThink creativelyTransformUnisonAgilityPrecisionTranslateTheme-relatedConveySolutionsCombineMirroringContrastingFormation changes TravellingMovementsDifferentLevelsPathwaysChance choreography | AttackingDribbling skillsGood techniqueShootingHand and feetKeep eye on the ballGet wideSideways-onWhole-pitch viewCreate spaceMake runsDiagonalConfuseOverlapUnderlapOverloadUtilise freeMobileFluidNot rigidRecogniseWhen to attackPenetrateTake more riskRetain/buildPossessionPatientlyDefend as a unitCompactStrategiesDiscipline 1v1Zonal marking | ObstructionConsecutiveCutDefensive strokeAttacking strokeHookDrivePull |
| **OAA** | **Net & Wall Games** | **Target Games** |  |  |
| TeamworkNegotiatePlanContributeMotivatePositiveCommunicationNon-verbalVerbalClearInstructionsListeningFocusPhysicalChallengeObstaclesBlindfoldKeeping safeMapOrdnance survey symbolsOrientate NavigateAreaIdentifyControlsCluesCaptureEvidenceAgainst the clockActively engagedEffectively agilityCoordinationPrecisionCompete  | Deep forecourtCourt attackingDefensive Footwork  | ApplicationTerminologyCommunicationTeamworkSuccessEncouragementBest performance RulesSafetySpatial awareness |  |  |