

St Teresa's Catholic Primary School

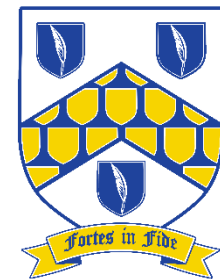
PE Progression Map

Respect – Resilience – Read – Retain

'Do the little things well'



St Teresa's Catholic Primary School



Dance						
NATIONAL CURRICULUM STATEMENTS OF ATTAINMENT	Pupils should: • develop fundamental movement skills • become increasingly competent and confident in extending their agility, balance and co-ordination, individually and with others in increasingly challenging situations • perform dances using simple movement patterns		Pupils should: • perform dances using a range of movement patterns • 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			
EFYS 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)
<p>Clap and stamp to music. (PD 0-3)</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. (PD 3 & 4 YRS)</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks (PD 3 & 4 YRS)</p> <p>Skip, hop, stand on one leg and</p>	<p>Copies and explores basic movements and body patterns</p> <p>Move showing control and using an awareness of space.</p> <p>Understand different levels, speed and direction.</p> <p>Move expressively and confidently.</p> <p>Remember, repeat and link</p>	<p>Copies and explores basic movements with clear control.</p> <p>Move showing good control and using an awareness of space.</p> <p>Understand different levels, speed, and direction. Move expressively and confidently. Remember, repeat, and link movement phrases.</p>	<p>Beginning to improvise independently to create a simple dance.</p> <p>Beginning to improvise with a partner to create a simple dance.</p> <p>Move with control and coordination.</p> <p>Communicate feelings and mood through my movements.</p> <p>Link movements fluently</p>	<p>Confidently improvises with a partner or on their own.</p> <p>Beginning to create longer dance sequences in a larger group.</p> <p>Move showing good body control and fluency.</p> <p>Communicate feelings and mood through my movements.</p> <p>Use different levels and speed.</p>	<p>Beginning to exaggerate dance movements and motifs (using expression when moving)</p> <p>Demonstrates strong movements throughout a dance sequence.</p> <p>Uses the space provided to his maximum potential.</p> <p>Use linking movements to ensure fluency.</p> <p>Perform accurately. Vary the order, timing,</p>	<p>Exaggerate dance movements and motifs (using expression when moving)</p> <p>Demonstrates a strong imagination when creating own dance sequences and motifs.</p> <p>Demonstrates strong movements throughout a dance sequence.</p> <p>Use linking movements to ensure fluency. perform accurately.</p>

<p>hold a pose for a game like musical statues. (PD 3 & 4 YRS)</p> <p>Revise and refine the fundamental movement skills they have already acquired: - rolling - - crawling - - walking - - jumping - - running - - hopping - - skipping – - climbing (PD Reception)</p> <p>Progress towards a more fluent style of moving, with developing control and grace. (PD Reception)</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with</p>	<p>movement phrases.</p> <p>Beginning to create sequences with a clear start, middle and end.</p> <p>Responds to a range of stimuli.</p>	<p>Create sequences with a clear start, middle and end.</p> <p>Varies levels and speed in sequence.</p> <p>Can describe a short dance using appropriate vocabulary.</p> <p>Responds imaginatively to stimuli.</p>	<p>I can perform with some accuracy.</p> <p>I can vary the order, timing, speed and direction of movements</p> <p>Uses simple dance vocabulary to compare and improve work.</p>	<p>Perform expressively. link movements fluently.</p> <p>Compose dance phrases with understanding.</p> <p>Modifies parts of a sequence as a result of self-evaluation.</p> <p>Uses simple dance vocabulary to compare and improve work.</p>	<p>speed and direction of movements.</p> <p>Improvise with dance movements.</p> <p>Compose, develop and adapt dance moves.</p> <p>Modifies parts of a sequence as a result of self and peer evaluation.</p> <p>Uses more complex dance vocabulary to compare and improve work</p>	<p>Vary the order, timing, speed and direction of movements.</p> <p>Improvise with dance movements.</p> <p>Compose, develop and adapt dance moves</p> <p>Improvises with confidence, still demonstrating fluency across their sequence.</p> <p>Beginning to show a change of pace and timing in their movements.</p> <p>Modifies parts of a sequence as a result of self and peer evaluation. Uses more complex dance vocabulary to compare and improve work.</p>
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<p>future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. (PD Reception)</p> <p>Combine different movements with ease and fluency. (PD Reception)</p> <p>Develop overall body-strength, balance, co-ordination and agility. (PD Reception)</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses. (EAD Reception)</p> <p>Explore and engage in music making and dance, performing solo</p>						
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or in groups. (EAD Reception)						
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Gymnastics						
NATIONAL CURRICULUM STATEMENTS OF ATTAINMENT	Pupils should: • develop fundamental movement skills: balance, travel, roll and jump • become increasingly competent and confident in extending their agility, balance and co-ordination, individually and with others in increasingly challenging situations		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 actions.	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 and directions.

<p>stairs independently (0-3 PD)</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet. (PD 3 & 4 YRS)</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width (PD 3 & 4 YRS)</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. (PD 3 & 4 YRS)</p>	<p>Perform on different levels on floor and apparatus.</p> <p>Perform with control and accuracy.</p> <p>Link and repeat basic actions.</p> <p>Select actions to create a movement phrase (3 elements). Jump with control, coordination, and balance.</p> <p>Balances with some control.</p> <p>Can use equipment safely.</p>	<p>Perform on different levels on floor and apparatus.</p> <p>Perform with control and accuracy.</p> <p>Link movements together to create a sequence</p> <p>Select actions to create a movement phrase (3 elements). Jump with control, coordination, and balance.</p> <p>Uses equipment in a variety of ways to create a sequence.</p> <p>Can use and move equipment safely.</p>	<p>Perform with control and accuracy.</p> <p>Move smoothly from one action to another.</p> <p>Create a sequence with a beginning, middle and end (4 elements). Repeat a sequence accurately.</p> <p>Adapt my sequence to include apparatus. Describes their own work using simple gym vocabulary.</p> <p>Beginning to notice similarities and differences between sequences.</p> <p>Beginning to develop good technique when</p>	<p>levels and directions.</p> <p>Vary how to use the apparatus (along, over, onto, off).</p> <p>Create a sequence with a clear beginning, middle and end (6 elements)</p> <p>Understands composition by performing more complex sequences.</p> <p>Beginning to use gym vocabulary to describe how to improve and refine performances.</p>	<p>Use mirroring and matching.</p> <p>Perform with consistency, accuracy and fluency.</p> <p>Show good body tension.</p> <p>Devise a sequence with a partner on a clear theme (6 elements/3 themes –</p> <p>Change direction, speed and level.</p> <p>Adapt to working with a partner and apparatus.</p> <p>Maintain quality when performing with a partner.</p> <p>Draw on what they know when performing and evaluating.</p> <p>Analyse and comment on skills and</p>	<p>Perform a range of actions on floor, mat and apparatus safely.</p> <p>Perform a range of acrobatic balances. Use mirroring and matching.</p> <p>Show good body tension.</p> <p>Devise a sequence with a partner on a clear theme (6 elements/3 themes –</p> <p>Change direction, speed and level.</p> <p>Adapt to working with a partner or small group and apparatus.</p> <p>Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.</p>
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<p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> - rolling - - crawling - - walking - - jumping - - running - - hopping - - skipping – - climbing (PD Reception) <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. (PD Reception)</p> <p>Combine different movements with</p>			<p>travelling, balancing, using equipment etc</p>	<p>Creates sequences using various body shapes and equipment.</p> <p>Combines equipment with movement to create sequences.</p>	<p>techniques and how these are applied in their own and others' work.</p> <p>Uses complex gym vocabulary to describe how to improve and refine performances.</p>	<p>Understands composition by performing more complex sequences.</p> <p>Draw on what they know when performing and evaluating.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Uses more complex gym vocabulary to describe how to improve and refine performances.</p>
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<p>ease and fluency. (PD Reception)</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. (PD Reception)</p> <p>Develop overall body-strength, balance, co-ordination and agility. (PD Reception)</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others; (PD ELG)</p> <p>Demonstrate strength, balance and coordination when playing; (PD ELG) Move energetically, such as running, jumping, dancing,</p>						
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hopping, skipping and climbing. (PD ELG)						
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Games						
NATIONAL CURRICULUM STATEMENTS OF ATTAINMENT	Pupils should: • develop fundamental movement skills including running, jumping, throwing and catching • become increasingly competent and confident to extend their agility, balance and co-ordination • engage in co-operative and competitive activities against self and others • participate in team games, developing simple tactics for attack and defence		Pupils should: • learn to use a broader range of skills in isolation and combination, linking actions together e.g. run, jump, catch • enjoy communicating, collaborating and competing against each other • play competitive games, modified where appropriate • develop an understanding of how to improve having compared their performance with previous ones to 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)
<p>Enjoy starting to kick, throw and catch balls. (0-3 PD)</p> <p>Start taking part in some group activities which they make up for themselves, or</p>	<p>Can travel in a variety of ways including running and jumping.</p> <p>Move before throwing.</p> <p>Throw with a suitable</p>	<p>Move changing speed and direction easily.</p> <p>Confident to send the ball to others with a suitable underarm technique.</p>	<p>Select a piece of equipment and pass using a suitable technique.</p> <p>Practise passing to a partner using a number of sending and</p>	<p>Select a piece of equipment and pass using a suitable technique.</p> <p>Select a ball and pass a ball using a suitable technique.</p>	<p>Pass a ball using a range of techniques showing consistency, control and speed.</p> <p>Select a ball and move into different positions to receive it. Dribble a ball showing confidence in using ball skills in various</p>	<p>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 games situations.</p> <p>Pass a ball using a range of techniques showing</p>

<p>in teams. (PD 3 & 4 YRS)</p> <p>Match their developing physical skills to tasks and activities in the setting. (PD 3 & 4 YRS)</p> <p>Continue to develop their movement, balancing, riding scooters, trikes and bikes) and ball skills. (PD 3 & 4 YRS)</p> <p>Develop overall body-strength, balance, co-ordination and agility. (PD Reception)</p> <p>Further develop and refine a range of ball skills including:</p>	<p>underarm technique.</p> <p>Receives a ball with basic control.</p> <p>Beginning to develop hand-eye coordination.</p> <p>Move to intercept.</p> <p>Move changing speed and direction in a game situation.</p> <p>Participates in simple games</p> <p>Score in a game.</p>	<p>Move into different positions before throwing.</p> <p>Beginning to apply and combine a variety of skills (to a game situation)</p> <p>Develop strong spatial awareness.</p> <p>Understand the importance of rules in games.</p> <p>Develop simple tactics and use them appropriately changing approaches in response to the opponent's actions</p> <p>Beginning to develop an understanding of</p>	<p>receiving techniques.</p> <p>Move into different positions to catch.</p> <p>Move with a ball. Keep control of a ball.</p> <p>Remain in control of ball while travelling.</p> <p>Improve accuracy of passes and use space to keep possession better</p> <p>Select a piece of equipment and hit using a suitable technique. Select a piece of equipment and pass/bowl using a suitable technique. Move into different positions to</p>	<p>Shows confidence in using ball skills in various ways, and can link these together. e.g. dribbling, bouncing, kicking</p> <p>Move into different positions to catch.</p> <p>Move to try and intercept a ball.</p> <p>Move with a ball showing consistency, control and speed.</p> <p>Keep possession and control of the ball.</p> <p>Vary skills, actions and ideas and link these in ways that suit the activity of the game.</p>	<p>ways, and can link these together.</p> <p>Can shoot effectively</p> <p>Uses skills with coordination, control and fluency.</p> <p>Apply principles of team play to keep possession of the ball.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Demonstrate skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and combination.</p>	<p>consistency, control and speed.</p> <p>Pass, control, dribble and shoot effectively.</p> <p>Select a ball and move into different positions to receive it.</p> <p>Move and receive a ball effectively. dribble a ball effectively.</p> <p>Apply principles of team play to keep possession of the ball.</p> <p>Demonstrate a range of attacking skills.</p> <p>Demonstrate a range of defending skills.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Compares and comments on skills to support the</p>
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<p>throwing, catching, kicking, passing, batting, and aiming. (PD Reception)</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. (PD Reception)</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others; (PD ELG)</p>		<p>attacking/defending moving to intercept.</p> <p>Score accurately in a game.</p> <p>Beginning to comment on own and others performance Can give comments on how to improve performance.</p>	<p>catch. Move towards the ball and bases. Be aware that fielders should be spaced out.</p> <p>Understands tactics</p> <p>Beginning to communicate with others during game situations.</p> <p>Uses skills with coordination and control.</p> <p>Works well in a group to develop various games.</p> <p>Beginning to understand how to compete with each other in a controlled manner.</p> <p>Can comment on own and others</p>	<p>Select a piece of equipment and hit with force using a suitable technique.</p> <p>Select a piece of equipment and Pass/bowl using different techniques.</p> <p>Move into different positions to catch. Move towards the ball and between bases running fluently.</p> <p>Decide on best positions for fielders.</p> <p>Uses skills with coordination, control and fluency.</p> <p>Takes part in competitive games with an</p>	<p>Select a piece of equipment and hit with force and vision using a suitable technique.</p> <p>Select a piece of equipment and pass/bowl using a suitable technique.</p> <p>Use different throwing techniques.</p> <p>Move into different positions to catch. Be aware that fielders should be spaced out.</p> <p>Decide on the best positions for fielders.</p> <p>Select a piece of equipment and hit using a suitable technique.</p> <p>Use forehand, backhand and over the head shot. Select appropriate shots to hit the target.</p>	<p>creation of new games. Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply knowledge of skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and in combination.</p> <p>Select a piece of equipment and hit using a suitable technique.</p> <p>Use forehand, backhand and over the head shot. Select appropriate shots to hit the target.</p> <p>Consistently get the ball/shuttle near a target.</p> <p>Play the ball away from the opponent. Keep control of the ball/shuttle. Start to choose and use some tactics effectively</p> <p>Select a piece of equipment and hit using a suitable technique.</p>
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			<p>performance Can give comments on how to improve performance.</p>	<p>understanding of tactics and composition.</p> <p>Can comment on own and others performance Can give comments on how to improve performance.</p> <p>Use appropriate vocabulary when giving feedback.</p>	<p>Consistently get the ball/shuttle near a target.</p> <p>Play the ball away from the opponent. Keep control of the ball/shuttle. Start to choose and use some tactics effectively</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Beginning to make suggestions as to what resources can be used to differentiate a game.</p> <p>Watches and describes performances accurately.</p> <p>Beginning to think about how they can</p>	<p>Select a piece of equipment and pass/bowl using a suitable technique.</p> <p>Hit the ball hard and direct it into a chosen space. Use different throwing techniques.</p> <p>Move into different positions to catch.</p> <p>Move towards the ball and run fluently between bases.</p> <p>Be aware that fielders should be spaced out. Decide on the best positions for fielders</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p>
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					<p>improve their own work.</p> <p>Work with a partner or small group to improve their skills.</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences.</p>	<p>Watches and describes performances accurately. Learn from others how they can improve their skills.</p> <p>Comment on tactics and techniques to help improve performances.</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences.</p>
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Athletics		
NATIONAL CURRICULUM STATEMENTS OF ATTAINMENT	Pupils should: • develop and begin to master fundamental movement skills; running, jumping, throwing • become increasingly competent and confident in extending their agility,	Pupils should: • learn to use a broader range of skills in isolation and combination • enjoy competing against each other • develop an understanding of how to improve and learn to evaluate and recognise their own success • develop strength, technique and control

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

		<p>Reach the target with most of my throws.</p> <p>Can use equipment safely</p>	<p>with most of my throws.</p> <p>Can perform a standing jump with some accuracy.</p> <p>Performs a variety of throws using a selection of equipment.</p> <p>Can use equipment safely and with control.</p>	<p>accurately. Use overarm throws accurately. Reach the target with most of my throws.</p> <p>Explore different ways of jumping.</p> <p>Demonstrates accuracy in throwing and catching activities.</p> <p>Describes good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>	<p>Aim accurately at a target.</p> <p>Reach the target using all three throws. Jump with control, coordination and balance.</p> <p>Use techniques such as bending knees, swinging arms to propel and using a run up to improve a jump consistency in my jumping.</p> <p>Beginning to record peers' performances, and evaluate these. Demonstrates accuracy and confidence in throwing and catching activities.</p> <p>Describes good athletic performance using correct vocabulary.</p>	
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					Can use equipment safely and with good control.	
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Outdoor Adventurous 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)
			<p>Listens to instructions from a partner/ adult.</p> <p>Beginning to think activities through and problem solve.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p>	<p>Develops strong listening skills.</p> <p>Beginning to think activities through and problem solve.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p>	<p>Develops strong listening skills.</p> <p>Think activities through and problem solve using general knowledge.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p>	<p>Develops strong listening skills.</p> <p>Uses and interprets simple maps.</p> <p>Think activities through and problem solve using general knowledge.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p>
Swim						
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.

			<p>confidently and proficiently over a distance of at least 25 metres</p> <p>Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</p> <p>Performs safe self-rescue in different water-based situations.</p>	<p>confidently and proficiently over a distance of at least 25 metres</p> <p>Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</p> <p>Performs safe self-rescue in different water-based situations.</p>		
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Healthy Lifestyles	Can describe the effect exercise has on the body Can explain the importance of exercise and a healthy lifestyle.	Can describe the effect exercise has on the body Can explain the importance of exercise and a healthy lifestyle. Understands the need to warm up and cool down.	Can describe the effect exercise has on the body Can explain the importance of exercise and a healthy lifestyle. Understands the need to warm up and cool down.
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Key vocabulary

Year 1	<p>Gymnastics: balance, control, fast, high, jump, like, link, low, movement, muscles, music, pattern, roll, sequence, shape, slow, speed, strength, timing, travel,</p> <p>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,</p> <p>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.</p>
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Year 2	<p>Gymnastics: balance, control, extension, fast, high, jump, like, link, low, movement, muscles, music, pattern, roll, sequence, shape, slow, speed, strength, timing, travel,</p> <p>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,</p> <p>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.</p>
Year 3	<p>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</p> <p>Athletics: run, jump, throw, agility, power, speed, track, force, distance, curve, accelerate, hurdles, vortex howler, bounce</p>
Year 4	<p>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.</p>
Year 5	<p>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,</p>

	<p>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.</p>
Year 6	<p>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.</p>