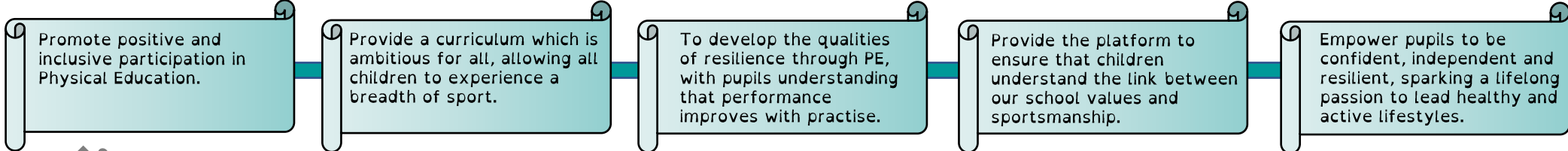




SUBJECT ON A PAGE

PE

Intent – We aim to...



Implementation – How do we achieve our aims?

PE elements and progression of skills

Key skills of physical education underpin the sports and physical activity undertaken in each year group.

Primary concepts



Secondary concepts



Focus Athletes

Children will be shown worldwide representations at the beginning of each new unit of learning. Termly homework tasks will provide children with further opportunities to learn more about specific sports as well as successful teams and individuals.

Ambition for all

The PE curriculum at Berry Hill is ambitious for all pupils, including those with SEND. We have high expectations of what children can achieve and believe that the curriculum should not be diluted or unnecessarily reduced for any learner. We introduce new material in 'manageable chunks'. The size of these chunks may differ between different groups of children but are sequenced in a coherent way to enable pupils to build on prior knowledge. We know that children may face barriers which could affect their learning so adaptations will be made to support individual needs through careful consideration.

"The only one who can tell you "you can't win" is you and you don't have to listen." – Dame Jessica Ennis-Hill, former British Olympic Champion

How PE is structured across Berry Hill

This grid shows the PE subject areas covered in each year group across school.

	Y1	Y2	Y3	Y4	Y5	Y6
DANCE	X	X	X	X	X	X
GYMNASTICS	X	X	X	X	X	X
GAMES	X	X	X	X	X	X
ATHLETICS	X	X	X	X	X	X
OAA	X	X	X	X	X	X
YOGA	X	X	X		X	
FITNESS	X	X	X	X	X	X
SWIMMING			X	X		*
GOLF						X

- Children will be assessed at the end of Year 4 with children who need catch up receiving that in Year 6 to ensure that all children can swim at least 25 metres before leaving primary school.

The national Curriculum

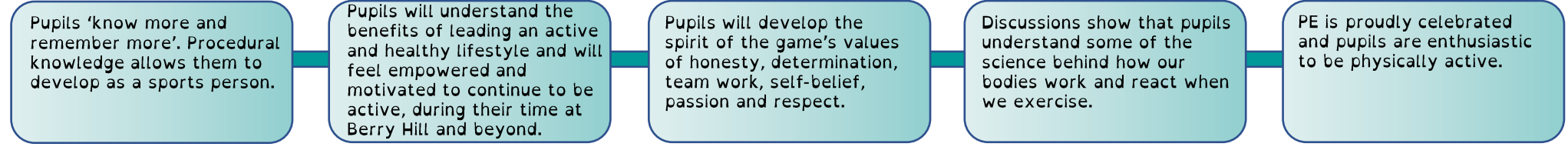
Key stage 1 pupils should be taught

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
- participate in team games, developing simple tactics for attacking and defending.
- perform dances using simple movement patterns.

Key stage 2 Pupils should be taught

- use running, jumping, throwing and catching in isolation and in combination.
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics.
- perform dances using a range of movement patterns.
- take part in outdoor and adventurous activity challenges both individually and within a team.
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Impact – How will we know we have achieved our aims?



CURRICULUM OVERVIEW

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
AUTUMN 1	Introduction to PE 1	Team Building Fundamentals	Ball skills Gymnastics	Fundamentals Gymnastics	Ball skills Tag Rugby	Yoga Hockey	Basketball Tag Rugby
AUTUMN 2	Fundamentals	Target Games Gymnastics	Fitness Team building	Dodgeball Yoga	Basketball Fitness	Dodgeball Dance	Fitness Volleyball
SPRING 1	Ball Skills	Invasion Dance	Dance Target games	Dance Football	Handball Dance	Handball Gymnastics	Gymnastics Netball
SPRING 2	Dance	Athletics Yoga	Athletics Sending and receiving	Fitness Tennis	Athletics Tennis	Football Tennis	Golf Dance
SUMMER 1	Gymnastics	Sending and receiving Fitness	Invasion Net and wall	Athletics OAA	Gymnastics Hockey	Athletics OAA	Athletics Tennis
SUMMER 2	Games	Striking and fielding Yoga	Striking and fielding Yoga	Cricket Netball	OAA Rounders	Cricket Fitness	OAA Rounders

Swimming will be taught to Years 3 and 4 during Spring 2 in a 3-week block where children are having daily sessions. Catch up sessions will be offered to any children in Year 6 who are currently unable to swim 25m.

Year 1 activities in bold will be replaced with Forest School.

DANCE

SKILLS & KNOWLEDGE OF BEING PHYSICALLY ACTIVE

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
ACTIONS	Explore how mu body moves. Copy basic body actions and rhythms.	Copy, remember and repeat actions to represent a theme. Create my own actions in relation to a theme.	Accurately remember, repeat and link actions to express an idea.	Create actions in response to a stimulus individually and in groups.	Respond imaginatively to a range of stimuli related to character and narrative.	Choreograph dances by using, adapting and developing actions and steps from different dance styles.	Show controlled movement which express emotion and feeling.
DYNAMICS	Explore actions in response to music and an idea.	Explore varying speeds to represent an idea.	Develop an understanding of dynamics.	Use dynamics effectively to express an idea.	Change dynamics confidently within a performance to express changes in character.	Confidently use dynamics to express different dance styles.	Explore, improvise and combine dynamics to express ideas fluently and effectively on my own, with a partner or in a small group.
SPACE	Begin to explore pathways and the space around me in relation to others.	Explore pathways within my performance.	Develop the use of pathways and travelling actions to include levels.	Use direction to transition between formations.	Confidently use changes in level, direction and pathway.	Confidently use direction and patterning to express different dance styles.	Use a variety of compositional principle when creating my own dances.
RELATIONSHIPS		Being to explore actions and pathways with a partner.	Explore working with a partner using unison, matching and mirroring.	Develop an understanding of formations.	Use action and reaction to represent an idea.	Confidently use formations, canon and unison to express a dance idea.	Use a variety of compositional principle when creating my own dances.
PERFORMANCE	Perform short phrases of movement in front of others.	Perform on my own and with others to an audience.	Develop the use of facial expressions in my performance.	Perform short, self-choreographed phases showing an awareness of timing.	Perform complex dances that communication narrative and character well, performing clearly and fluently.	Perform dances expressively, using a range of performance skills, showing accuracy and fluency.	Demonstrate a clear understanding of timing in relation to the music and other dancers throughout my performance.

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
ACTIONS	Know and understand that I can move my body in different ways to create interesting actions.	Know that actions can be sequenced to create a dance.	Know that sequencing actions in a particular order will help me to tell the story of my dance.	Know that sharing ideas with others enables my group to work collaboratively and try ideas before deciding on the best actions for our dance.	Know that some actions are better suited to a certain character, mood or idea than others.	Know that different dance styles utilise selected actions to develop sequences in a specific style.	Know that actions can be improved with consideration to extension, shape and recognition of intent.
DYNAMICS	Know and understand that I can change my action to show an idea.	Know that I can create fast and slow actions to show an idea.	know that I can change the way I perform actions to show an idea.	Know that all actions can be performed differently to help to show effect.	Know that some dynamics are better suited to a certain character, mood or idea than others.	Know that different dance styles utilise selected dynamics to express mood.	Know that selecting a variety of dynamics in my performance can help to take the audience on a journey through my dance idea.
SPACE	Know that if I move into space it will help to keep me and others safe.	know that there are different directions and pathways within space.	Know that I can use different directions, pathways and levels in dance.	Know that I can use space to help my dance to flow.	Know that space can be used to express a certain character, mood or idea.	Know that space relates to where my body moves both on the floor and in the air.	Know that combining space and relationships with a prop can help me to express my dance idea.
RELATIONSHIPS		Know that when dancing with a partner it is important to be aware of each other and keep in time.	Know that using counts of 8 will help me to stay in time with my partner and the music.	Know that formation means the same in dance as in other activities such as football, rugby and gymnastics.	Know that some relationships are better suited to a certain character, mood or idea than others.	Know that different styles utilise selected relationships to express mood.	
PERFORMANCE	Know that when watching others I sit quietly and clap at the end.	Know that standing still at the start and at the end of the dance lets the audience know when it has started and when it has finished.	Know that using facial expressions helps to show the mood of my dance.	Know that I can use timing techniques such as canon and unison to create effect.	Know that being aware of other performers in my group will help us to move in time.	Know what makes a performance effective and know how to apply these principles to my own and others' work.	Know that a leader can ensure our dance group performs together.

GYMNASTICS

SKILLS & KNOWLEDGE OF BEING PHYSICALLY ACTIVE

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SHAPES	Show contrast with my body including wide/narrow, straight/curved.	Explore basic shapes, straight, tuck, straddle, pike.	Explore using shapes in different gymnastic balances.	Explore matching and contrasting shapes.	Develop the range of shapes I use in my sequences.	Perform shapes consistently and fluently linked with other gymnastic actions.	Combine and perform gymnastic shapes more fluently and effectively.
INVERTED MOVEMENTS					Develop strength in bridge and shoulder stand.	Explore progressions of a cartwheel.	Develop control in progressions of a cartwheel and headstand.
BALANCES	Explore shapes in stillness using different parts of my body.	Perform balances making my body tense, stretched and curled.	Remember, repeat and link combinations of gymnastic balances.	Explore point and patch balances and transition smoothly into and out of them.	Develop control and fluency in individual and partner balances.	Explore symmetrical and asymmetrical balances.	Explore counter balance and counter tension.
ROLLS	Explore rocking and rolling.	Explore barrel, straight and forward roll progressions.	Explore barrel, straight and forward roll and put into sequence work.	Develop the straight, barrel and forward roll.	Develop the straight, barrel, forward and straddle roll and perform them with increased control.	Develop control in the straight, barrel, forward, straddle and backward roll.	Develop fluency and consistency in the straddle, forward and backward roll.
JUMPS	Explore jumping safely.	Explore shape jumps including jumping off low apparatus.	Explore shape jumps and take off combinations.	Develop stepping into shape jumps with control.	Develop control in performing and landing rotation jumps.	Select a range of jumps to include in sequence work.	Combine and perform a range of gymnastic jumps more fluently and effectively.

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SHAPES	Know that I can make different shapes with my body.	Know that I can improve my shapes by extending parts of my body.	Know that some shapes link well together.	Know how to use my body tension to make my shapes look better.	Know how shapes can be used to improve my sequence.	Know that shapes underpin all other skills.	Know which shapes to use for each skill.
INVERTED MOVEMENTS					Know that inverted movements are actions in which my hips go above my head.	Know that sometimes I need to move slowly to gain control and other times I need to move quickly to build momentum.	Understand that spreading my weight across a base of support will help me to balance.
BALANCES	Know that I should be still when holding a balance.	Know that balances should be held for 5 seconds.	Know that squeezing my muscles helps me to balance.	know that I can make my balances look interesting by using different levels.	Know how to keep myself and others safe when performing partner balances.	Know how to use contrasting balances to make my sequences look interesting.	Know where and when to apply force to maintain control and balance.
ROLLS	Know that I can change my body shape to help me roll.	Know that I can use different shapes to roll.	Know that there are different teaching points for different rolls.	Know that safety considerations when performing more difficult rolls.	Know that I can keep the shape of my roll using body tension.	Know that I need to work within my own capabilities and this may be different to others.	Know that I can use momentum to help me to roll and know where that momentum from.
JUMPS	Know that bending my knees will help me to land safely.	Know that landing on the balls of my feet helps me to land with control.	Know that looking forward will help me to land with control.	Know that I can change the take off and shape of my jumps to make them look more interesting.	Know that I can control my landing by landing toes first, looking forwards and bending my knees.	Know that I can use jumps to link actions and changing the shape of these will make my sequence look interesting.	Know that taking off from two feet will give me more height and therefore more time in the air.
STRATEGY	Know that if I hold a shape and count to five people will see it clearly.	Know that if I use a starting and finishing position, people will know when the sequence starts and ends.	Know that if I use shapes that link well together it will help my sequence flow.	Know that if I use different levels it will help to make my sequence look interesting.	Know that if I use different directions it will help to make my sequence look interesting.	Know that if I use different pathways it will help to make my sequence look interesting.	Know that if I use changes in formation it will help to make my sequence look interesting.

BALL SKILLS

SKILLS & KNOWLEDGE OF BEING PHYSICALLY ACTIVE

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SENDING	Explore sending an object with hands and feet.	Roll and throw with some accuracy towards a target.	Roll, throw and kick a ball to hit a target.	Send a ball with accuracy and increasing consistency to a target.	Accurately use a range of techniques to send a ball to a target.	Demonstrate clear technique when sending a ball under pressure.	Show good technique when sending a ball with increasing control, accuracy and consistency under pressure.
CATCHING	Explore catching to self and with a partner.	Begin to catch with two hands. Catch after a bounce.	Develop catching a range of objects with two hands. Catch with and without a bounce.	Catch a range of objects with increasing consistency.	Catch different sized objects with increasing consistency with one and two hands.	Demonstrate good technique under pressure.	Demonstrate increasing consistency of catching under pressure in a variety of game situations.
TRACKING	Explore stopping a ball with hands and feet.	Track a ball being sent directly.	Consistently track and collect a ball being sent directly.	Track a ball not sent directly.	Consistently track a ball sent directly and indirectly.	Demonstrate a range of techniques when tracking and collecting a ball.	Demonstrate a wider range of techniques when tracking a ball under pressure.
DRIBBLING	Explore dropping and catching with two hands and moving a ball with feet.	Explore dribbling with hands and feet.	Explore dribbling with hands and feet with increasing control on the move.	Dribble a ball with hands and feet with control.	Dribble a ball with increasing control and co-ordination.	Dribble with some control under pressure.	Dribble consistently using a range of techniques with increasing control under pressure.

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SENDING	Know to look at the target when sending a ball.	Know to face my body towards my target when rolling and throwing underarm to help me balance.	Know that stepping with opposite foot to throwing arm will help me to balance.	Know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately.	Know that I can use a variety of ways to send the ball and it may depend on the situation e.g distance, speed, if there is a defender.	Know that controlling a ball before sending it will allow me to send it more accurately.	Know how to make quick decisions about when, how and who to pass to.
CATCHING	Know to have hands out ready to catch.	Know to watch the ball as it comes towards me.	Know to use wide fingers and pull the ball in to my chest to help to securely catch.	Know to move my feet to the ball.	Know to adjust my hands to the height of the ball.	Know when to use different types of catching.	Know how to catch a ball for different situations, considering trajectory, speed, height and size of the ball.
TRACKING	Know to watch the ball as it comes towards me and scoop it with two hands.	Know to move my feet to get in line with the ball.	Know that it is easier to move towards a ball to track it than chase it.	Know that using a ready position will help me to react to the ball.	Know that tracking a ball is an important skill used in games and be able to give examples of this.	Know that tracking a ball will help me to collect/stop/receive it quickly and successfully.	Know how to track a ball for different situations, considering trajectory, speed, height and size of the ball.
DRIBBLING	Know that keeping the ball close will help with control.	Know that moving with a ball is called dribbling.	Know to keep my head up when dribbling to see space/opponents.	Know that dribbling is an attacking skill used in games which helps us to move towards a goal or away from defenders.	Know that dribbling with soft hands/touches will help me to keep control.	Know that dribbling in different directions will help me to lose a defender in game situations.	Know how to choose the appropriate skill for the situation under pressure e.g V dribble in basketball to keep the ball away from the defender.

ATHLETICS

SKILLS & KNOWLEDGE OF BEING PHYSICALLY ACTIVE

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
RUNNING	Explore running and stopping safely.	Explore running at different speeds.	Develop the sprinting action/	Develop the sprinting technique and apply it to relay events.	Develop an understanding of speed and pace in relation to distance. Develop power and speed in the sprinting technique.	Apply fluency and co-ordination when running for speed in relay changeovers. Effectively apply speeds appropriate for the event.	Demonstrate a clear understanding of pace and use it to develop their own and others sprinting technique.
JUMPING	Explore jumping and hopping safely.	Develop balance whilst jumping and landing. Explore hopping, jumping and leaping for distance.	Develop jumping, hopping and skipping actions. Explore safely jumping for distance and height.	Develop technique when jumping for distance in a range of approaches and take off positions.	Develop technique when jumping for distance.	Explore technique and rhythm in the triple jump.	Develop power, control and technique in the triple jump.
THROWING	Explore throwing to a target.	Explore throwing for distance and accuracy.	Develop overarm throwing for distance.	Explore the technique for a pull throw.	Explore power and technique when throwing for distance in a pull and heave throw.	Develop technique and power in javelin and shot put.	Develop power, control and technique when throwing discus and shot put.

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
RUNNING	Know that you use big steps to run and small steps to stop. Know that moving into space away from others helps to keep you safe.	Know that swinging your arms will help you to run faster.	Know that running on the ball of your feet, taking big steps and having elbows bent will help you to run faster.	Know and understand that leaning slightly forwards helps to increase speed. Leaning your body in the opposite direction to travel helps to slow down.	Know that you need to pace yourself when running further or for a long period of time. Understand that a high knee drive, pumping your arm and running on the balls of your feet gives you power.	Know that taking big consistent strides will help to create a rhythm that allows you to run faster. Know that keeping a steady breath will help when running longer distances.	Understand that you need to prepare your body for running and know the muscles groups you need to use.
JUMPING	Know that bending your knees will help you to land safely.	Know that landing on the balls of your feet helps you to land with control. Know that bending your knees will help you to jump further.	Know that swinging arms forwards will help to jump further.	Know that I can use my arms and legs to help me jump further.	Know that transferring weight will help to jump further.	Know that if you drive your knees high and fast you can build power and therefore increase distance in jumps.	Know that a run up builds speed and power and enables you to jump further.
THROWING	Know that bigger targets are easier to hit.	Know that stepping forward with the opposite foot to hand will help you throw further.	Know that you can throw in a straight line by pointing your throwing hand at the target as you let go of the object.	Know and understand that the speed of the movement helps to create power.	know that transferring weight will help to throw further.	Know how to transfer weight in different throws to increase the distance.	Know that you need to prepare your body for throwing and know the muscle groups which will be used.
RULES	Know that rules help us to stay safe.	Know that rules help us to play fairly.	Know how to follow simple rules when working with others.	Know the rules of the event and begin to apply them.	know and understand the rules to be able to mange events.	Understand and apply rules in a variety of events using official equipment.	Understand and apply rules in events that pose an increased risk.

SKILLS & KNOWLEDGE OF BEING PHYSICALLY ACTIVE

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
PROBLEM SOLVING	Explore activities where I have to make my own decisions.	Suggest ideas in response to a task.	Begin to plan and apply strategies to overcome a challenge.	Discuss how to follow trails and solve problems. Work with others to select appropriate equipment for the task.	Plan independently and in small groups, implementing a strategy with increased success.	Explore tactical planning within a team to overcome increasingly challenging tasks.	Share ideas within a group, selecting and applying the best method to solve a problem.
NAVIGATIONAL SKILLS	Explore moving in space and following a path.	Follow a path and lead others.	Follow and create a simple diagram/map.	Identify where I am on a simple map. Use and begin to create simple maps and diagrams and follow a trail.	Identify key symbols on a map and follow a route.	Develop navigational skills and map reading in increasingly challenging tasks.	Orientate a map efficiently to navigate around a course with multiple points.
COMMUNICATION	Develop confidence in expressing myself.	Communicate simple instructions and listen to others.	Work co-operatively with a partner and a small group.	Follow and give instructions and accept other peoples' ideas.	Confidently communicate ideas and listen to others.	Explore a variety of communication methods with increasing success.	Inclusively communicate with others, share job roles and lead when necessary.

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
PROBLEM SOLVING	Know how to make simple decisions in response to a task.	Know that working collaboratively with others will help to solve challenges.	Know that listening to each other's ideas might give us an idea we hadn't thought of.	Know that trying ideas before deciding on a solution will help to come up with the best idea.	Know that discussing the advantages and disadvantages of ideas will help to guide us to a conclusion about which idea to use.	Know that there may be more than one way to solve a challenge and that trial and error may help to choose the best solution.	Know and understand that being able to solve problems is an important life skill.
NAVIGATIONAL SKILLS	Know that moving into space away from others will help me to stay safe. Know to leave a gap when following a path will help me to stay safe.	Know that deciding which way to go before starting will help me.	Know that a map will tell you what to do.	Know how to hold the map so that the items on the map match up to the items that have been places out.	Know how to use a key and use the cardinal points on a map to orientate it.	Know to use a key to identify objects and locations.	Know and understand why having good navigational skills are important.
COMMUNICATION	Know that talking with a partner will help me to solve challenges.	Know that using short instructions will help my partner e.g start/stop.	Know to use encouraging words when speaking to a partner or group to help them trust me.	Know how to take turns when giving ideas and not to interrupt each other.	Know and understand that there are different types of communication and that you can communicate without talking.	Know to be descriptive but concise when giving instructions.	Know that good communication skills are key to solving problem and working effectively as a team.
REFLECTION	Know how to begin to identify when I am successful.	Know how to identify when I am successful and make basic observations about how to improve.	Know how to verbalise when I am successful and areas which require improvement.	Know how to reflect on when and why you are successful at solving challenges.	Know with increased accuracy how to critically reflect on when and why you have been successful at solving challenges.	Know when you are successful at solving challenges and alter methods in order to improve.	Know with increasing accuracy to reflect on when and how you have been successful at solving challenges after altering methods to improve.
RULES	Know that rules help us to stay safe.	Know that rules help us to play fairly.	Know how to follow and apply simple rules.	Know that using the rules honestly will help keep yourself and others safe.	Know and understand the importance of working with integrity.	Know that abiding by rules will enable classmates to complete the course.	Know and understand rules and think creatively to solve the challenge whilst abiding by the rules.

FITNESS

SKILLS & KNOWLEDGE OF BEING PHYSICALLY ACTIVE

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
AGILITY	Explore changing direction safely.	Change direction whilst running.	Demonstrate improved technique when changing direction on the move.	Show balance when changing direction.	Show balance when changing direction at speed.	Demonstrate improved body posture and speed when changing direction.	Change direction with a fluent action and transition smoothly between varying speeds.
BALANCE	Explore balancing whilst stationary and on the move.	Explore balancing in more challenging activities with some success.	Demonstrate increased balance whilst travelling along and over equipment.	Explore more complex activities which challenge balance.	Show control whilst completing activities which challenge balance.	Change my body position to maintain a controlled centre of gravity.	Show fluency and control when travelling, landing, stopping and changing direction.
CO-ORDINATION	Explore moving different body parts together.	Explore co-ordination when using equipment.	Perform actions with increased control when co-ordinating my body with and without equipment.	Co-ordinate my body with increased consistency in a variety of activities.	Explore increased speed when co-ordinating my body.	Demonstrate increased speed when co-ordinating my body.	Co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge.
SPEED	Explore moving and stopping with control.	Explore running at different speeds.	Demonstrate running at different speeds.	Explore sprinting technique.	Demonstrate improved sprinting technique.	Apply the best pace for a set distance or time.	Adapt running technique to meet the needs of the distance.
STRENGTH	Explore taking weight on different body parts.	Explore exercises using my own body weight.	Demonstrate increased control in body weight exercises.	Explore building strength in different muscle groups.	Develop building strength in different muscle groups.	Demonstrate increased technique in body weight exercises.	Complete body weight exercises for increased repetitions with control and fluency.
STAMINA	Explore moving for extended periods of time.	Explore moving for longer periods of time and identify how it makes me feel.	Show an ability to work for longer periods of time.	Explore using my breath to increase my ability to work for longer periods of time.	Demonstrate using my breath to maintain my work rate.	Use a steady pace to be able to move for sustained periods of time.	Use my breath to increase my ability to move for sustained periods of time.

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
AGILITY	Know that moving into space away from others helps to keep you safe.	Know that bending your knees helps you to change direction.	Know that using quick steps helps you to change direction.	Know how agility helps us with everyday tasks.	Know that keeping elbows bent when changing direction will help to stay balanced.	Know that to change direction you push off your outside foot and turn your hips.	know that agility requires speed, strength, good balance and co-ordination.
BALANCE	Know that you can hold your arms out to help you balance.	Know that looking ahead will help with balance.	Know that you can squeeze your muscles to help you balance.	Know how balance helps us with everyday tasks.	Know that you need to squeeze different muscles to help stay balanced in different activities.	Know that dynamic balances are harder than static balances as the centre of gravity changes.	Know where and when to apply force to maintain control and balance.
CO-ORDINATION	Know that moving your arms and legs at the same time help you to walk, run and jump.	Know that using the opposite arm to leg at the same time helps when performing skills such as running and throwing.	Know that some skills require you to move body parts at different times such as skipping.	Know how co-ordination helps us with everyday tasks.	Know that if you begin in a ready position you can react quicker.	Know that people will have varying levels of co-ordination and that you can get better with practice.	Know that co-ordination also requires good balance and how to achieve this.
SPEED	Know that you can use big steps to run and small steps to stop.	Know that if you swing your arms it will help you run faster.	Know that you need to take shorter steps to jog and bigger steps to run.	Know that leaning slight forwards helps to increase speed. Know that leaning your body in the opposite direction to travel help to slow down.	Know that a high drive knee, pumping arms and running on the balls of your feet gives you power.	Know that taking consistent strides will help to create a rhythm that allows you to run faster.	Know that speed can be improved by training and know which speed to select for the distance.
STRENGTH	Know that you can hold your weight on different parts of your body.	Know that exercise helps you become strong.	Know that strengths helps with everyday tasks such as carrying your school bag.	Know that when completing strength activities they need to be performed slowly with control to help keep safe.	know that strength comes from different muscles and know how to improve strength.	Know the name of muscles which are being used.	Know that you can build strength by practicing in your own time.

FUNDAMENTALS SKILLS & KNOWLEDGE OF BEING PHYSICALLY ACTIVE

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
RUNNING	Explore running and stopping. Explore changing direction safely.	Explore changing direction and dodging. Discover how the body moves at different speeds.	Demonstrate balance when changing direction. Clearly show different speeds when running.	Change direction. Show an increase and decrease in speed.	Change direction quickly under pressure. Demonstrate when and how to accelerate and decelerate.	Demonstrate improved body posture and balance when changing direction. Accelerate and decelerate appropriately for the situation.	Change direction with a fluent action. Transition smoothly between varying speeds.
BALANCING	Explore balancing whilst stationary and on the move.	Move with some control and balance. Explore stability and landing safely.	Demonstrate balance when performing movements.	Demonstrate balance when performing other fundamental skills.	Demonstrate good balance and control when performing other fundamental skills.	Consistently demonstrate good balance when performing other fundamental skills.	Show fluency and control when travelling, landing, stopping and changing direction.
JUMPING & HOPPING	Begin to explore take off and landing safely. Explore hopping on both feet.	Demonstrate control in take off and landing when jumping. Being to explore hopping in different directions.	Demonstrate jumping for distance, height and in different directions. Demonstrate hopping for distance, height and in different directions.	Link jumping and hopping actions.	Link hopping and jumping actions with other fundamental skills.	Demonstrate good technique and co-ordination when linking jumps.	Demonstrate good technique when jumping and hopping for distance and height. Fluently link jumps together.
SKIPPING	Explore skipping as a travelling action.	Show co-ordination when turning a rope. Use rhythm to jump continuously.	Explore single and double bounce when jumping in a rope.	Jump and turn a skipping rope.	Consistently skip in a rope.	Show a range of skills when skipping in a rope.	Consistently show a range of skills when skipping in a rope.

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
RUNNING	Know that you can use big steps to run and small steps to stop. Know that moving into space from others helps to keep you safe.	Know that bending your knees will help you to change direction. Know that if you swing your arms it will help you to run faster.	Know that putting weight into the front of your feet helps you to stop in a balanced position. Know that running on the ball of your feet, taking big steps and having bent elbows will help to run faster.	Know that leaning slightly forwards helps us to increase speed (acceleration). Leaning your body in the opposite direction to travel helps to slow down (deceleration). Know that agility helps us with everyday tasks.	Know that keeping your elbows bent when changing direction will help to stay balanced.	Know that to change direction, you push off from your outside foot and turn your hips.	Know that running develops stamina and speed and both can be improved by training over time. Know that agility requires speed, strength, good balance and co-ordination.
BALANCING	Know that you can hold your arms out to help you to balance.	Know that looking ahead will help you to balance. Know that landing on your feet helps you to balance.	Know that squeezing your muscles helps you to balance.	Know how balance helps with everyday tasks.	Know that you need to squeeze different muscles to help you stay balanced in different activities.	Know that balance is a skill used in many different activities and everyday life.	Know that balance underpins many skills in PE and everyday like and this feels different in different situations.
JUMPING & HOPPING	Know that bending your knees will help you to land safely. Know that you can use one foot to hop.	Know that landing on the balls of your feet helps you to land with control. Know that you should hop with a soft bent knee.	Know that if you look straight ahead it will stop you falling over when you land. Know that swinging your arms forwards helps you to jump further.	Know that if you jump and land in quick succession, momentum will help you to jump further.	Know that swinging your non-hopping foot helps to create momentum.	Know that there are different techniques for different situations.	Know when to jump for height or jump for distance in different activities and what to do to achieve this.
SKIPPING	Know that if you hop ten step it will help you to skip.	Know that you should use the opposite arm to leg when you skip. Know that jumping on the balls of your feet helps you to keep a consistent rhythm.	Know that you should swing opposite arm to leg to help you balance when skipping without a rope.	Know that you should turn the rope from your wrists with wide hands to create a gap to step through.	Now that keeping your chest up helps you to stay balanced.	Know that people will have varying levels of skipping ability and that you can get better with practice.	Know that skipping helps to develop co-ordination, stamina and balance.

INVASION

SKILLS & KNOWLEDGE OF BEING PHYSICALLY ACTIVE

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SENDING & RECEIVING	Explore sending and receiving with hands and feet using a variety of equipment.	Explore sending and receiving with hands and feet to a partner.	Developing sending and receiving with increased control.	Explore sending and receiving abiding by the rules of the game.	Develop passing techniques appropriate to the game with increasing success. Catch a ball using one and two hands and receive a ball with feet/object with increasing success.	Develop control when sending and receiving under pressure.	Sending and receiving consistently using a range of techniques with increasing control under pressure.
DRIBBLING	Explore dropping and catching with two hands and moving a ball with their feet.	Explore dribbling with hands and feet.	Explore dribbling with hands and feet with increasing control on the move.	Explore dribbling the ball abiding by the rules of the game under some pressure.	Link dribbling the ball with other actions and change direction whilst dribbling with some control.	Dribble with some control under pressure.	Dribble consistently using a range of techniques with increasing control under pressure.
SPACE	Recognise their own space.	Recognise good space when playing games.	Explore moving into space away from others.	Develop using space as a team.	Develop moving into space to help my team.	Explore moving to create space for themselves and others in their team.	Move to the correct space when transitioning from attack to defence or defence to attack and create and use space for self and others.
ATTACKING	Explore changing direction and tagging games.	Explore changing direction to move away from a partner.	Developing moving into space away from defenders.	Develop movement skills to lose a defender. Explore shooting actions in a range of invasion games.	Change direction to lose an opponent with some success.	Use a variety of techniques to lose an opponent e.g change of direction or speed.	Confidently change direction to lose an opponent.
DEFENDING		Explore tracking and moving to stay with a partner.	Explore staying close to other players to try and stop them getting the ball.	Develop tracking opponents to limit their scoring opportunities.	Develop defending one on one and begin to intercept.	Develop tracking and marking with increase success. Explore intercepting the ball using one and two hands.	Use a variety of defending skills in game situations.

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SENDING & RECEIVING	Know to look at the target when sending a ball and watch the ball to receive it.	Know to look at your partner before sending the ball.	Know to control the ball before sending it.	Know that pointing your hand/foot/stick to your target on release will help you send a ball accurately.	Know that cushioning a ball will help you control it when receiving it.	Know that not having a defender between myself and a ball carrier enables me to send and receive with better control.	Know how to make quick decisions about when, how and who to pass to.
DRIBBLING	Know that keeping the ball close with help with control.	Know that moving with a ball is called dribbling.	Know that keeping your head up will help you to know where the defenders are.	Know that dribbling is a attacking skill which helps us to move towards a goal or away from defenders.	Know that protecting the ball as you dribble will help you to maintain possession.	Know that dribbling in different directions will help to lose a defender.	Know how to choose the appropriate skill for the situation under pressure.
SPACE	Know that being in a space gives you room to play.	Know that being in a good space helps you to pass the ball.	Know that moving into space away from defenders helps you to pass and receive the ball.	Know that be spreading out as a team you move the defenders away from each other.	Know that moving into space will help your team keep possession and score goals.	Know that by moving to space even if not receiving the ball will create space for a teammate.	Know that transitioning quickly between attack and defence will help your team to maintain or gain possession.
ATTACKING	Know that there are different roles in games.	Know that being able to move away from a partner helps your team to pass you the ball.	Know that when you team is in possession of the ball, you are an attacker and you can score.	Know your role as an attacker and defender.	Know when to pass and when to shoot.		
		Know that staying with a partner helps your team to stop them from scoring.	Know that when your team is in possession of the ball, you are a defender and you can stop them from scoring.		Know when to mark and when to intercept the ball.		

NET & WALL SKILLS & KNOWLEDGE OF BEING PHYSICALLY ACTIVE

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SHOTS				Explore returning a ball using shots such as the forehand and the backhand.	Demonstrate technique when using shots playing co-operatively and beginning to execute this competitively.	Develop the range of shots used in a variety of games.	Demonstrate increased success and technique in a variety of shots.
SERVING						Develop the range of serving techniques appropriate to the game.	Serve accurately and consistently.
RALLYING	Explore sending and tracking a ball with a partner.	Explore sending a ball with hands and a racket.	Explore underarm rallying with a partner catching after one bounce.	Explore rallying using a forehand.	Develop rallying using both forehand and backhand with increased technique.	Use a variety of shots to keep a continuous rally.	Successfully apply a variety of shots to keep a continuous rally.
FEEDING		Throw a ball over a net to land into the court area.	Accurately underarm throw over a net to a partner.				
HITTING	Explore hitting a ball with hands and pushing with a racket.	Explore hitting a dropped ball with a racket.	Develop hitting a dropped ball over a net.				
FOOTWORK	Explore changing direction, running and stopping.	Use the ready position to move towards a ball.	Consistently use the ready position to move towards a ball.	Consistently use and return to the ready position in between shots.	Begin to use appropriate footwork patterns to move around the court.	Demonstrate effective footwork patterns to move around the court.	Demonstrate a variety of footwork patterns relevant to the game which is being played.

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SHOTS				Know that pointing the racket face/your hand where you want the ball to go and turning your body will help to hit accurately.	Know when to play a forehand and backhand and why.	Know which skill to choose for the situation.	Know the appropriate skill for the situation under pressure.
SERVING						Know that serving is how to start a game or rally and use the rules applied to the activity for serving.	Know how to begin to apply tactics when serving.
RALLYING	Know to look at the target when sending a ball and watch the ball.	Know that throwing/hitting to my partner with not too much power will help them to return the ball.	Know that sending the ball towards your partner will help you to keep a rally going.	Know that hitting towards your partner will help you to return the ball easier and keep the rally.	Know that moving your feet to the ball will help you to hit in a more balanced position therefore increasing the accuracy of the shot.	Know that playing the appropriate shot will help to keep the rally going. Know that control is more important than power to keep a rally going.	Know how to play different shots depending on if a rally is co-operative or competitive.
FEEDING		Know to use an underarm throw to feed to a partner.	Know to place enough power on a ball to let it bounce once but not too much so that my partner can't return it.				
HITTING	Know to point my hand/object at my target when hitting the ball.	Know to use the centre of the racket for control.	Know to watch the ball as it comes towards you to help you to prepare to hit it.				

STRIKING & FIELDING SKILLS & KNOWLEDGE OF BEING PHYSICALLY ACTIVE

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
STRIKING	Explore sending a ball to a partner.	Explore striking a ball with their hand and equipment.	Develop striking a ball with their hand and equipment with some consistency.	Begin to strike a bowled ball after a bounce with different equipment.	Develop batting technique with a range of equipment.	Explore defensive and driving hitting techniques and directional batting.	Strike a bowled ball with increasing accuracy and consistency.
FIELDING	Explore tracking and stopping a rolling ball.	Develop tracking and retrieving a ball.	Develop tracking a ball and decision making with the ball.	Explore bowling to a target and fielding skills to include a two-handed pick up.	Develop bowling with some consistency, abiding by the rules of the game.	Develop over and underarm bowling technique. Develop long and short barrier and two-handed pick up.	Use a wider range of fielding skills with increasing control under pressure.
THROWING	Explore rolling, throwing and catching using a variety of equipment.	Explore technique when throwing over and underarm.	Develop co-ordination and technique when throwing over and underarm.	Use overarm and underarm throwing in game situations.	Use overarm and underarm throwing with increased consistency in game situations.	Demonstrate good technique when using a variety of throws under pressure.	Consistently demonstrate good technique in throwing skills under pressure.
CATCHING		Develop co-ordination and technique when catching.	Catch with two hands with some co-ordination and technique.	Catch with some consistency in game situations.	Begin to catch with one and two hands with some consistency in game situations.	Explore catching skills (close/deep and wicket keeping) and apply these with some consistency in game situations.	Consistently demonstrate good technique in catching skills under pressure.

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
STRIKING	Know to point my hand at my target when striking a ball.	Know that the harder you strike, the further the ball will travel.	Know the role of a batter. Know that striking quickly will increase the power.	Know that striking to space away from the fielders will help you to score.	Know that using the centre of the bat will provide the most control and accuracy.	Know that stance is important to allow you to be balanced as you hit.	Know that the momentum and power for striking a ball comes from legs as well as arms.
FIELDING	Know to scoop a ball with two hands.	Know that throwing the ball back is quicker than running with it.	Know that there are different roles within a fielding team. Know to move towards the ball to collect it to limit a batter's points.	Know to look at where a batter is before deciding what to do. Know to communicate with teammates before throwing them a ball.	Know that it is easier to field a ball that is coming towards you rather than away so set up accordingly.	Know that backing up a fielder as a ball is being thrown will help to increase the chances of fielding successfully.	Know which fielding action to apply for the situation.
THROWING	Know to point your hands at the target when throwing. Know to have hands out ready to catch.	Know which type of throw to use to throw over longer distances.	Know that stepping with opposite foot to throwing arm will help you to balance.	Know that overarm throwing is used for long distances and underarm throwing for shorter distances.	Know that being balanced before throwing will help to improve the accuracy of the throw.	Know where to throw the ball in relation to where a batter is.	Know that accuracy, speed and consistency of throwing and catching will help to limit a batter's score. Consistently make good decisions on who to throw to and when to throw in order to get batters out.
CATCHING		Know to watch the ball as it comes towards me.	Know to use wide fingers and pull the ball in to your chest to help you securely catch.	Know to move your feet to the ball.	Know to track the ball as it is thrown to help to improve the consistency of catching.	Know when to use a close catch technique or deep catch technique.	
TACTICS	Know how to make simple decisions in response to a task.	Know that tactics can help us when playing games.	Know and apply simple tactics for attacking (batting) and defence (fielding).	Know that using simple tactics will help your team to achieve an outcome.	Know that applying attacking tactics will help to score points and avoid getting out. Know that applying defending tactics will help to deny space, get opponents out and limit points.	Know the need to tactics and identify when to use them in different situations.	Know and apply some tactics in the game as a batter, bowler and fielder.
RULES	Know the rules help us to stay safe.	Know that rules help us to play fairly.	Know how to score points and follow simple rules.	Know the rules of the game and begin to apply them.	Know and understand the rules to be able to manage your own games.	Know and apply rules in a variety of striking and fielding games whilst playing and	Know, apply and use rules consistently in a variety of striking and fielding games

SWIMMING

SKILLS & KNOWLEDGE OF BEING PHYSICALLY ACTIVE

	BEGINNERS	DEVELOPERS	INTERMEDIATE
STROKES	Can swim over a 10m distance with a buoyancy aid. Can begin to use arms and legs together, more effectively across the water unaided.	Develop technique for specific strokes to include head above water breaststroke, backstroke and front crawl.	Can identify personal best in a range of strokes. Successfully selecting and applying their quickest stroke over a distance of 25m.
BREATHING	Can submerge confidently in the water. Can begin to explore breathing in sync with kicking actions.	Demonstrate a good breathing technique in front crawl.	Can demonstrate a smooth and consistent breathing technique in a range of strokes over a distance of 25m.
WATER SAFETY	Demonstrate an awareness of water safety and float on your front and back.	Can comfortably use some personal survival techniques to include survival strokes such as sculling and treading water.	Can perform a variety of survival techniques.

	BEGINNERS	DEVELOPERS	INTERMEDIATE
STROKES	Know that using cupped hands will help you to swim as the water cannot escape between your fingers. Know that moving your arms quickly will help you to pass through the water.	Know that lifting your hips will help to keep you afloat whilst swimming. Know that keeping your legs together for crawl help to keep you straight in the water.	Know that pulling harder through the water will enable you to travel the distance in fewer strokes and travel faster. Know that making your body streamlined helps you to glide through the water.
BREATHING	know that when you swim, your inhale through your mouth when you face is above water and exhale through your mouth or nose when your face is underwater.	Know that turning your head to the side to breathe will allow you to swim with a good technique.	Know that breathing every three strokes helps to balance your stroke and allows you to practise breathing on both sides.
WATER SAFETY	know that floating can help to keep you safe, and it uses less energy than swimming.	Know that treading waters enables you to keep upright and in the same space. Know what to do if you fall in the water.	Know that a group of people can huddle together to conserve body heat, support each other and provide a larger target for rescuers. Know which survival technique to use for the situation.
RULES	Know that walking on poolside helps to keep safe. Know how to safely enter and exit the pool.	Know and understand the water safety rules.	Know that different environments have different rules to keep you safe around water.

TARGET GAMES SKILLS & KNOWLEDGE OF BEING PHYSICALLY ACTIVE

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
THROWING	Explore throwing using a variety of equipment.			Explore throwing at a moving target.	Throw with increasing accuracy at a target.	Demonstrate clear technique and accuracy when throwing at a target.	Throw with increasing control under pressure.
CATCHING (DODGEBALL)				Begin to catch whilst on the move.	Catch with increasing consistency.	Demonstrate good technique and consistency in catching skills.	Catch with increasing control under pressure.
STRIKING			Develop striking a ball with equipment with some consistency.	Begin to strike a ball with accuracy and balance.	Strike a ball with increasing consistency.	Develop a wider range of striking techniques and begin to use them under pressure.	Use a variety of striking techniques with control and under pressure.
THROWING OVERARM		Explore technique throwing overarm towards a target.	Develop co-ordination and technique when throwing overarm towards a target.				
THROWING UNDERARM		Explore technique when throwing underarm towards a target.	Develop co-ordination and technique when throwing underarm towards a target.				
CATCHING	Explore catching using a variety of equipment.						

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
CATCHING (DODGEBALL)				Know that beginning in a ready position will help when reacting to the ball.	Know that moving your feet to a ball and pulling it in to my chest will help to you to catch more consistently.	Know to stay towards the back of the court area to give you more time to catch.	Know that you need to make quick decisions on if to catch or if to dodge the ball.
STRIKING			Know to finish with my arm/object pointing at the target.	Know that using a bigger swing will give more power.	Know that using a smooth action will help to increase accuracy.	Know that aligning your body and equipment before striking will help to keep you balanced.	Know which skill to select for the situation.
THROWING	Know to point my hand at a target when throwing.	Know which type of throw to use for distance and accuracy. Know that my body position will affect the accuracy of my throw.	Know that stepping with the opposite foot to throwing arm will help with balance. Know that moving your arm quicker will give you more power.	Know to throw slightly ahead of a moving target.	Know that one handed throws are used for speed and accuracy. Know that keeping your elbow high and stepping with your opposite foot will help to increase the power.	Know to aim low to make it difficult for an opponent to catch.	Know who to throw at and when to throw in order to get opponents out.
CATCHING	Know to have hands out						

YOGA

SKILLS & KNOWLEDGE OF BEING PHYSICALLY ACTIVE

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
BALANCE	Explore shapes in stillness using different parts of the body.	Perform balances and poses making my body tense, stretched and curled.	Remember, copy, and repeat sequences of linked poses.	Demonstrate increase control when in poses.		Use your breath to maintain balance within an individual and partner pose.	
FLEXIBILITY	Explore shapes and actions to stretch your body.	Explore poses and movements that challenge your flexibility.	Show increased awareness of extension in poses.	Explore poses and movement in relation to your breathing.		Develop flexibility by connecting movement with breathing.	
STRENGTH	Explore taking weight on different body parts.	Explore strength whilst transiting from one pose to another.	Demonstrate increased control in performing poses.	Explore arm balances with some control.		Demonstrate increased control and strength when in and transitioning between poses.	
MINDFULNESS	Explore your own feelings in response to an activity or task .	Recognise your own feelings in response to a task.	Explore controlling your focus and sense of calm.	Develop your ability to stay still and keep focus.		Explore methods which can be used to control how you feel.	

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
BALANCE	Know that it is easier to balance using more parts of your body than fewer parts.	Know that if you focus on something still it will help you to balance.	Know that you can squeeze your muscles to help you balance.	Know that if you use the whole of the body part in contact with the floor, it will help you to balance.		Know that you need to apply force to maintain balance in a partner pose.	
FLEXIBILITY	Know that you can make your body longer by reaching out with your arms and legs.	Know that yoga helps to improve flexibility which we need in everyday tasks.	Know that flexibility helps us to stretch out muscles and increase the movement in our joints.	Know that if you move as you breathe out you can stretch a little bit further.		Know that you can improve your flexibility when moving with your breathing.	
STRENGTH	Know thar you can hold your weight on different parts of your body.	Know that you can use your strength to move slowly and with control.	Know that strength helps us with everyday tasks such as carrying your school bag.	Know that you need to use different muscles for different poses.		Know the muscles you are using by name.	
MINDFULNESS	Know how movement makes you feel.	Know that yoga can make you feel happy.	Know that you can use yoga to make you feel calm.	Know that you can use your breathing to focus.		Know that there are different techniques you can use to control how you feel.	

PE VOCABULARY PROGRESSION

	TERM 1	TERM 2	TERM 3
EYFS			
YEAR 1	<p>Team building : Solve, teamwork, lead, direction, co-operate, instructions, share, listen, safely, travel.</p> <p>Fundamental skills: Balance, direction, land, fast, safely, jump, hop</p> <p>Target games :Far, aim, team, throw, score, send points, distance, overarm, underarm, target.</p> <p>Gymnastics : Action, travel, balance, jump, direction, roll, point, shape, speed, fast, slow, level.</p>	<p>Invasion: safely defender, dribbling, pass, attacker, space, points, score, team.</p> <p>Dance: counts, action, travel, pose, move, direction, forwards, backwards, speed, fast, slow, level, shape.</p> <p>Athletics: fast, slow, jump, aim, direction, far, bend, improve, hop, safely, travel, balance.</p> <p>Yoga: space, pose, slowly, listen, breath, breathe, copy, balance, stretch</p>	<p>Sending and receiving: aim, throw, roll, kick, catch, safely, racket.</p> <p>Fitness: exercise, heart, lungs, oxygen, mood, healthy, body.</p> <p>Striking and fielding: throw, score, place, strike, send, runs, track, catch, backstop/wicket keeper, batter, bowler, fielder.</p> <p>Net and wall: safely, ready position, partner, score, racket, net, underarm, space, point.</p>
YEAR 2	<p>Ball skills: overarm, distance, dribble underarm, collect, target.</p> <p>Gymnastics: action, travel, balance, jump, direction, roll, link, sequence, straddle, pike, tuck.</p> <p>Fitness: speed, distance, sprint, strong, pace, jog, steady, race.</p> <p>Team building: solve, support, map, direction, co-operate, successful, share, plan, communicate.</p>	<p>Dance: counts, action, travel, shape, direction, speed, level, space, balance, timing, mirror, pathway.</p> <p>Target games: far, aim, team, throw, score, send, points, distance, overarm, underarm, target.</p> <p>Athletics: speed, jog, sprint, pace, balance, direction, take off, landing, swing, height, distance, overarm, underarm.</p> <p>Sending and receiving: track, send, accurate, target, control, release, receive.</p>	<p>Invasion: possession, send, teammate, chest pass, received, goal, dodge, bounce pass.</p> <p>Net and wall: receive, ,opponent, quickly, trap, defend, return, collect, against.</p> <p>Striking and fielding: throw, score, place, strike, send, runs, track, catch, backstop/wicket keeper, batter, bowler, fielder.</p> <p>Yoga: focus, pose, position, listen, feel, breath, create, choose, flow.</p>
YEAR 3	<p>Fundamentals: distance, technique, accelerate, decelerate, control, momentum, co-ordination, stability, pace, rhythm, tension, transfer.</p> <p>Gymnastics: matching, contrasting, sequence, direction, interesting, flow, explore, control, shape, create.</p> <p>Dodgeball: throw, dodge, defend, block, catch, rules, attack, caught, possession, court, protect, communicate, opposition.</p> <p>Yoga : strength, flexibility, stable, control, perform, mindfulness, grounded, down dog, link, try, relax, technique</p>	<p>Football: goalkeeper, opponent, opposition, dribbling, defender, attacker, communicate, tracking, control, tackle, outside, possession, inside, available.</p> <p>Fitness: strength, distance, balance, control., accurately.</p> <p>Tennis: control, return, opponent, accurately.</p> <p>Dance: unison, explore, create, feedback, perform, timing, levels, flow, dynamics, expression, actions.</p>	<p>Athletics: speed, accurately, power, personal best, determination, further, faster, control, strength, pace.</p> <p>OAA: rules, navigate, grid, route, discuss, trust, plan</p> <p>Cricket: runs, strike, fielding, stance, grip, technique, retrieve, stumped, wicket, batting, wicket keeper, bowl, two-handed pick up, short barrier.</p> <p>Netball: footwork, pivot, opponent, opposition, receiver, landing foot, interception, rebound, obstruction, possession, attack, defence, contact, mark.</p>
YEAR 4	<p>Ball skills: release, consistently, select, technique, control, persevere, chest, overhead, shoulder.</p> <p>Tag rugby: defence, tag, opponent, oppositions, score, receiver, try, possession, onside, outwit, mark, dodge, offside.</p> <p>Basketball: travelling, v dribble, opponent, opposition, double dribble, receiver, tracking, possession, playing area, rebound.</p> <p>Fitness: technique, co-ordination, healthy, progress, muscle, stamina.</p>	<p>Handball: dribble, shoot, opponent, opposition, possession, grip, interception, protect, fluid, defence, mark, double dribble, attack.</p> <p>Dance: space, action, levels, timing, reaction, performance, dynamics, unison, represent, expression.</p> <p>Athletics: stamina, speed, pace, technique, determination, perseverance, officiate, power, accuracy, personal best, flight.</p> <p>Tennis: ready position, return, serve, rally, control, opponent, forehand, backhand.</p>	<p>Gymnastics: technique, perform, apparatus, quality, rotation, inverted, sequence, extension, shape.</p> <p>Hockey: dribble, shoot, opponent, opposition, grip, receiver, interception, trapping the ball, obstruction, possession, attack, defence, mark, push pass.</p> <p>OAA: leader, inclusive, effectively, orientate, symbol.</p> <p>Rounders: strike, fielding, stance, technique, rounder, batting, retrieve, stumped, backstop, bowl, two-handed pick up, short barrier, post.</p>
YEAR 5	<p>Yoga: quality, develop, salutation, collaboratively, notice, high lunge, transition, connected, calm, fluidity, practice, aware.</p> <p>Hockey: obstruction, trapping the ball, support, consistently, conceding, possession, interception, bully off, block tackle.</p>	<p>Handball: pressure, tactics, angle, inclusion, transfer, delay, support, reaction, create, control, release, principle, close down.</p> <p>Gymnastics: symmetrical, asymmetrical, extension, rotation, synchronisation, canon, inverted, progression.</p>	<p>Athletics: technique, compete, continuous pace, slight, determination, personal best, momentum, stride, down sweep, upsweep, officiate, rhythm.</p> <p>OAA: tactical, collaborate, control card, collective, orienteering.</p>