



What does it mean to be a physically active? What does it mean to behave and think like a sports person / athlete?

- The ability to acquire new knowledge and skills exceptionally well and develop an in-depth understanding of PE
- The willingness to practice skills in a wide range of different activities and situations, alone, in small groups and in teams and to apply these skills in chosen activities to achieve exceptionally high levels of performance
- High levels of physical fitness
- A healthy lifestyle, achieved by eating sensibly, avoiding smoking, drugs and alcohol and exercising regularly
- The ability to remain physically active for sustained periods of time and an understanding of the importance of this in promoting long-term health and well-being
- The ability to take the initiative and become excellent young leaders, organising and officiating, and evaluating what needs to be done to improve, and motivating and instilling excellent sporting attitudes in others
- Exceptional levels of originality, imagination and creativity in their techniques, tactics and choreography, knowledge of how to improve their own and others' performance and the ability to work independently for extended periods of time without the need of guidance or support
- A willingness to participate eagerly in every lesson, highly positive attitudes and the ability to make informed choices about engaging fully in extra-curricular sport

PE & GAMES - Progression of Skills and Knowledge

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			Gymnastics Dance Games OAA Athletics	Gymnastics Dance Games OAA Athletics	Swimming Gymnastics Dance Games (including hockey, football, rounders and tennis) Athletics OAA	Gymnastics Dance Games (including netball, football, hockey, rugby and rounders) Athletics OAA	Gymnastics Dance Games (including netball, football, hockey, rugby, tennis and cricket) Athletics OAA	Gymnastics Dance Games (including netball, football, hockey, rugby, tennis and cricket) Athletics OAA
Games	Invasion Games (hockey, football, rugby and netball)	Throw and catch a range of objects e.g. scarves, bean bags, footballs and tennis balls	Throw and catch a ball and with a partner			Know and understand that, in some games, you have to be in the correct position in order to attempt to score	Pass to players who are in a position to shoot at goal	Show an understanding of attacking and defending positions
		Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball e.g. relay games, under/over games and throwing and catching in pairs	Know and understand the term 'feed'		Attack and defend in a one on one game	Be able to identify and move to a goal scoring position /zone	Be able to pass the ball 3 times before a shot on goal can take place	Be able to identify opportunities to intercept
			Know and understand the term 'intercept'			Know and understand that some areas should be defended more carefully within a game	Know and understand that players must pass to others to increase the chances of scoring a goal	Know and understand the term 'intercept'
						Be able to choose priority areas to defend		Apply knowledge of attacking and defending in rugby
					Know and understand the term 'dribble'	Teach rules of a game making it as safe as possible		Apply knowledge of attacking and defending in hockey
								Apply knowledge of attacking and defending in football

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
								Apply knowledge of attacking and defending in netball
	Striking and Fielding Games (cricket and rounders)	Further develop and refine a range of ball skills including catching a ball that has bounced, and bouncing a ball to a partner and catching it.	Catch a ball before it bounces	Cleanly hit a moving ball with a bat	Hit the ball and run until the ball is returned – bat and run to distant bases	Pass and catch in a team using accurate throws	Hit the ball and run between the wickets to score runs	Anticipate the travel path of a ball
				Know and understand the term ‘bat’	Know and understand how to throw balls at a distance	Be able to select areas to hit the ball to increase number of runs	Score as many runs as possible in one cricket innings as part of a pair	Know and understand that, in cricket, multiple fielders attempt to stop the batter’s play
				Know and understand the role of a ‘batter’	Know and understand how a batting term is completed once a ball is returned to base		Be able to bowl for a team player to readily attempt to hit the ball	Know and understand that it is advantageous to attempt to field a batter ‘out’
					Know and understand how hitting the ball further increases the chance of running further distances	Know and understand how a batting term is completed once a ball is returned to base	Know and understand the term ‘run’ and how to score a run	
						Know and understand how hitting the ball further increases the chance of running further distances	Know and understand the term ‘innings’	
						Show an understanding of appropriate positions to catch a ball		
						Be able to aim accurately using appropriate throwing technique		
						Know and understand that throws should be different depending on where you want the ball to land		
						Know and understand the difference between throwing ‘short and low’ and ‘long and high’		
	Net Games (tennis)			Throw or hit a ball over a net	Throw or hit a ball over a net and make it bounce twice		Describe the scoring system for tennis and know that ball should only bounce once	Be able to move quickly and easily around a narrow playing area
					Know and understand how to position themselves to make defending easier		Play tennis and use a basic tennis scoring system	Play as part of a pair showing an element of spatial awareness
					Be able to return a served ball (with one bounce)		Know and understand where best to stand in preparation for receiving a ball	Know and understand that the aim is to hit the ball so it lands in opponents’ half of the court
							Know and understand that it is advantageous to keep the ball inside the playing area	
Vocabulary		Space Technique Equipment People Throw	Feed Intercept Striking Catching Speed	Bat Batter Hitting Direction Controlling Shooting	Batting term Defending Possession Fielding Receive Attacking	Positioning Tactics Offside Onside	Advantage Innings Love Deuce Serve	Playing area Opponent Advantageous Ball carrier Tagging

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		Catch Roll Relay Team Pass Hand eye coordination		Scoring	Travelling Coordinating Communication Dribbling Back board Double dribble Assist Free-throw Slam dunk	Footwork Pivoting Centre pass Obstruction Marking GD, GK, C, GA, GS Run Bowl Wickets Run out	return Base line Rally Forehand Backhand Lob Singles/doubles Challenge (decision) Channel Chip Push pass Pass and go Sweep Dodge Clearing	Try Contact Intercept
Dance		Move to music in different ways to express feelings, and develop control and grace	Display the difference between energetic and emotional movements	Make a dance to show different moods	Make a dance that looks like machinery – use changes of speed, strength, level, direction and space	Create and perform dances based on characters and narrative	Copy and perform a famous dance – know the name and series of steps	Make and perform a dance with 3 sections – start, middle and end
			Know and understand the terms 'energetic' and 'emotional' when used in dance and movement context	Be able to understand the style of dance which is being performed	Know and understand how to change speeds, strengths, levels and directions to look like a specific process	Know and understand how to teach a sequence to a partner and to perform in time with a partner	Make and perform a dance with 3 sections – understand dance 'patterns' and 'dance phrases'	Use a visual film to inspire dance movement including 'meeting', 'parting', 'unison' and 'canon'
				Be able to guess the mood an individual is dancing	Be able to guess which part of a process an individual is dancing	Know and understand how to sequence movements that move people together and apart		Know and understand the dance terms 'meeting', 'parting', 'unison' and 'canon'
Vocabulary		Control Grace Expressing feelings Movements Timing	Energetic Emotional Expression Footwork Stillness Space Performance	Mood Style Direction Coordination Musicality Sequencing	Speed Strength Levels Directions Linking Narrative Repetition Unison Characterisation	Speed Strength Levels Directions Linking Narrative Repetition Unison Characterisation	Patterns Dance phrases Series of steps Sections Development Asymmetrical Symmetrical Mirroring Matching	Meeting Parting Unison Canon
Gymnastics		Combine different movements with ease and fluency e.g. rolling, crawling, sliding and hopping	Create and perform up to 4 elements on the floor	Sequence together jumps, shapes and balances	Perform a sequence with 4 elements in time with a partner by starting together and moving apart	Perform a sequence with 6 elements in time with a partner by starting together and moving apart	Perform a sequence with 8 elements – using asymmetry, symmetry, mirroring, matching	Perform a 10-element sequence in a small group
		Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group e.g. using balance beams, platforms and climbing equipment	Perform with a partner – combine 2 sequences using apparatus	Perform with a partner - combine 2 sequences between floor and apparatus	Perform a sequence with 4 elements in time with a partner	Perform a sequence with 6 elements in time with a partner	Perform an 8-element sequence on apparatus – include elements at 3 different levels	Perform a sequence with 10 elements individually – including 'flight'
		Use their core muscle strength to achieve a good posture e.g. yoga	Know and understand the term 'elements' and be able to identify and link elements	Perform a sequence of contrasting actions	Know and understand how to teach a sequence to a partner and to perform in time with a partner	Know and understand how to teach a sequence to a partner and to perform in time with a partner	Know and understand the terms: 'asymmetrical', 'symmetrical', 'mirroring' and 'matching'	Know and understand the term 'flight'
		Develop coordination and balance e.g. crossing the midline activities	Know and understand how to link floor and apparatus movements together	Perform a sequence of balances and different speeds – choose 3 balances and link with different speeds of travelling	Know and understand how to sequence movements that move people together and apart	Know and understand how to sequence movements that move people together and apart	Know and understand how to perform at different levels	Know and understand how people can be arranged in different ways in 1 sequence

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Gymnastics				Know and understand the terms 'contrast' and 'extension'				
Vocabulary		Balance Coordination Jump Land Bend Control	Elements Floor Apparatus Sequence Forwards Backwards Point balances	Contrast Extension Travelling Shapes Wide/Narrow Partner balances Levels	Assess Reflect Adapt Adapt Modify Improve Refine	Assess Reflect Adapt Adapt Modify Improve Refine	Asymmetrical Symmetrical Mirroring Matching Flight Muscles Joints	Asymmetrical Symmetrical Mirroring Matching Flight Muscles Joints
Swimming					Be able to swim a distance of 25m			
					To be able to use a range of strokes effectively			
					To perform safe self-rescue in different water-based situations			
Vocabulary					Safe self-rescue Strokes - Breaststroke - Backstroke - Front crawl - Butterfly Dolphin kick Lap/length Breathing Treading			
OAA		Navigate the school by identifying familiar places	Follow the arrows around a trail	Know and understand how equipment can be used in different ways to perform an activity	Know and understand the terms 'control point' and 'orienteeing'	Devise different methods of communication	Find control points within the time limit	Plan to complete and then complete an orienteeing course – develop an efficient order of finding control points
			Know and understand the word 'trail'	Use a variety of equipment and work in a team to complete a task	Follow a map to find a control point	Use equipment to solve a challenge	Orient a map and set and follow a pace to complete a challenge	Solve a problem as part of a team
				Follow the arrows around a trail		Know and understand how to deliver non-confusing instructions	Direct an individual and a group of people around obstacles	Know and understand how the same principles can be adapted to solve similar challenges
				Know and understand the word 'trail'		Know and understand how to communicate ideas in a team so a challenge is completed	Know and understand what a 'rope maze' is and how to make and lead someone around it	Know and understand how to assess the efficiency and difficulty of travelling to each control point
Vocabulary		Follow Identify Turn End point Recognise	Trail Navigate Travel Map Equipment Teamwork	Trail Navigate Travel Map Equipment Teamwork	Orienteeing Control point Orienteeing Map Compass directions Orientate	Orienteeing Control point Orienteeing Map Compass directions Orientate	Time limit Rope maze	Problem solving Principles Assessing efficiency
Athletics		Develop agility skills though negotiating space e.g. zig zag and relay games	Move beanbags from hoop to hoop – How many can they move in 30 seconds?	How far can they throw? Choose appropriate throwing technique for distance.				

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			How many cones can they touch in a time?	How high can they throw? Choose appropriate throwing technique for height.	Try different ways of throwing– use a variety of techniques	Identify effective methods of throwing	Identify effective methods of throwing a tennis ball	
				How accurately can they throw? Throw to the middle of a target		Know and understand the importance of throwing and following through	Know and understand the importance of throwing and following through	Change body position to help improve throwing accuracy – improve initial performance
		Demonstrate co-ordination when doing 2-footed jumps e.g. speed bounce, apparatus, forwards and backwards, for distance		Select appropriate jumping technique to cover a distance in less than 5 jumps	Try different ways of jumping– use a variety of techniques	Identify effective methods of jumping and set realistic targets	Measure how high and far they can jump using a variety of techniques	Consistently perform a legal long jump from optimum run-up
		Move in different ways e.g. walking, jumping, running, hopping and skipping	Know and understand quicker and slower ways of travelling	Try different ways of running– use a variety of techniques	Try different ways of running– use a variety of techniques (Could you time how long it takes to run 60m?)	Be able to run 60m in 26 seconds	Be able to run 60m in 22seconds	Be able to run 60m in 20 seconds
			Evaluate their performance using time		Know and understand how altering the movement of any parts of the body during performance affects end results	Know and understand the importance of landing with bent knees	Know and understand the importance of landing with bent knees	Know and understand where legal long jumps are measured from and to develop a broader range of skills (use of sand pit and take-off board)
						Know and understand how runners need to pace themselves	Know and understand how runners need to pace themselves	Know and understand skill elements of starting and accelerating in sprint races
Vocabulary		Jump Run Skip Hop Throw Catch Speed Balance Coordinate	Quicker Slower Evaluate Performance Time limit Competition Assess	Technique Distance Height Accuracy Challenge Stride Sprint	Performance Dynamic Stationary Running jump Triple jump Long jump High jump (wall tap) Speed Following through Aim Goals Pace Train	Performance Dynamic Stationary Running jump Triple jump Long jump High jump (wall tap) Speed Following through Aim Goals Pace Train	Landing Take off Measure Personal goal Legal Take off board Accelerating	Landing Take off Measure Personal goal Legal Take off board Accelerating