

# Year 1 - Progression of Skills and Vocabulary in PE

<b>Year 1</b>	<b>National Curriculum Key Stage 1:</b> Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.	
<b>Health and Fitness</b>	To describe how my body feels before, during and after an activity.	
<b>Evaluating</b>	To watch and describe performances.	
<b>Dance</b>	To copy and repeat actions. To put a sequence of actions together to create a motif. To vary the speed of their actions. To begin to improvise independently to create a simple dance	Movement, speed, style, perform, routine, dance
<b>Gymnastics</b>	To move with control and have awareness of space. To be able to hold balances. Link two or more actions to make a sequence.	Control, balance, jump, land, high, low, shape, move, explore, stretch, space, copy, pike, tuck, star, straddle
<b>Running</b>	To vary the pace and speed while running. To change direction when running. To run in a straight line using correct technique.	Attack, defend, throw, catch, pass, roll, bounce, stop, watch, describe, sportsmanship
<b>Jumping</b>	To perform different types of jumps- two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot To land safely and with control.	
<b>Attack and Defending</b>	To use the terms attacking and defending. To use simple defensive skills such as marking a player or defending a space. To use simple attacking skills such as dodging to get past a defender.	
<b>Ball Skills</b>	<b>Throwing</b>	To throw underarm and overarm. To use rolling skills in a modified game.
	<b>Passing</b>	To pass a ball to a partner over a variety of distances.
	<b>Striking or Hitting</b>	To strike a stationary ball with some control.

	<i>Travelling</i>	To move a ball in different ways, including bouncing and kicking and using equipment to move a ball.	
<b><i>Sport Specific Vocabulary</i></b>			
<b><i>Cricket</i></b>	<b><i>Tennis/Badminton/Squash</i></b>	<b><i>Rugby</i></b>	<b><i>Basketball</i></b>
bat bails wicket bowler fielder batter	racket net rally volley umpire	pass referee touch	backboard bounce shoot
<b><i>Hockey</i></b>	<b><i>Netball</i></b>	<b><i>Football</i></b>	<b><i>Swimming</i></b>
goal quicksticks ball pushes flicks scoop pass goal line hockey stick hit umpire	contact marking pivot sideliners boundaries umpire	defender attacker goal goalkeeper corner goal line foul handball penalty free kick pitch tackle throw in referee	Swimming pool

# Year 2 - Progression of Skills and Vocabulary in PE

<b>Year 2</b>	<b>National Curriculum Key Stage 1:</b> Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.	
<b>Health and Fitness</b>	To know how to carry, lift and place equipment To describe how my body feels during different activities. To explain what my body needs to keep healthy.	
<b>Evaluating</b>	To watch and describe performances using what is seen to improve their own performance. To talk about the differences between their work and that of others.	
<b>Dance</b>	To copy, remember and repeat actions. To create a short motif inspired by a stimulus. To change the speed and level of their actions. To use simple choreographic devices such as unison, canon and mirroring. To use different transitions within a dance motif. To move in time to music.	Sequence, unison, canon, mirroring, direction, compose, transition, timing, phrase, repetition, pace
<b>Gymnastics</b>	To travel by rolling forwards, backwards and sideways. To hold a position whilst balancing on different points of the body To climb onto and jump off the equipment safely.	Points, patches, high, low, travel, strong (tension), stretch (extension), flight, bounce, jump, flexible, spin, shape, land, wide, narrow, curled
<b>Running</b>	To travel at different speeds to suit the purpose. To maintain control during a change of direction when running (avoiding collisions)	Receive, dribble, target, aim, space, dodge, compare, observe, improve, agility, co-ordination, balance
<b>Jumping</b>	To combine different jumps together with some fluency and control. To jump for distance from a standing position with accuracy and control	
<b>Attack and Defending</b>	To use and understand the terms attacking and defending. To use at least one technique to attack or defend to play a modified game successfully.	
<b>Ball Skills</b>	<b>Throwing</b>	To throw different types of equipment in different ways, for accuracy and distance. To throw with accuracy at targets of different heights.
	<b>Passing</b>	To pass a ball accurately to a partner over a variety of distances and begin to use these in modified games
	<b>Striking or Hitting</b>	To strike a ball with increasing control Position the body to strike a ball

	<i>Travelling</i>	To travel with a ball in different directions, side to side, forwards and backwards, with control and fluency.		
<b><i>Sport Specific Vocabulary</i></b>				
<b><i>Cricket</i></b>		<b><i>Tennis/Badminton/Squash</i></b>		<b><i>Rugby</i></b>
bat bails wicket bowler fielder batter		racket net rally volley umpire		pass referee touch
<b><i>Hockey</i></b>		<b><i>Netball</i></b>		<b><i>Football</i></b>
goal quicksticks ball pushes flicks scoop pass goal line hockey stick hit umpire		contact marking pivot sideliners boundaries umpire		defender attacker goal goalkeeper corner goal line foul handball penalty free kick pitch tackle throw in referee
				<b><i>Swimming</i></b>
				Swimming pool

# Year 3 - Progression of Skills and Vocabulary in PE

<b>Year 3</b>	<b>National Curriculum Key Stage 2:</b> <b>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</b>	
<b>Health and Fitness</b>	To explain why it is important to warm-up and cool-down	
<b>Evaluating</b>	To watch, describe and evaluate the effectiveness of a performance. To describe how their performance has improved over time	
<b>Dance</b>	To improvise with a partner to create a simple dance To create motifs from different stimuli. To compare and adapt movements and motifs to create a larger sequence. To use simple dance vocabulary to compare and improve work. To perform with some awareness of rhythm and expression.	Motif, stimuli, rhythm, expression, levels, tension, extension, pattern, pathways, audience, improvisation, interpretation
<b>Gymnastics</b>	To choose ideas to compose a movement sequence independently and with others. To link combinations of actions with increasing confidence, including changes of direction, speed or level. To use jumps within a sequence. To use equipment in a variety of ways- <i>vaults and balances</i>	Pathway, flexible, direct, speeds, sequence, contrasting, direction, springboard, vault, dismount, mount
<b>Running</b>	To combine running with jumping To focus on trail leg and lead leg action when running over hurdles.	Tactics, chest push, bounce pass, opponent, fielding, striking, evade, evaluate, technique, cross, orienteering, navigate
<b>Jumping</b>	To use one and two feet to take off and to land with. To develop an effective flight phase for the standing long jump.	
<b>Attack and Defending</b>	To use simple attacking and defending skills in a game - <i>use fielding skills to stop a ball from travelling past them or to choose and use the best space in a game.</i>	
<b>Outdoor and Adventure</b>	To navigate around a simple orienteering course.	
<b>Ball Skills</b>	<b>Throwing</b>	To throw and catch with greater control and accuracy within games. To throw a ball in different ways in games- <i>high, low, fast or slow.</i>

	<i>Passing</i>	To explore and use different ways of passing the ball- <i>chest push, bounce pass etc.</i> To identify good places to stand when receiving and give reasons for their choice.		
	<i>Striking or Hitting</i>	To develop technique to strike a moving ball with control.		
	<i>Travelling</i>	To travel with a ball in different directions (side to side, forwards and backwards) with control and fluency within a game		
<b><i>Sport Specific Vocabulary</i></b>				
	<b><i>Cricket</i></b>	<b><i>Tennis/Badminton/Squash</i></b>	<b><i>Rugby</i></b>	<b><i>Basketball</i></b>
	boundary crease four six innings no ball wide delivery wicket-keeper over	backhand forehand baseline break double fault drop shot serve ground stroke lob return double hit interference let	forward pass knock on obstruction touch try try line	block double dribble foul free throw guarding jump shot possession rebound technical foul substitute travelling turnover basket
	<b><i>Hockey</i></b>	<b><i>Netball</i></b>	<b><i>Football</i></b>	<b><i>Swimming</i></b>
	shin protector mouth guard official foul centre pass obstruction defender midfielder attacker penalty goal free pass shooting circle penalty corner	feed goal third landing foot offside transverse lines centre circle centre pass goal shooter goal attack centre goal defence goal keeper	offside league draw wall touchline	breaststroke front crawl backstroke freestyle float buoyancy butterfly touch pads stroke starting block

# Year 4 - Progression of Skills and Vocabulary in PE

<b>Year 4</b>	<b>National Curriculum Key Stage 2:</b> Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.	
<b>Health and Fitness</b>	To explain what effect exercise has on my body.	
<b>Evaluating</b>	To watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. To modify their use of skills or techniques to achieve a better result	
<b>Dance</b>	To identify and repeat the movement patterns and actions of a chosen dance style. To compose a dance that reflects the chosen dance style. To confidently improvise with a partner or on their own. To compose longer dance sequences in a small group. To demonstrate precision and some control in response to stimuli. To begin to vary dynamics and develop actions and motifs in response to stimuli. To demonstrate rhythm and spatial awareness. To change parts of a dance as a result of self-evaluation.	Precision, control, choreography, gesture, mimic, mime, flow, machinery, robotic, dynamic, rotation, isolation
<b>Gymnastics</b>	To travel in a variety of ways including flight via transfer of weight. To in a clear, fluent and expressive manner. To create gymnastic sequences that meet a theme or set of objectives- <i>topic, poem</i> To develop good technique when travelling, balancing and using equipment.	Symmetrical, asymmetrical, acceleration, deceleration
<b>Running</b>	To focus on lead leg action when running over hurdles. To speed up and slow down smoothly. To run in co-ordination with others- <i>such as a relay</i>	Strategy, professional, amateur
<b>Jumping</b>	To learn how to combine a hop, step and jump to perform the standing triple jump.	
<b>Attack and Defending</b>	To use a range of attacking and defending skills and techniques in a game - <i>use fielding skills as an individual to prevent a player from scoring.</i>	
<b>Outdoor and Adventure</b>	To use orienteering skills of orientating a map, following a course, and recognition of relevant map symbols.	

<b>Ball Skills</b>	<i>Throwing</i>	To develop a safe and effective overarm bowl.
	<i>Passing</i>	To make things difficult for their opponent by directing the ball into a space, at different speeds and height To pass the ball in two different ways in a game situation with some success.
	<i>Striking or Hitting</i>	To develop technique for hitting whilst moving- <i>such as a rally in badminton</i> To play shots on both sides of the body
	<i>Travelling</i>	To travel whilst in control of the ball (e.g. bouncing) as well as exhibiting evasion techniques.

**Sport Specific Vocabulary**

<b>Cricket</b>	<b>Tennis/Badminton/Squash</b>	<b>Rugby</b>	<b>Basketball</b>
boundary crease four six innings no ball wide delivery wicket-keeper over	backhand forehand baseline break double fault drop shot serve ground stroke lob return double hit interference let	forward pass knock on obstruction touch try try line	block double dribble foul free throw guarding jump shot possession rebound technical foul substitute travelling turnover basket
<b>Hockey</b>	<b>Netball</b>	<b>Football</b>	<b>Swimming</b>
shin protector mouth guard official foul centre pass obstruction defender midfielder attacker penalty goal free pass shooting circle penalty corner	feed goal third landing foot offside transverse lines centre circle centre pass goal shooter goal attack centre goal defence goal keeper	offside league draw wall touchline	breaststroke front crawl backstroke freestyle float buoyancy butterfly touch pads stroke starting block



# Year 5 - Progression of Skills and Vocabulary in PE

<b>Year 5</b>	<b>National Curriculum Key Stage 2:</b> <b>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</b>	
<b>Health and Fitness</b>	To explain some important safety principles when preparing for exercise. To independently choose appropriate warm ups and cool downs.	
<b>Evaluating</b>	To analyse and explain why specific skills or techniques have been used. To create success criteria for evaluating performance/performances.	
<b>Dance</b>	To compose individual, partner and group dances that reflect the chosen dance style. To show a change of pace and timing in their movements. To develop an awareness of their use of space. To use transitions to link motifs smoothly together. To improvise with confidence, still demonstrating fluency across the sequence. To ensure their actions fit the rhythm of the music. To modify parts of a sequence as a result of self and peer evaluation. To use complex dance vocabulary to compare and improve work.	choreograph formation narrative climax counterpoint elevation execution aesthetic
<b>Gymnastics</b>	To create complex and well executed sequences including: Travelling, Balances, Bending, Stretching, Twists, Rolls To create sequences and adapt to variables such as feedback, the needs of a partner and the implementation of equipment.	complex sequences sequence adaptations variables feedback implementation
<b>Running</b>	To accelerate from a variety of starting positions and select their preferred position. To vary speed for difference distances.	
<b>Jumping</b>	To maintain control at each of the different stages of the triple jump	
<b>Attack and Defending</b>	To choose the best tactics for attacking and defending. To use fielding skills, as a team, to prevent the opposition from scoring	
<b>Outdoor and Adventure</b>	To use a range of maps to navigate around an orienteering course using compass points in a competitive situation.	
	<b>Throwing</b>	To throw and catch accurately and successfully under pressure in a game.

<b>Ball Skills</b>	<i>Passing</i>	To use a range of techniques when passing slow in a game- <i>high, low, bounced, fast</i> To pass a ball with speed and accuracy using appropriate techniques in a game situation.
	<i>Striking or Hitting</i>	To explore when different shots are best used. To strike a ball with accuracy in a range of different games to gain an advantage.
	<i>Travelling</i>	To travel with a ball showing changes of speed and directions using either foot or hand under pressure in a game.

**Sport Specific Vocabulary**

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<b>Hockey</b>	<b>Netball</b>	<b>Football</b>	<b>Swimming</b>
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# Year 6 - Progression of Skills and Vocabulary in PE

<b>Year 6</b>	<b>National Curriculum Key Stage 2:</b> Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.	
<b>Health and Fitness</b>	To explain how the body reacts to different kinds of exercise and explain why we need regular and safe exercise.	
<b>Evaluating</b>	To thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements to achieve the best results.	
<b>Dance</b>	<p>To use dramatic expression in dance movements and motifs.</p> <p>To perform with confidence, using a range of movement patterns</p> <p>To demonstrate strong and controlled movements throughout a dance sequence.</p> <p>To combine flexibility, techniques and movements to create a fluent sequence.</p> <p>To move appropriately and with the required style in relation to the stimulus- <i>using various levels, ways of travelling and motifs.</i></p> <p>To show a change of pace and timing in their movements.</p> <p>To move rhythmically and accurately in dance sequences.</p> <p>To dance with fluency and control, linking all movements and ensuring that transitions flow.</p> <p>To demonstrate consistent precision when performing dance sequences.</p>	<p>retrograde</p> <p>dynamics</p> <p>alignment</p> <p>fragmentation</p>
<b>Gymnastics</b>	To create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, rotating, jumping, leaping, swinging, vaulting and stretching.	<p>counter-balance,</p> <p>counter-tension</p> <p>synchronisation</p>
<b>Running</b>	To confidently and independently select the most appropriate pace for different distances and different parts of the run.	
<b>Jumping</b>	To develop and improve their techniques for jumping for height and distance and support others in improving their performance	
<b>Attack and Defending</b>	<p>To think ahead and create a plan of attack or defence applying knowledge of skills for attacking and defending.</p> <p>To work as a team to develop fielding strategies to prevent the opposition from scoring.</p>	
<b>Outdoor and Adventure</b>	To use orienteering skills of orientating a map, using a compass, setting, reading and following bearings, and scale to navigate around an orienteering course.	

<b>Swimming</b>	To swim competently, confidently and proficiently over a distance of at least 25 metres To use a range of strokes effectively- <i>front crawl, backstroke and breaststroke</i> To perform safe self-rescue in different water-based situations		
<b>Ball Skills</b>	<i>Throwing</i>	To throw and catch accurately and successfully under pressure in a game.	
	<i>Passing</i>	To show precision and accuracy when sending and receiving over short and long distances, using a variety of catching/receiving techniques. To choose and make the best pass in a game situation and link a range of skills together with fluency- <i>passing and receiving the ball on the move.</i>	
	<i>Striking or Hitting</i>	To play shots on both sides of the body under pressure including hitting a ball with forehand and backhand.	
	<i>Travelling</i>	To confidently use ball skills in various ways in a game situation, and link these together effectively. Can dribble effectively around obstacles and opponents	
<b>Sport Specific Vocabulary</b>			
<b>Cricket</b>		<b>Tennis/Badminton/Squash</b>	
boundary crease four six innings no ball wide delivery wicket-keeper over		backhand forehand baseline break double fault drop shot serve ground stroke lob return double hit interference let	
<b>Hockey</b>		<b>Netball</b>	
shin protector mouth guard official foul centre pass obstruction defender		feed goal third landing foot offside transverse lines centre circle centre pass	
<b>Rugby</b>		<b>Basketball</b>	
forward pass knock on obstruction touch try try line		block double dribble foul free throw guarding jump shot possession rebound technical foul substitute travelling turnover basket	
<b>Football</b>		<b>Swimming</b>	
offside league draw wall touchline		breaststroke front crawl backstroke freestyle float buoyancy butterfly	

midfielder attacker penalty goal free pass shooting circle penalty corner	goal shooter goal attack centre goal defence goal keeper		touch pads stroke starting block
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