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| **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 feet  To underarm throw for distance  To overarm throw for distance  To 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 feet  To 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 jumping  To travel over, under and throw climbing equipment  To travel over, under and through balance and climbing equipment.  To catch a large sponge ball  To catch with increasing accuracy.  To roll in a variety of ways. | **FMS- Superworm**  To perform the basic skill of jumping  To 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-ordination  To develop strength and balance  To ride a bike in a straight line with confidence  To ride a bike round corners with confidence  To 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 roll  To show a jump 2 feet to 2 feet with a straight, tuck and wide shape  To demonstrate travelling actions i.e. frog & bunny hop.  To show an egg roll  To show a travel and roll with a shape  To 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 order  To learn and create ways of moving around obstacles.  To develop stillness and balance skills.  To demonstrate a range of movement qualities with the body  To work well with a team to make shapes with your bodies  To 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 story  To 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-ordination  To show a pencil roll with some co-ordination  To 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 movement  To create a short dance in a group using ideas from their chosen animal  To experiment with movement ideas and create a duet using contact  To work in pairs to create interesting shapes with your bodies  To 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 game  To 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-ordination  To show a pencil roll with some co-ordination  To 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 partner  To 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 instructions  To 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 game  To select attacking tactics when playing a game | **Year 5/6 – Creative Games**  To dribble a ball  To pass and receive a pass using a variety of skills  To select and apply appropriate tactics when playing different invasion games  To 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 from  their 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 ball  To pass and receive a pass using a variety of skills  To select and apply appropriate tactics when playing different invasion games  To 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:**

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| **Athletics** | **Gymnastics** | **Dance** | **Invasion Games** | **Striking and Fielding** |
| Space  Run  Finish  Throw  Safety  React  Start  Baton  Accuracy  Jump  Lane  Activity/exercise  Power | Travel  Stop  Roll  Bounce  Floor  Start  Routines  Safety  Level  Balance  Rock  Jump  Transfer  Link  Confidence  Direction  Shapes  Spin  Land  Apparatus  Finish  Control | Creatively  Body  Words  Emotions  Actions  Speed  Communicate  Ideas  Safely  Express  Pictures  Shapes  Travel  Individual  Listen  Thoughts  Experiment  Themes  Music  Movements  Level  Partner  Vocalise  Feedback  Praise  Feelings | Send  Receive  Bounce  Dribble  Dodge/evade  Attack  Defence  Communication  Teamwork  Rules  Feelings  Behaviour  Safety  Control  Space (limited)  Confidence | Batting  Bowling  Teamwork  Rules  Fielding  Running  Feelings  Safety  Wickets  Communication  Behaviours |
| **OAA** | **Net & Wall Games** | **Target Games** |  |  |
| Look  Find  Follow  Straight | ‘Ready’ (position)  ‘T’ shape  Send  Receive  Feelings  Volley  Communication  Teamwork  Rules  Behaviour  Control  Throw  Catch  Strike  Safety | Send  Accuracy  Power  Hands  Feet  Throw  Roll  Strike  Kick  Challenge  Equipment  Safety |  |  |

**KS1 Key Vocabulary:**

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| **Athletics** | **Gymnastics** | **Dance** | **Invasion Games** | **Striking and Fielding** |
| Warm up  Coordination  Throwing  Increase  Distance  Feedback  Safely  Link (movements)  Techniques  Speed  Terminology  Sporting values  Running  Jumping  Refine  Height  Constructive | Balance  Turn  Asymmetrical  Levels  Link (movements)  Combinations  Adjacent  Inversion  Counter balance  Spin  Points  Floor  Timing  Sequences  Front and back  Routines  Twist  Symmetrical  Patches  Apparatus  Transitions  Formations  Mirroring  Flowing | Agility  Patterns  Actions  Travel  Communicate  Feedback  Balance  Sequences  Link  Speed  Terminology  Safety  Coordination  Movements  Control  Collaborate  Constructive | Strategies  Attack  Width  Speed  Send/ass  Move  Space  Decisively  Deceptively  Positively  Receive  Shield  Retain  Progress  Possession  Defence  Close down  Quickly  Turn body  See attacker  Think ahead  Intercept  Dispossess  Communication  Teamwork  Rules  Acceptance  Feelings  Behaviour | Batting  Chasse  Pitch  Strike  On the move  Waking in  Communication  Teamwork  Bowling  Fielding  Rules  Acceptance  Feelings  Behaviour  Backing up |
| **OAA** | **Net & Wall Games** | **Target Games** |  |  |
| Rules  Maps  Partner work  Teamwork  Competition  Direction  Skills  Symbols  Move/travel safely | ‘V’ grip  Forehand  Backhand  Volley  Accuracy  Power  Timing  Rallies  Active  Passive  Net  Court  Movement | Throwing  Moving target  Different heights  Obstacles  Accuracy  Power  Speed  Distance  Timing  Consistency |  |  |

**LKS2 Key Vocabulary:**

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| **Athletics** | **Gymnastics** | **Dance** | **Invasion Games** | **Striking and Fielding** |
| Warm up  Techniques  Hurdling  Speed  Long jump  Length  Distance  Safely  Running  Relay  Jumping  Triple jump  Throwing  Performance  Hone  Sprint start  Baton-passing  High jump  Height  Overarm throw  Measure | Link  Spin  Gracefully  Levels  Hold  Motion  Bridging  Moving  Step  Balance  Points  Body weight  Control  Dynamics  Create  Seamlessly  Turn  Travel  Patches  Receive  Static  Arching  Sequences  Level up  Straddle  Contrasting  Vaulting horse  Canon | Agility  Precision  Actions  Combing  Directions  Translating  Partner  Effective  Balance  Motif  Creatively  Formations  Levels  Meaningful  Group  Terminology  Coordination  Theme-related  Transforming  Travelling  Pathways  Movements  Communication  Evaluation  Constructive  Ideas  Improving  Listening  Performance | Attacking  Receive  Shield  Dribble  Hands  Feet  Control  Dodge/evade  Turn  Deceive  Feint  ‘Give the eyes’  Dummy  Pass  Move  Find space  Defending  Protect space  Close down  Sideways on  Jockey  Eye on the ball  Channel | Strike  Grip  Rounder  On-side  Off-side  Leg-side  Tracking  Slip  Pressure  Support |
| **OAA** | **Net & Wall Games** | **Target Games** |  |  |
| Teamwork  Plan  Communicate  Negotiate  Physical  Orientate  Navigate  Area  Identify  Controls  Challenge  Creative  Clues  Capture  Evidence  Compete  Map  Problem solving | Rally  Singles  Using width  Short tennis  Feelings  Fluent  Return  Re-centre  Rules  Acceptance  Defending court  Doubles  Covering court  Badminton  Behaviour | Area (defined)  Body position  Hand-eye coordination  Equipment  Grip  More complex skills  Specific techniques |  |  |

**UKS2 Key Vocabulary:**

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| --- | --- | --- | --- | --- |
| **Athletics** | **Gymnastics** | **Dance** | **Invasion Games** | **Striking and Fielding** |
| Warm up  Change pace  Different races  Sustain pace  Running a straight  Lead leg  Combine sprinting  Safely  Running  Control  Longer distance  Hurdle efficiently  Jumping  Triple jump  Cool down  Different tempos  Middle distance  Running a bend  Take-off foot  Correct techniques  Same, different, both  High jump  Vertical jump  Accurately  Distance  Accuracy  Run-up  Put’ a shot  Approach  Standing  Throwing  Force  Efficiency  Sideways-on  Clean-palm  Arched run-up  Measure  Greater  Control  Pull technique  Non-throwing arm  Generate power  Thighs  Challenge  Personal best (PB)  Cooperate  Improve  Compete  Performance | Matching  Control  Counter-balance  Pull  Patches  Shapes  Levels  Pathways  Mirroring  Arabesque  In opposition  Symmetrical  Moves  Close to ground  Crossing  Contrasting  Balance  Counter tension  Transitions  Unison  Sequences  Dynamics fluent | Greater  Balance  More complex  Images  Mind map  Meaning  Challenges  Canon  More consistent  Coordination  Motif  Key words  Actions  Think creatively  Transform  Unison  Agility  Precision  Translate  Theme-related  Convey  Solutions  Combine  Mirroring  Contrasting  Formation changes  Travelling  Movements  Different  Levels  Pathways  Chance choreography | Attacking  Dribbling skills  Good technique  Shooting  Hand and feet  Keep eye on the ball  Get wide  Sideways-on  Whole-pitch view  Create space  Make runs  Diagonal  Confuse  Overlap  Underlap  Overload  Utilise free  Mobile  Fluid  Not rigid  Recognise  When to attack  Penetrate  Take more risk  Retain/build  Possession  Patiently  Defend as a unit  Compact  Strategies  Discipline  1v1  Zonal marking | Obstruction  Consecutive  Cut  Defensive stroke  Attacking stroke  Hook  Drive  Pull |
| **OAA** | **Net & Wall Games** | **Target Games** |  |  |
| Teamwork  Negotiate  Plan  Contribute  Motivate  Positive  Communication  Non-verbal  Verbal  Clear  Instructions  Listening  Focus  Physical  Challenge  Obstacles  Blindfold  Keeping safe  Map  Ordnance survey symbols  Orientate  Navigate  Area  Identify  Controls  Clues  Capture  Evidence  Against the clock  Actively engaged  Effectively agility  Coordination  Precision  Compete | Deep forecourt  Court attacking  Defensive  Footwork | Application  Terminology  Communication  Teamwork  Success  Encouragement  Best performance  Rules  Safety  Spatial awareness |  |  |