

Physical Education

Progression of Knowledge, Skills and Vocabulary (Autumn term)



Foundation	KS1		LKS2		UKS2	
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
AUTUMN ONE	AUTUMN ONE	AUTUMN ONE	AUTUMN ONE	AUTUMN ONE	AUTUMN ONE	AUTUMN ONE
<p>NC</p> <p><u>Personal skills</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Develop fundamental movement skills I can work on simple tasks by myself. I can follow instructions and practise safely <p><u>Fundamental skills (one legged balance)</u></p> <ul style="list-style-type: none"> I can stand still for ten seconds on both legs <p>(Footwork)</p> <ul style="list-style-type: none"> I can side step in both directions I can gallop leading with either foot I can hop in either foot I can skip <p><u>Sporting application (Multi skills)</u></p> <p><u>Running</u></p> <ul style="list-style-type: none"> I can run in a straight line <p><u>Jumping</u></p> <ul style="list-style-type: none"> I can use both one and two feet to take off and land I can learn the correct and safe technique to land 	<p>NC</p> <p><u>Personal skills</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Develop fundamental movement skills I can learn to stay on task with help I can learn to stay on task independently I can persevere with a set task and ask for helped when needed <p><u>Fundamental skills (one legged balance)</u></p> <ul style="list-style-type: none"> I can stand still for ten seconds on both legs <p>(Footwork)</p> <ul style="list-style-type: none"> I can side step in both directions I can gallop leading with either foot I can hop in either foot I can skip <p><u>Sporting application (Multi skills)</u></p> <p><u>Running</u></p> <ul style="list-style-type: none"> I can run in a straight line I can begin to learn correct arm and leg technique 	<p>NC</p> <p><u>Personal skills</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Develop fundamental movement skills I can learn to stay on task with help I can learn to stay on task independently I can persevere with a set task and ask for helped when needed <p><u>Fundamental skills (one legged balance)</u></p> <ul style="list-style-type: none"> I can stand still for 30 seconds on both legs I can complete five mini squats <p>(Footwork)</p> <ul style="list-style-type: none"> I can combine side steps with 180* front pivot on either foot I can combine side steps with 180* reverse pivot on either foot 	<p>NC</p> <p><u>Personal skills</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Continue to apply and develop a broader range of skills, learning how to use them in different ways and link them to make actions and sequences of movement I can take control - I know where I am with my learning and have begun to challenge myself <p><u>Fundamental skills (one legged balance)</u></p> <ul style="list-style-type: none"> I can stand still for 30 seconds with my eyes closed I can complete five squats I can complete 5 ankle extensions <p>(Footwork)</p> <ul style="list-style-type: none"> I can hopscotch forwards and backwards 	<p>NC</p> <p><u>Personal skills</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Continue to apply and develop a broader range of skills, learning how to use them in different ways and link them to make actions and sequences of movement I can take control - I know where I am with my learning and have begun to challenge myself <p><u>Fundamental skills (one legged balance)</u></p> <ul style="list-style-type: none"> I can stand still on an uneven surface for 30 seconds I can stand still on an uneven surface for 30 seconds with eyes closed I can complete 10 squats into ankle extensions Complete five squats with eyes closed 	<p>NC</p> <p><u>Personal skills</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Develop an understanding of how to improve in different activities and sports Play competitive games and apply basic principles suitable for attacking and defending I can consistently try to improve I can cope well and react positively when things become difficult I can preserve with a task and improve my performance with regular practise <p><u>Fundamental skills (ball skills)</u></p> <ul style="list-style-type: none"> I can stand with my legs apart and move a ball in a figure of 8 around both legs 12 times. I can move a ball around my waist into a 	<p>NC</p> <p><u>Personal skills</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Develop an understanding of how to improve in different activities and sports Play competitive games and apply basic principles suitable for attacking and defending I can consistently try to improve I can cope well and react positively when things become difficult I can preserve with a task and improve my performance with regular practise <p><u>Fundamental skills (ball skills)</u></p> <ul style="list-style-type: none"> I can stand with my legs apart and move a ball in a figure of 8 around both legs 12 times. I can move a ball around my waist into a

<p>Balance</p> <ul style="list-style-type: none"> I can balance on either foot, on the floor and on elevated objects <p>Tactics and rules</p> <ul style="list-style-type: none"> I can follow simple rules within games <p>Using space</p> <ul style="list-style-type: none"> I can use different ways of traveling at different speeds, following different pathways I can change speed and direction whilst running <p style="text-align: center;">Vocab</p> <p>Following instructions, gallop, hop, skip, standing still, balance, trying again</p> <p style="text-align: center;">AUTUMN TWO</p> <p style="text-align: center;">Social skills</p> <p>NC</p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> Develop fundamental movement skills I can work sensibly with others, taking turns and sharing. I can work sensibly with others. <p>Fundamental skills (Jumping and landing)</p> <ul style="list-style-type: none"> I can jump from two feet to two feet forwards, backwards and side to side <p>(Seated balance)</p> <ul style="list-style-type: none"> I can balance with both hands and feet down I can balance with one hand two feet down I can balance with two hands and one foot down 	<p>Jumping</p> <ul style="list-style-type: none"> I can use both one and two feet to take off and land I can learn the correct and safe technique to land I can jump over a variety of different heighted objects <p>Balance</p> <ul style="list-style-type: none"> I can balance on either foot, on the floor and on elevated objects <p>Tactics and rules</p> <ul style="list-style-type: none"> I can follow simple rules within games I can use at least one tactic of attacking and defending in a game <p>Compete and perform</p> <ul style="list-style-type: none"> I can perform learnt skills with increasing control <p>Using space</p> <ul style="list-style-type: none"> I can use different ways of traveling at different speeds, following different pathways I can change speed and direction whilst running I can begin to choose and use the best space in a game <p style="text-align: center;">Vocab</p> <p>Following instructions, trying several times, gallop, hop, skip, standing still, balance, perseverance, trying again</p> <p style="text-align: center;">AUTUMN TWO</p> <p style="text-align: center;">Social skills</p> <p>NC</p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> Engage in competitive (with self and against 	<ul style="list-style-type: none"> I can skip with knee and opposite elbow at 90* angle can hopscotch forwards and backwards hooping on the same leg <p style="text-align: center;">Vocab</p> <p>Following instructions, trying several times, gallop, hop, skip, standing still, balance, perseverance, trying again, pivot, side step</p> <p style="text-align: center;">Sporting application (Multi skills)</p> <p>Running</p> <ul style="list-style-type: none"> I can run in a straight line I can begin to learn correct arm and leg technique <p>Jumping</p> <ul style="list-style-type: none"> I can use both one and two feet to take off and land I can learn the correct and safe technique to land I can jump over a variety of different heighted objects <p>Balance</p> <ul style="list-style-type: none"> I can balance on either foot, on the floor and on elevated objects <p>Tactics and rules</p> <ul style="list-style-type: none"> I can follow simple rules within games I can use at least one tactic of attacking and 	<p>alternating leg each time</p> <ul style="list-style-type: none"> I can move in a three-step zig zag pattern forwards I can move in a three-step zig zag pattern backwards <p style="text-align: center;">Vocab</p> <p>Following instructions, trying several times, gallop, hop, skip, standing still, balance, perseverance, trying again, pivot, side step</p> <p style="text-align: center;">Sporting application (Tag Rugby)</p> <ul style="list-style-type: none"> Tag another player, face on and keeping body position low to the ground Move with a ball in their hands using the correct position Move into a space to avoid a defender, through dodging techniques Beat a defender to score a try in various scoring zones Adapted games with variations of rules, begin to apply some basics principles for attack and defend <p style="text-align: center;">Vocab</p> <p>Attack, defend, dodge, face on, side on, try, scoring zones, low body position</p> <p style="text-align: center;">AUTUMN TWO</p>	<p>(Footwork)</p> <ul style="list-style-type: none"> I can combine 3 step zig zag patterns with cross over when changing the lead leg I can move in three step zig zag patterns with a knee raise across the body just before changing lead leg and direction I can move in a three-step zig zag pattern with a knee raise behind the body just before changing lead leg direction <p style="text-align: center;">Vocab</p> <p>Following instructions, trying several times, gallop, hop, skip, standing still, balance, perseverance, trying again, pivot, side step</p> <p style="text-align: center;">Sporting application (Tag Rugby)</p> <ul style="list-style-type: none"> Play tag game whilst moving at speed, keeping close to an opponent Move with control in a variety of directions holding the ball in the correct position Pass the ball backwards/sideways with control whilst moving Use speed and space to avoid a defender Beat a defender at speed to score try 	<p>figure of 8 around both legs 10 times.</p> <ul style="list-style-type: none"> I can move a ball around my waist and then around alternate legs 12 times. I can stand with my legs apart, hold the ball between them with 1 hand round the front and the other round the back and swap hand positions 24 times ('criss-cross'), initially with a bounce and then without a bounce. <p style="text-align: center;">(reaction and response)</p> <ul style="list-style-type: none"> I can react and step across my body, bring my hand across my body and catch a tennis ball after 1 bounce. I can react quickly and catch a tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg. <p style="text-align: center;">Vocab</p> <p>Alternate, control, coordination, react, figure of eight, perseverance, communication</p> <p style="text-align: center;">Sporting application (Tag Rugby)</p> <ul style="list-style-type: none"> Tag more than one player using either hand whilst moving. Choose different pathways to move with a ball in hands against an opponent Pass the ball and move Introduce looping around your teammate 	<p>figure of 8 around both legs 10 times.</p> <ul style="list-style-type: none"> I can move a ball around my waist and then around alternate legs 12 times. I can stand with my legs apart, hold the ball between them with 1 hand round the front and the other round the back and swap hand positions 24 times ('criss-cross'), initially with a bounce and then without a bounce. <p style="text-align: center;">(reaction and response)</p> <ul style="list-style-type: none"> I can react and step across my body, bring my hand across my body and catch a tennis ball after 1 bounce. I can react quickly and catch a tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg. <p style="text-align: center;">Vocab</p> <p>Alternate, control, coordination, react, figure of eight, perseverance, communication</p> <p style="text-align: center;">Sporting application (Tag Rugby)</p> <ul style="list-style-type: none"> Tag a player using either hand when moving at speed in a game situation Defend around a defender at speed with ball in hand Bring in pass and loop into a game situation
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<ul style="list-style-type: none"> I can balance with one hand and one foot down I can balance with no hands or feet down <p>Sporting application (Dance)</p> <ul style="list-style-type: none"> I can describe how the body feels before, during and after exercise. I can perform a movement sequence. I can copy actions and movement sequences I can link two actions to make a sequence. I can recognise and copy contrasting actions (small/tall, narrow/wide). I can travel in different ways, changing direction and speed. I can carry out a range of simple jumps, landing safely. I can move around, under, over, and through different objects and equipment. I can begin to move with control and care I can copy and repeat actions. I can vary the speed of my actions. <p>Vocab</p> <p>Jumps, sequences, balances, independently, shapes, stretches</p>	<p>others) and cooperative physical activities</p> <ul style="list-style-type: none"> Participate in team games developing simple tactics for attacking and defending I can play with others and take turns sharing with help I can work sensibly taking turns and sharing independently <p>Fundamental skills (Jumping and landing)</p> <ul style="list-style-type: none"> I can jump from two feet to two feet forwards, backwards and side to side <p>(Seated balance)</p> <ul style="list-style-type: none"> I can balance with both hands and feet down I can balance with one hand two feet down I can balance with two hands and one foot down I can balance with one hand and one foot down I can balance with no hands or feet down <p>Vocab</p> <p>Competitive, cooperative, balance, forwards, backwards, sideways, share</p> <p>Sporting application (Dance)</p> <ul style="list-style-type: none"> I can describe how the body feels before, during and after exercise. I can create and perform a movement sequence. I can copy actions and movement sequences with 	<p>defending in a game</p> <p>Compete and perform</p> <ul style="list-style-type: none"> I can perform learnt skills with increasing control <p>Using space</p> <ul style="list-style-type: none"> I can use different ways of traveling at different speeds, following different pathways I can change speed and direction whilst running I can begin to choose and use the best space in a game <p>AUTUMN TWO</p> <p>Social skills</p> <p>NC Pupils should be taught to:</p> <ul style="list-style-type: none"> Engage in competitive (with self and against others) and cooperative physical activities Participate in team games developing simple tactics for attacking and defending I can help, praise and encourage others in their learning <p>Fundamental skills</p>	<p>Social skills</p> <p>NC Pupils should be taught to:</p> <ul style="list-style-type: none"> Enjoy communicating, collaborating and competing with each other Participate in team games developing simple tactics for attacking and defending I can show patience and support others I can listen carefully to others about our work I am happy to show and tell them about my ideas <p>Fundamental skills (Jumping and landing)</p> <ul style="list-style-type: none"> I can jump from two feet to two feet with 180* turn in either direction I can complete a tuck jump I can complete a tuck jump with 180* turn in either directions <p>(Seated balance)</p> <ul style="list-style-type: none"> I can pick up a cone from one side and place it on the other side with the same hand I can return it to the opposite side with the other hand 	<p>in an isolated game situation</p> <ul style="list-style-type: none"> Play adapted games, think of own tactics when attacking and defending <p>Vocab</p> <p>Attack, defend, dodge, face on, side on, try, scoring zones, low body position, tactics, adapted games,</p> <p>AUTUMN TWO</p> <p>Social skills</p> <p>NC Pupils should be taught to:</p> <ul style="list-style-type: none"> Enjoy communicating, collaborating and competing with each other Participate in team games developing simple tactics for attacking and defending I can show patience and support others I can listen carefully to others about our work I am happy to show and tell them about my ideas <p>Fundamental skills (Jumping and landing)</p> <ul style="list-style-type: none"> I can jump two feet to two feet forwards, backwards and side to side 	<ul style="list-style-type: none"> Working as a team to try and score Develop and discuss tactics as a team <p>Vocab</p> <p>Attack, defend, dodge, face on, side on, try, scoring zones, low body position, tactics, adapted games, looping, pathways</p> <p>AUTUMN TWO</p> <p>Social skills</p> <p>NC Pupils should be taught to:</p> <ul style="list-style-type: none"> Enjoy communicating, collaborating and competing with each other Participate in team games developing simple tactics for attacking and defending I can cooperate well with others and give helpful feedback I help organise rolls and responsibilities I can guide a small group through a task <p>Fundamental skills (Balancing on a line)</p> <ul style="list-style-type: none"> I can side step in both directions I can stand sideways and complete continuous 180* front and back pivots I can move sideways, stepping across the body - lateral step over 	<ul style="list-style-type: none"> Work together as a team to score a try in a game situation Apply basic principles of attacking and defending in a game situation Communicate and collaborate with your team to deploy tactics. <p>Vocab</p> <p>Attack, defend, dodge, face on, side on, try, scoring zones, low body position, tactics, adapted games, looping, pathways, deploy, collaborate</p> <p>AUTUMN TWO</p> <p>Social skills</p> <p>NC Pupils should be taught to:</p> <ul style="list-style-type: none"> Enjoy communicating, collaborating and competing with each other Participate in team games developing simple tactics for attacking and defending I can and receive sensitive feedback to improve myself and others I can negotiate and collaborate appropriately I can involve others and motivate those around me to perform better <p>Fundamental skills (Balancing on a line)</p>
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	<p>a beginning, middle and end.</p> <ul style="list-style-type: none"> I can link two actions to make a sequence. I can recognise and copy contrasting actions (small/tall, narrow/wide). I can travel in different ways, changing direction and speed. I can hold still shapes and simple balances. I can carry out simple stretches. I can carry out a range of simple jumps, landing safely. I can move around, under, over, and through different objects and equipment. I can begin to move with control and care I can copy and repeat actions. I can put a sequence of actions together to create a motif. I can vary the speed of their actions. I can use simple choreographic devices such as unison, canon and mirroring. I can begin to improvise independently to create a simple dance. <p style="text-align: center;">Vocab</p> <p>Motif, jumps, sequences, balances, independently, shapes, stretches</p>	<p>(Jumping and landing)</p> <ul style="list-style-type: none"> I can jump from two feet to two feet with quarter turns in both directions I can stand on a line and jump from two feet to one foot and freeze on landing <p>(Seated balance)</p> <ul style="list-style-type: none"> I can pick up a cone from one side, swap hands and place it on the other side - I can put the cone back <p style="text-align: center;">Vocab</p> <p>Competitive, engage, freeze, jump, landing, help, praise, participate</p> <p style="text-align: center;">Sporting application (Dance)</p> <ul style="list-style-type: none"> I can recognise and describe how the body feels during and after different physical activities. I can explain what they need to stay healthy. I can copy, explore and remember actions and movements to create their own sequence. I can link actions to make a sequence. 	<ul style="list-style-type: none"> I can sit in a dish shape and hold it for five seconds <p style="text-align: center;">Vocab</p> <p>Dish, tuck jump, patience, communicating, collaborating, competing</p> <p style="text-align: center;">Sporting application (Dance)</p> <ul style="list-style-type: none"> I can recognise and describe the effects of exercise on the body. I know now the importance of strength and flexibility for physical activity. I can choose ideas to compose a movement sequence independently and with others. I can link combinations of actions with increasing confidence, including changes of direction, speed or level. I can develop the quality of their actions, shapes and balances. I can move with coordination, control and care. I can use turns whilst travelling in a variety of ways. I can use a range of jumps in their sequences. I can create interesting body 	<ul style="list-style-type: none"> I can hop forward and backwards freezing on landing I can jump one foot to the other, forwards and backwards, freezing on landing I can hop sideways raising knee and freezing on landing I can jump one foot to the other sideways, raising knee, freezing on landing <p>(Seated balance)</p> <ul style="list-style-type: none"> I can reach and pick up a cone an arms distance away I can swap hands and place it on the other side I can reach and pick up a cone at arms distance away and place it on the other side using the same hand I can hold a V shape with straight arms and legs for 10 seconds <p style="text-align: center;">Vocab</p> <p>Communicating, collaboration, competing, forwards, backwards, sideways, freeze, V shape</p> <p style="text-align: center;">Sporting application (Dance)</p> <ul style="list-style-type: none"> I can describe how the body reacts at different times and 	<ul style="list-style-type: none"> I can perform 'grapevines' Complete above challenges with eyes closed <p>(Partner balancing)</p> <ul style="list-style-type: none"> I can step onto bench facing partner, hold with both hands, feet side by side, lean back, hold and move back together I can step onto bench facing partner, hold with both hands, and swap places whilst leaning back with straight arms <p style="text-align: center;">Vocab</p> <p>Communicating, collaborating, competing, lateral step, attacking, defending, cooperation, pivot, balance, continuous</p> <p style="text-align: center;">Sporting application (Dance)</p> <ul style="list-style-type: none"> I know and understand the reasons for warming up and cooling down. I can explain some safety principles when preparing for and during exercise. I can select ideas to compose specific sequences of movements, shapes and balances. I can adapt their sequences to fit new criteria or suggestions. I can perform jumps, shapes and balances 	<ul style="list-style-type: none"> I can lunge walk backwards I can lunge walk backwards with opposite elbow at 90* I can lunge walk along curved pathway forwards then backwards with opposite elbow at 90* I can perform all the above with eyes closed <p>(Partner balancing)</p> <ul style="list-style-type: none"> I can stand on a line facing partner, hold with both hands, lean back then swap places whilst maintaining counter balance position I can stand on a low beam facing partner, hold with both hands, lean back then swap places whilst maintaining counter balance position <p style="text-align: center;">Vocab</p> <p>Communicating, collaborating, competing, lateral step, attacking, defending, cooperation, pivot, balance, continuous, curved pathway</p> <p style="text-align: center;">Sporting application (Dance)</p> <ul style="list-style-type: none"> I can understand the importance of warming up and cooling down. I can carry out warm-ups and cool-downs safely and effectively.
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		<ul style="list-style-type: none"> • I can travel in a variety of ways, including rolling. • I can hold a still shape whilst balancing on different points of the body. • I can jump in a variety of ways and land with increasing control and balance. • I can move with increasing control and care. • I can copy, remember and repeat actions. • I can create a short motif inspired by a stimulus. • I can change the speed and level of their actions. • I can use simple choreographic devices such as unison, canon and mirroring. <p style="text-align: center;">Vocab</p> <p>Motif, jumps, sequences, balances, independently, shapes, stretches, choreographic, unison, mirroring, canon, stimulus, control, balance</p>	<p>shapes while holding balances with control and confidence.</p> <ul style="list-style-type: none"> • I can begin to show flexibility in movements. • I can begin to improvise with a partner to create a simple dance. • I can create motifs from different stimuli. • I can begin to compare and adapt movements and motifs to create a larger sequence. • I can use simple dance vocabulary to compare and improve work. <p style="text-align: center;">Vocab</p> <p>Motif, jumps, sequences, balances, independently, shapes, stretches, choreographic, unison, mirroring, canon, stimulus, control, balance</p>	<p>how this affects performance.</p> <ul style="list-style-type: none"> • I can create a sequence of actions that fit a theme. • I can use an increasing range of actions, directions and levels in their sequences. • I can move with clarity, fluency and expression. • I can show changes of direction, speed and level during a performance. • I can travel in different ways, including using flight. • I can improve the placement and alignment of body parts in balances. • I can develop strength, technique and flexibility throughout performances. • I can explain why exercise is good for your health. • I know some reasons for warming up and cooling down. • I can identify and repeat the movement patterns and actions of a chosen dance style. • I can compose a dance that reflects the chosen dance style. • I can confidently improvise with a partner or on their own. 	<p>fluently and with control.</p> <ul style="list-style-type: none"> • I can confidently develop the placement of their body parts in balances, recognising the position of my centre of gravity and where it should be in relation to the base of the balance. • I can apply skills and techniques consistently. • I can develop strength, technique and flexibility throughout performances. • I can combine equipment with movement to create sequences. • I can identify and repeat the movement patterns and actions of a chosen dance style. • I can compose individual, partner and group dances that reflect the chosen dance style. • I can show a change of pace and timing in their movements. • I can develop an awareness of my use of space. <p style="text-align: center;">Vocab</p> <p>Motif, jumps, sequences, balances, independently, shapes, stretches, choreographic, unison, mirroring, canon, stimulus, control, balance, speed, height, clarity, fluency,</p>	<ul style="list-style-type: none"> • I can understand why exercise is good for health, fitness and wellbeing. • I know ways on how to become healthier. • I can demonstrate precise and controlled placement of body parts in my actions, shapes and balances. • I can apply skills and techniques consistently, showing precision and control. • I can develop strength, technique and flexibility throughout performances. • I can identify and repeat the movement patterns and actions of a chosen dance style. • I can compose individual, partner and group dances that reflect the chosen dance style. • I can use dramatic expression in dance movements and motifs. • I can perform with confidence, using a range of movement patterns. <p style="text-align: center;">Vocab</p> <p>Motif, jumps, sequences, balances, independently, shapes, stretches, choreographic, unison, mirroring, canon, stimulus, control, balance, speed, height, clarity, fluency, expression, principles, pace, centre of gravity,</p>
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				<ul style="list-style-type: none">I can compose longer dance sequences in a small group. <p>Vocab</p> <p>Motif, jumps, sequences, balances, independently, shapes, stretches, choreographic, unison, mirroring, canon, stimulus, control, balance, speed, height, clarity, fluency, expression</p>	expression, principles, pace, centre of gravity,	
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