St Teresa's Catholic Primary School PE Progression Map

Respect - Resilience - Read - Retain

'Do the little things well'





St Teresa's Catholic Primary School

			Dance					
NATIONAL CURRICULUM STATEMENTS OF ATTAINMENT	movement skills • increasingly comp	etent and confident agility, balance and ividually and with gly challenging m dances using	communicating and	collaborating with each evaluate and recognis	ge of movement patterns other • develop an unde e their own success, havi	erstanding of how to		
EYFS Outcomes	Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)		
Clap and stamp to music. (PD 0-3) Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. (PD	Copies and explores basic movements and body patterns Move showing control and using an awareness of space. Understand	Copies and explores basic movements with clear control. Move showing good control and using an awareness of space.	Beginning to improvise independently to create a simple dance. Beginning to improvise with a partner to create a simple dance.	Confidently improvises with a partner or on their own. Beginning to create longer dance sequences in a larger group. Move showing	Beginning to exaggerate dance movements and motifs (using expression when moving) Demonstrates strong movements throughout a dance sequence.	Beginning to exaggerate dance movements and motifs (using motifs (using expression when moving) Demonstrates a Demonstrates strong movements throughout a dance Exaggerate dance movements a movements (using expression when moving) Demonstrates a strong imagination when creating own dance sequences		
and rnythm. (PD 3 &4 YRS) Use large-muscle movements to wave flags and streamers, paint and make marks (PD 3 &4 YRS) Skip, hop, stand on one leg and	different levels, speed and direction. Move expressively and confidently. Remember, repeat and link	Understand different levels, speed, and direction. Move expressively and confidently. Remember, repeat, and link movement phrases.	Move with control and coordination. Communicate feelings and mood through my movements. Link movements fluently	good body control and fluency. Communicate feelings and mood through my movements. Use different levels and speed.	Uses the space provided to his maximum potential. Use linking movements to ensure fluency. Perform accurately. Vary the order, timing,	Demonstrates strong movements throughout a dance sequence. Use linking movements to ensure fluency, perform accurately.		

			I	1	· · · · · ·	I
hold a pose for a	movement	Create sequences	I can perform with	Perform	speed and direction of	Vary the order,
game like	phrases.	with a clear start,	some accuracy.	expressively. link	movements.	timing, speed and
musical statues.		middle and end.		movements		direction of
(PD 3 &4 YRS)	Beginning to		I can vary the order,	fluently.	Improvise with dance	movements.
Revise and refine	create sequences	Varies levels and	timing, speed and		movements.	
the fundamental	with a clear start,	speed in sequence.	direction of	Compose dance	Compose, develop and	Improvise with
movement skills	middle and end.		movements	phrases with	adapt dance moves.	dance movements.
they have		Can describe a		understanding.		
already acquired:	Responds to a	short dance using	Uses simple dance		Modifies parts of a	Compose, develop
- rolling -	range of stimuli.	appropriate	vocabulary to	Modifies parts of a	sequence as a result of	and adapt dance
crawling -		vocabulary.	compare and	sequence as a	self and peer	moves
walking -		Vocabalary.	improve work.	result of self-	evaluation.	moves
jumping -		Responds	improve work.	evaluation.	evaluation.	
running -		imaginatively to		evaluation.	Uses more complex	Improvises with
hopping -		stimuli.		Uses simple dance	dance vocabulary to	confidence, still
skipping –		Stilliuli.		•	•	•
climbing (PD				vocabulary to	compare and improve	demonstrating
Reception)				compare and	work	fluency across their
				improve work.		sequence.
Progress towards						
a more fluent						
style of moving,						Beginning to show a
with developing						change of pace and
control and						timing in their
grace. (PD						movements.
Reception)						
Dayalan tha						Modifies parts of a
Develop the overall body						sequence as a result
strength, co-						of self and peer
ordination,						evaluation. Uses
balance and						more complex dance
agility needed to						vocabulary to
engage						compare and
successfully with						improve work.
,						improve work.

future physical			
education			
sessions and			
other physical			
disciplines			
including dance,			
gymnastics, sport			
and swimming.			
(PD Reception)			
Combine			
different			
movements with			
ease and fluency.			
(PD Reception)			
Develop overall			
body-strength,			
balance, co-			
ordination and			
agility. (PD			
Reception)			
neception,			
Listen			
attentively, move			
to and talk about			
music,			
expressing their			
feelings and			
responses. (EAD			
Reception)			
Explore and			
engage in music			
making and			
dance,			
performing solo			

or in groups			
or in groups.			
(EAD Reception)			

	Gymnastics							
NATIONAL CURRICULUM STATEMENTS OF ATTAINMENT	Pupils should: • de fundamental move balance, travel, rol become increasing confident in exten balance and co-ord individually and wincreasingly challe	ement skills: Il and jump • gly competent and ding their agility, dination, ith others in	Pupils should: •learn to use a broader range of skills in isolation and combination, linking them to make sequences of movement •develop flexibility, strength, technique and control and balance •enjoy communicating and collaborating with each other •develop an understanding of how to improve and learn to evaluate and recognise their own success having compared their performance with previous ones					
EYFS	Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)		
Fit themselves into spaces, like tunnels. (0-3 PD) Walk, run jump and climb- and start to use	Perform actions safely. Use different gymnastic shapes.	Perform actions safely. Use different gymnastic shapes.	Use different gymnastics shapes. Perform a range of gymnastic	Perform balances on small body parts. Perform at different speeds,	Perform a range of actions on floor, mat and apparatus safely. Perform a range of acrobatic balances.	Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels		
Walk, run jump and climb- and	gymnastic	gymnastic	Perform a range	Perform at	Perform a range of	sequence show range of actions		

stairs	Perform on	Perform on		levels and	Use mirroring and	
independently	different levels	different levels	Perform with	directions.	matching.	Perform a range of actions
(0-3 PD)	on floor and	on floor and	control and		5	on floor, mat and
	apparatus.	apparatus.	accuracy.	Vary how to use	Perform with	apparatus safely.
Go up steps and		' '	,	the apparatus	consistently, accuracy	,
stairs, or climb	Perform with	Perform with	Move smoothly	(along, over,	and fluency.	Perform a range of
up apparatus, using alternate	control and	control and	from one action	onto, off).	,	acrobatic balances. Use
feet.	accuracy.	accuracy.	to another.		Show good body	mirroring and matching.
(PD 3 &4 YRS)				Create a	tension.	
,	Link and repeat	Link movements	Create a sequence	sequence with a		Show good body tension.
Match their	basic actions.	together to	with a beginning,	clear beginning,	Devise a sequence	
developing		create a	middle and end (4	middle and end (6	with a partner on a	Devise a sequence with a
physical skills to	Select actions to	sequence	elements). Repeat	elements)	clear theme (6	partner on a clear theme (6
tasks and activities in the	create a		a sequence		elements/3 themes –	elements/3 themes –
setting. For	movement		accurately.			
example, they	phrase (3	Select actions to			Change direction,	Change direction, speed
decide whether	elements). Jump	create a	Adapt my		speed and level.	and level.
to crawl, walk or	with control,	movement	sequence to			
run across a	coordination,	phrase (3	include apparatus.		Adapt to working with	Adapt to working with a
plank,	and balance.	elements). Jump	Describes their	Understands	a partner and	partner or small group and
depending on its		with control,	own work using	composition by	apparatus.	apparatus.
length and width (PD 3 &4 YRS)	Balances with	coordination, and	simple gym	performing more		
(PD 3 &4 1N3)	some control.	balance.	vocabulary.	complex	Maintain quality	Gradually increases the
Collaborate with				sequences.	when performing with	length of sequence work
others to	Can use	Uses equipment	Beginning to		a partner.	with a partner to make up
manage large	equipment	in a variety of	notice similarities	Beginning to use		a short sequence using the
items, such as	safely.	ways to create a	and differences	gym vocabulary	Draw on what they	floor, mats and apparatus,
moving a long		sequence.	between	to describe how	know when	showing consistency,
plank safely,			sequences.	to improve and refine	performing and	fluency and clarity of
carrying large hollow blocks.		Can use and	Poginning to	performances.	evaluating.	movement.
(PD 3 & 4 YRS)		move equipment	Beginning to develop good	periorillalices.	Analyse and	
(1. D. J. G. 7. 11(3)		safely.	technique when		comment on skills and	
		Jaiciy.	technique when		COMMENT ON SKINS AND	

Revise and refine	travelling	Creates	tochniques and how	Understands composition
the fundamental	travelling,		techniques and how	Understands composition
movement skills	balancing, using	sequences using	these are applied in	by performing more
	equipment etc	various body	their own and others'	complex sequences.
they have		shapes and	work.	
already acquired:		equipment.		
- rolling -			Uses complex gym	Draw on what they know
crawling -		Combines	vocabulary to	when performing and
walking -		equipment with	describe how to	evaluating.
jumping -				evaluating.
running -		movement to	improve and refine	
hopping -		create sequences.	performances.	Analyse and comment on
skipping –				skills and techniques and
climbing (PD				how these are applied in
Reception)				their own and others'
				work.
Develop the				
overall body				Uses more complex gym
strength, co-				vocabulary to describe how
ordination,				<u> </u>
balance and				to improve and refine
agility needed to				performances.
engage				
successfully with				
future physical				
education				
sessions and				
other physical				
disciplines				
including dance,				
gymnastics, sport				
and swimming.				
(PD Reception)				
Combine				
different				
movements with				

ease and fluency.			
(PD Reception)			
Confidently and			
safely use a			
range of large			
and small			
apparatus			
indoors and			
outside, alone			
and in a group.			
(PD Reception)			
Develop overall			
body-strength,			
balance, co-			
ordination and			
agility. (PD			
Reception)			
Negotiate space			
and obstacles			
safely, with			
consideration for			
themselves and			
others; (PD ELG)			
Demonstrate			
strength,			
balance and			
coordination			
when playing;			
(PD ELG) Move			
energetically,			
such as running,			
_			
jumping,			
dancing,			

hopping,			
skipping and			
climbing. (PD			
skipping and climbing. (PD ELG)			

			Gam	es				
NATIONAL CURRICULUM STATEMENTS OF ATTAINMENT	and catching • bed competent and co their agility, balan ordination • engag and competitive a self and others • p	ement skills jumping, throwing come increasingly nfident to extend ce and co- ge in co-operative ctivities against participate in team g simple tactics for	actions together e. against each other understanding of h	oils should: • learn to use a broader range of skills in isolation and combination, linking ons together e.g. run, jump, catch • enjoy communicating, collaborating and competing inst each other • play competitive games, modified where appropriate • develop an lerstanding of how to improve having compared their performance with previous ones achieve their personal best • learn how to evaluate and recognise their own success				
EYFS	Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)		
Enjoy starting to kick, throw and catch balls. (0-3 PD) Start taking	Can travel in a variety of ways including running and jumping. Move before	Move changing speed and direction easily. Confident to send the ball to	Select a piece of equipment and pass using a suitable technique.	Select a piece of equipment and pass using a suitable technique.	Pass a ball using a range of techniques showing consistency, control and speed. Select a ball and move	Shows confidence in using ball skills in various ways, and can link these together effectively. e.g. dribbling, bouncing, kicking Keeps possession of balls during		
part in some group activities which they make up for themselves, or	throwing. Throw with a suitable	others with a suitable underarm technique.	Practise passing to a partner using a number of sending and	Select a ball and pass a ball using a suitable technique.	into different positions to receive it. Dribble a ball showing confidence in using ball skills in various	games situations. Pass a ball using a range of techniques showing		

in teams. (PD 3	underarm	Move into	receiving	Shows confidence	ways, and can link	consistency, control and
& 4 YRS)	technique.	different	techniques.	in using ball skills	these together.	speed.
Q 4 11(3)	teeningue.	positions before	teeninques.	in various ways,	these together.	speed.
Match their	Receives a ball	throwing.	Move into	and can link these	Can shoot effectively	Pass, control, dribble and
developing	with basic	tillowing.	different positions	together. e.g.	Call shoot effectively	shoot effectively.
physical skills	control.	Beginning to	to catch.	dribbling,	Uses skills with	shoot effectively.
to tasks and	Control.	apply and	to catch.	bouncing, kicking	coordination, control	Select a ball and move into
activities in the	Beginning to	combine a	Move with a ball.	bouncing, kicking	and fluency.	different positions to
setting. (PD 3	develop hand-	variety of skills	Keep control of a	Move into	and nuency.	receive it.
• •	•	•	ball.	different	Annly principles of	receive it.
& 4 YRS)	eye coordination.	(to a game	Dall.		Apply principles of	Move and receive a ball
Continue to	Move to	situation)	Remain in control	positions to catch.	team play to keep	
		Davidon atrona	of ball while	Mariatatoriand	possession of the ball.	effectively. dribble a ball
develop their	intercept.	Develop strong		Move to try and	Taleas mant in	effectively.
movement,	NA avea ala avaniva a	spatial	travelling.	intercept a ball.	Takes part in	A
balancing,	Move changing	awareness.		NA	competitive games	Apply principles of team
riding scooters,	speed and	l la de aste a dition	Improve accuracy	Move with a ball	with a strong	play to keep possession of
trikes and	direction in a	Understand the	of passes and use	showing	understanding of	the ball.
bikes) and ball	game situation.	importance of	space to keep	consistency,	tactics and	D
skills. (PD 3 & 4		rules in games.	possession better	control and	composition	Demonstrate a range of
YRS)	Participates in			speed.		attacking skills.
	simple games	Develop simple			Can make suggestions	
Develop overall		tactics and use	Select a piece of	Keep possession	as to what resources	Demonstrate a range of
body-strength,	Score in a game.	them	equipment and	and control of the	can be used to	defending skills.
balance, co-		appropriately	hit using a	ball.	differentiate a game.	
ordination and		changing	suitable			
agility. (PD		approaches in	technique. Select	Vary skills,	Demonstrate skills for	
Reception)		response to the	a piece of	actions and ideas	attacking and	Takes part in competitive
		opponent's	equipment and	and link these in	defending. Uses	games with a strong
Further		actions	pass/bowl using a	ways that suit the	running, jumping,	understanding of tactics
develop and			suitable	activity of the	throwing and catching	and composition.
refine a range		Beginning to	technique. Move	game.	in isolation and	
of ball skills		develop an	into different		combination.	Compares and comments
including:		understanding of	positions to			on skills to support the

throwing,	attacking/	catch. Move	Select a piece of	Select a piece of	creation of new games.
catching,	defending	towards the ball	equipment and	equipment and hit	Can make suggestions as to
kicking,	moving to	and bases. Be	hit with force	with force and vision	what resources can be
passing,	intercept.	aware that	using a suitable	using a suitable	used to differentiate a
batting, and	teroepti	fielders should be	technique.	technique.	game.
aiming. (PD	Score accurately	spaced out.			8
Reception)	in a game.	орисси син	Select a piece of	Select a piece of	Apply knowledge of skills
	a gae.	Understands	equipment and	equipment and	for attacking and
Develop	Beginning to	tactics	Pass/bowl using	pass/bowl using a	defending. Uses running,
confidence,	comment on own	0.00.00	different	suitable technique.	jumping, throwing and
competence,	and others	Beginning to	techniques.		catching in isolation and in
precision and	performance Can	communicate	tooning acoi	Use different	combination.
accuracy when	give comments	with others during	Move into	throwing techniques.	
engaging in	on how to	game situations.	different	tinothing toominquest	Select a piece of
activities that	improve	Barrie area area.	positions to	Move into different	equipment and hit using a
involve a ball.	performance.	Uses skills with	catch. Move	positions to catch. Be	suitable technique.
(PD Reception)	perrormanion	coordination and	towards the ball	aware that fielders	
(. 2		control.	and between	should be spaced out.	Use forehand, backhand
Negotiate			bases running		and over the head shot.
space and			fluently.	Decide on the best	Select appropriate shots to
obstacles		Works well in a	,.	positions for fielders.	hit the target.
safely, with		group to develop	Decide on best		
consideration		various games.	positions for	Select a piece of	Consistently get the
for themselves		Turre de Barres.	fielders.	equipment and hit	ball/shuttle near a target.
and others; (PD		Beginning to		using a suitable	ban, on a sar a sar get
ELG)		understand how		technique.	Play the ball away from
		to compete with	Uses skills with		the opponent. Keep
		each other in a	coordination,	Use forehand,	control of the ball/shuttle.
		controlled	control and	backhand and over	Start to choose and use
		manner.	fluency.	the head shot.	some tactics effectively
			Takes part in	Select appropriate	Select a piece of
		Can comment on	competitive	shots to hit the	equipment and hit using a
		own and others	games with an	target.	suitable technique.
		2 4.14 04.16.13	Barries With an		Januario todininguoi

	performance Can	understanding of		
	give comments on	tactics and	Consistently get the	Select a piece of
	how to improve	composition.	ball/shuttle near a	equipment and pass/bowl
	performance.	composition.	target.	using a suitable technique.
	performance.	Can comment on	target.	using a suitable teeninque.
		own and others	Play the ball away	Hit the ball hard and direct
		performance Can	from the opponent.	it into a chosen space. Use
		give comments on	Keep control of the	different throwing
		how to improve	ball/shuttle. Start to	techniques.
		performance.	choose and use some	teeninques.
		periormance.	tactics effectively	Move into different
		Use appropriate	tactics circulatively	positions to catch.
		vocabulary when	Takes part in	posicions to catem
		giving feedback.	competitive games	Move towards the ball and
		Siving recuback.	with a strong	run fluently between
			understanding of	bases.
			tactics and	2000
			composition.	Be aware that fielders
				should be spaced out.
			Beginning to make	Decide on the best
			suggestions as to	positions for fielders
			what resources can	
			be used to	Can make suggestions as to
			differentiate a game.	what resources can be
				used to differentiate a
			Watches and	game.
			describes	Ŭ
			performances	Takes part in competitive
			accurately.	games with a strong
			,	understanding of tactics
			Beginning to think	and composition.
			about how they can	,
 <u> </u>	I	l	i and action they sain	

		improve their own	Watches and describes
		work.	performances accurately.
		WOTE	Learn from others how
		Work with a partner	they can improve their
		or small group to	skills.
		improve their skills.	SKIIIS.
		improve their skills.	Comment on tactics and
		Make suggestions on	
		Make suggestions on	techniques to help improve
		how to improve their	performances.
		work, commenting on similarities and	Make suggestions on how
		differences.	Make suggestions on how
		unierences.	to improve their work,
			commenting on similarities
			and differences.

	Athletics				
NATIONAL	Pupils should: • develop and begin	Pupils should: ● learn to use a broader range of skills in isolation and combination ● enjoy			
CURRICULUM	to master fundamental movement	competing against each other • develop an understanding of how to improve and learn to			
STATEMENTS	skills; running, jumping, throwing •	evaluate and recognise their own success • develop strength, technique and control			
OF	become increasingly competent and				
ATTAINMENT	confident in extending their agility,				

	balance and co-or	dination.				
	individually and w	•				
	increasingly challenging situations •					
	engage in competitive activities against self and others					
EYFS	Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year 3 (Lower KS2	Year 4 (Lower KS2	Year 5 (Upper KS2	Year 6 (Upper KS2 skills)
	, ,	, ,	skills)	skills)	skills)	
	Run at different	Demonstrate a	Demonstrate a	Beginning to build	Demonstrate a good	Beginning to build a variety
	speeds.	good running	good running	a variety of	running technique	of running techniques and
		technique.	technique.	running	choosing and	use with confidence. Can
	Change direction			techniques and	sustaining an	perform a running jump
	while running.	Run at different	Pass a baton.	use with	appropriate running	with more than one
		speeds.	Choose and	confidence.	pace. e.g. sprinting	component. e.g. hop skip
	Move around		sustain an		and cross country	jump (triple jump)
	objects quickly.	Change direction	appropriate	Choose and		Beginning to record peers'
		while running.	running pace. e.g.	sustain an	Pass a baton.	performances, and
	Choose an		sprinting and	appropriate		evaluate these.
	appropriate	Move around	cross country	running pace. e.g.	Choose an	Demonstrates accuracy
	throwing action	objects quickly.		sprinting and	appropriate	and confidence in throwing
	for distance.		Choose an	cross country	technique for sling	and catching activities.
		Choose an	appropriate		throws.	Describes good athletic
	Use underarm	appropriate	action for the	Choose an		performance using correct
	throws	throwing action	equipment.	appropriate	Choose an	vocabulary. Can use
	accurately.	for distance.		action for the	appropriate	equipment safely and with
			Choose an	equipment.	technique for push	good control.
	Use overarm	Use underarm	appropriate		throws.	
	throws	throws	throwing action	Choose an		
	accurately.	accurately.	for distance.	appropriate	Choose an	
				throwing action	appropriate	
	Reach the target	Use overarm	Use underarm	for distance.	technique for pull	
	with most of my	throws	and overarm		throws.	
	throws.	accurately.	throws accurately.	Use underarm		
			Reach the target	throws		

T	Ţ			
	Reach the target	with most of my	accurately. Use	Aim accurately at a
	with most of my	throws.	overarm throws	target.
	throws.		accurately. Reach	
		Can perform a	the target with	Reach the target
	Can use	standing jump	most of my	using all three throws.
	equipment safely	with some	throws.	Jump with control,
		accuracy.		coordination and
			Explore different	balance.
		Performs a variety	ways of jumping.	
		of throws using a		Use techniques such
		selection of	Demonstrates	as bending knees,
		equipment.	accuracy in	swinging arms to
			throwing and	propel and using a run
		Can use	catching	up to improve a jump
		equipment safely	activities.	consistency in my
		and with control.		jumping.
			Describes good	
			athletic	Beginning to record
			performance	peers' performances,
			using correct	and evaluate these.
			vocabulary.	Demonstrates
			,	accuracy and
			Can use	confidence in
			equipment safely	throwing and catching
			and with good	activities.
			control.	
				Describes good
				athletic performance
				using correct
				vocabulary.
				,
l	l			

		Can use equipment	
		safely and with good	
		control.	

		C	Outdoor Adventu	rous Activities		
EYFS	Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)
			Listens to instructions from a partner/ adult.	Develops strong listening skills.	Develops strong listening skills.	Develops strong listening skills.
			Beginning to think activities through	Beginning to think activities through and problem	Think activities through and problem solve using general	Uses and interprets simple maps.
			and problem solve.	solve.	knowledge. Choose and apply	Think activities through and problem solve using general knowledge.
			Discuss and work with others in a group.	Discuss and work with others in a group.	strategies to solve problems with support.	Choose and apply strategies to solve problems with support.
			Demonstrates an understanding of how to stay safe.	Demonstrates an understanding of how to stay safe.	Discuss and work with others in a group. Demonstrates an	Discuss and work with others in a group.
					understanding of how to stay safe.	Demonstrates an understanding of how to stay safe.
		1	Swir	1		
EYFS	Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)
			Swims competently,	Swims competently,		Catch up swimming if not achieved 25m.

	confidently and	confidently and	
	proficiently over a	proficiently over a	
	distance of at	distance of at	
	least 25 metres	least 25 metres	
	Uses a range of	Uses a range of	
	strokes effectively	strokes effectively	
	e.g. front crawl,	e.g. front crawl,	
	backstroke and	backstroke and	
	breaststroke.	breaststroke.	
	Performs safe	Performs safe	
	self-rescue in	self-rescue in	
	different water-	different water-	
	based situations.	based situations.	

Healthy Lifestyles	Can describe the effect exercise has	Can describe the effect exercise has	Can describe the effect exercise has
	on the body Can explain the	on the body Can explain the	on the body Can explain the
	importance of exercise and a	importance of exercise and a	importance of exercise and a
	healthy lifestyle.	healthy lifestyle. Understands the	healthy lifestyle. Understands the
		need to warm up and cool down.	need to warm up and cool down.

Key vocabulary

Year 1	Gymnastics: balance, control, fast, high, jump, like, link, low, movement, muscles, music, pattern, roll, sequence, shape, slow, speed, strength, timing, travel,
	Dance: beat, curl, dance, fast, feet, high, low, music, rhythm, step, stretch, swing, turn, twist, slow, compose, choose, select,
	sequence, emotions, canon, rhyme, theme, character, round, respond. Games: Attack, Defend, shoot, catch, over-arm, play against, receive, rolling, send, throw, under-arm, cooperate, heart rate, pitch. Send and Return: Hit, collect, goal, stop, throw, roll, strike, catch. Run, Jump,
	Throw: Backwards, distance, far, fast, forwards, furthest, high, hop, link, medium, power, run, sideways, skip, slow, straight, step, throw, skipping, track, relay, tag, partner, sprint.

Year2	Gymnastics: balance, control, extension, fast, high, jump, like, link, low, movement, muscles, music, pattern, roll, sequence, shape,
	slow, speed, strength, timing, travel,
	Dance: beat, curl, dance, fast, feet, high, low, music, rhythm, step, stretch, swing, turn, twist, slow, compose, choose, select,
	sequence, emotions, canon, rhyme, theme, character, round, respond. Games: Attack, Defend, shoot, compete, defend, block,
	over-arm, play against, receive, rolling, send, throw, under-arm, cooperate, fluency, heart rate, pitch. Send and Return: Hit, collect,
	goal, stop, throw, roll, strike, catch. Run, Jump,
	Throw: Backwards, distance, far, fast, forwards, furthest, high, hop, link, medium, power, run, sideways, skip, slow, straight, step,
	throw, skipping, track, relay, tag, partner, sprint, retrieve.
Year 3	Gymnastics: fluency, unison, low, combinations, full turn, half- turn, explosive, power, control, group, similar, different. Dance:
	cannon, unison, dance, twist, turn, rhythm, step, music, beat, stretch, levels, fast, slow, direction, huddle, group, mood, feeling,
	musicality, emotions, facial expression, improvisation, rehearse, director, hop step ball change, dynamics, partner work, floor
	patterns, shape, angular, energetic, strong, mirroring, linear. Games: space, pass, accurately, mark, dodge, attack, defend,
	footwork, possession, change of direction, tactics, teamwork, shooting, zones, intercept, space, pass, accurately, mark, dodge, attack, defend, footwork, possession, change of direction, tactics, teamwork, zones, intercept, sidestep, send, tag, release, safe,
	passing back, feint Football: control, use space, defend, attack, dribble, pass, tactics, compete, collaborate, teamwork, score, shoot,
	intercept, foot, inside of the foot, touch, possession, hit, return, court, forehand, backhand, bounce, points, score, net, tactics,
	underarm, overarm, control, use space, defend, attack, dribble, pass, push, slap, tactics, compete, collaborate, teamwork. Rounders:
	batting, fielding, bowling, bat, bases, ball, run, batter, bowler, fielder, innings, no ball, batting box, backstop, rounders, half rounders
	Athletics: run, jump, throw, agility, power, speed, track, force, distance, curve, accelerate, hurdles, vortex howler, bounce
Year 4	Gymnastics: fluency, contrasting, unison, low, combinations, full turn, half- turn, sustained, explosive, power, control, group,
	similar, different, direction, speed, partner, actions. Dance: dance, turn, rhythm, stretch, levels, fast, slow, direction, huddle,
	cannon, unison, mood, feeling, emotions, facial expression, improvisation, rehearse, director, choreographer, slide, formation,
	freeze frames, Contact, dynamics, communicate, character, focus, floor pattern, speed, size, background, facing Football: control,
	use space, defend, attack, dribble, pass, tactics, compete, collaborate, teamwork, score, shoot, intercept, foot, inside of the foot,
	touch, possession. Tennis: hit, return, court, forehand, backhand, bounce, points, score, net, tactics, underarm, overarm, position,
	ready. Rounders: batting, fielding, bowling, bat, ball, batsman, bowler, bases, backstop, field, innings, strike, cross, rounder, half-
	rounder, balls, shot, forward. Athletics: run, jump, throw, agility, power, speed, track, force, distance, hurdles, bounce.
Year 5	Gymnastics: fluency, contrasting, unison, low, combinations, full turn, half- turn, sustained, explosive, power, control, group,
	similar, different, direction, speed, partner, Dance: dance, turn, rhythm, stretch, levels, fast, slow, direction, huddle, mood, feeling,
	emotions, facial expression, improvisation, rehearse, director, choreographer, slide, formation, freeze frames, Contact, dynamics,
	communicate, character, focus, floor pattern, speed, size, background, Netball: control, use space, defend, attack, chest pass,

tactics, compete, collaborate, teamwork, score, shoot, footwork, foul, free pass. **Tag Rugby:** passing, running, backwards, tag, straight, space, teamwork, try-area, defend, attack, compete, evade, pace, pickup, step. **Football:** control, use space, defend, attack, dribble, pass, tactics, compete, collaborate, teamwork, score, shoot, intercept, foot, inside of the foot, touch, possession. **Tennis:** hit, return, court, forehand, backhand, bounce, points, score, net, tactics, underarm, overarm, position, ready. **Hockey:** control, use space, defend, attack, dribble, pass, push, slap, tactics, compete, collaborate, teamwork, score, shoot. **Cricket:** batting, fielding, bowling, bat, wicket, stumps, ball, crease, boundary, run, batsman, bowler, wicketkeeper, field, innings, strike, cross, four, six, single, over, balls, pull, shot, forward **Rounders:** batting, fielding, bowling, bat, ball, batsman, bowler, bases, backstop, field, innings, strike, cross, rounder, half-rounder, balls, shot, forward. **Athletics:** run, jump, throw, agility, power, speed, track, force, distance, curve, accelerate, hurdles, bounce.

Year 6

Gymnastics: symmetry, sequences, combinations, direction, speed, partner, elements, control, balance, strength, flexibility, **Dance:** dance, stretch, levels, mood, feeling, emotions, facial expression, improvisation, rehearse, director, choreographer, slide, formation, steps, dance style, Performance quality, dynamics, floor patterns, jump, fall, travel, turn, gesture, stillness, **Netball:** control, use space, defend, attack, chest pass, tactics, compete, collaborate, teamwork, score, shoot, footwork, foul, free pass, pivot Tag Rugby: passing, running, backwards, tag, straight, space, teamwork, try-area, defend, attack, retain, contest, possession, pressure, support, pop pass, turn over, lose pass Football: control, use space, defend, attack, dribble, pass, tactics, compete, collaborate, teamwork, score, shoot, positions, power, distance, perform, consistent, fair play, possession, goal side. **Tag Rugby:** passing, running, backwards, tag, straight, space, teamwork, try-area, defend, attack, compete, evade, pace, pickup, step. **Tennis:** hit, return, court, forehand, backhand, bounce, points, score, net, tactics, underarm, overarm, position, ready, volley, overhead, singles, doubles Hockey: control, use space, defend, attack, dribble, pass, push, slap, tactics, compete, collaborate, teamwork, score, shoot, positions, power, distance, perform, consistent, fair play. **Cricket:** stance, bowling, bat, wicket, stumps, crease, boundary, batsman, bowler, wicketkeeper, bail, field, innings, strike, cross, four, six, single, over, balls, shot, forward, defensive, offensive. **Rounders:** stance, bowling, bat, box, batsman, bowler, backstop, field, innings, strike, cross, rounder, half-rounder, over, balls, shot, defensive, offensive **Athletics:** run, jump, throw, agility, power, speed, track, force, distance, curve, accelerate, hurdles, bounce, relay, baton, safety, rules, targets, record, set, take over, pass.