



Whitehouse Primary School – PE skills, knowledge and vocabulary progression



Dance

<u>Year Group</u>	<u>Health and Fitness</u>	<u>Dance Skills</u>	<u>Compete / Perform</u>	<u>Knowledge + Vocabulary</u>
<u>EYFS</u>	Describe how the body feels when still and when exercising.	Join a range of different movements together. Create a short movement phrase which demonstrates their own ideas.	Control my body when performing a sequence of movements.	<u>Vocab</u> Travel, action, space, shape, perform, level, copy, counts. <u>Knowledge</u> <ul style="list-style-type: none"> • Children can explore space and know how to use space safely. • They explore travelling movements, shapes and balances. • They are also given the opportunity to copy, repeat and remember movements. • Children are introduced to counting to help them keep in time with the music.
<u>Year 1</u>	Describe how the body feels before, during and after exercise. Carry and place equipment safely.	Copy and repeat actions. Put a sequence of actions together. Vary the speed of their actions. Begin to improvise independently to create a simple dance.	Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control.	<u>Vocab</u> Travel, action, space, shape, perform, level, copy, counts. <u>Knowledge</u> <ul style="list-style-type: none"> • Pupils will explore travelling actions, movement skills and balances. • They will understand why it is important to count to music and use this in their dances.

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				<ul style="list-style-type: none"> Pupils will work individually and with a partner.
<u>Year 2</u>	<p>Recognise and describe how the body feels during and after different physical activities.</p> <p>Explain what they need to stay healthy.</p>	<p>Copy, remember and repeat actions.</p> <p>Change the speed and level of their actions.</p> <p>Use different transitions within a dance.</p> <p>Move in time to music.</p>	<p>Perform sequences of their own composition with coordination.</p> <p>Perform learnt skills with increasing control.</p>	<p><u>Vocab</u> Travel, action, space, shape, perform, level, copy, counts, dynamics, expression, speed, pathway.</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> Pupils will explore space and how their body can move to express and idea, mood or feeling. They will expand their knowledge of travelling actions and use them in relation to a stimulus. They will use counts of 8 consistently to keep in time with the music and a partner.
<u>Year 3</u>	<p>Recognise and describe the effects of exercise on the body.</p> <p>Explain why it is important to warm up and cool down.</p>	<p>Begin to improvise with a partner to create a simple dance.</p> <p>Begin to compare and adapt movements to create a larger sequence.</p> <p>Perform with some awareness of rhythm and expression.</p>	<p>Develop the quality of the actions in their performances.</p> <p>Perform learnt skills and techniques with control and confidence.</p>	<p><u>Vocab</u> Canon, unison, formation, phrase, motif, stimulus, dynamics, pathways, direction.</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> Pupils create dances in relation to an idea including historical, cultural and scientific sources. Pupils work individually, with a partner and in small groups to develop their use of counting and rhythm.

<u>Year Group</u>	<u>Health and Fitness</u>	<u>Dance Skills</u>	<u>Compete / Perform</u>	<u>Knowledge + Vocabulary</u>
				<ul style="list-style-type: none"> Pupils learn to use canon, unison, formation and levels in their dances.
<u>Year 4</u>	<p>Describe how the body reacts at different times and how this affects performance.</p> <p>Explain why exercise is good for your health.</p>	<p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Compose longer dance sequences in a small group.</p> <p>Demonstrate rhythm and spatial awareness.</p> <p>Change parts of a dance as a result of self-evaluation.</p>	<p>Perform and create sequences with fluency and expression.</p> <p>Perform and apply skills and techniques with control and accuracy.</p>	<p><u>Vocab</u> Canon, unison, formation, phrase, motif, stimulus, dynamics, character, structure, space.</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> Pupils focus on creating characters and narrative through movement and gesture. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts.
<u>Year 5</u>	<p>Know and understand the reasons for warming up and cooling down.</p> <p>Explain some safety principles when preparing for and during exercise.</p>	<p>Compose individual, partner and group dances that reflect the chosen dance style.</p> <p>Show a change of pace and timing in their movements.</p> <p>Develop an awareness of their use of space.</p> <p>Demonstrate imagination and creativity in the movements they create.</p>	<p>Perform own longer, more complex sequences in time to music.</p> <p>Consistently perform and apply skills and techniques with accuracy and control.</p>	<p><u>Vocab</u> Canon, unison, formation, phrase, motif, stimulus, dynamics, character, structure, space, emotion, matching, mirroring, transitions.</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> Pupils learn different styles of dance, working individually, as a pair and in small groups. They create, perform and observe dances in a range of themes.

<u>Year Group</u>	<u>Health and Fitness</u>	<u>Dance Skills</u>	<u>Compete / Perform</u>	<u>Knowledge + Vocabulary</u>
		Ensure their actions fit the rhythm of the music.		<ul style="list-style-type: none"> In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances.
<u>Year 6</u>	<p>Understand the importance of warming up and cooling down.</p> <p>Carry out warm-ups and cool-downs safely and effectively.</p> <p>Know ways they can become healthier.</p>	<p>Use dramatic expression in dance movements.</p> <p>Perform with confidence, using a range of movement patterns.</p> <p>Combine flexibility, techniques and movements to create a fluent sequence.</p> <p>Show a change of pace and timing in their movements.</p> <p>Dance with fluency and control, linking all movements and ensuring that transitions flow.</p>	<p>Link actions to create a complex sequence using a full range of movement.</p> <p>Perform the sequence in time to music.</p> <p>Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p>	<p><u>Vocab</u> Canon, unison, formation, phrase, motif, stimulus, dynamics, character, structure, space, emotion, matching, mirroring, transitions.</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> Pupils will focus on developing an idea or theme into dance choreography. They will work in pairs and groups using different compositional tools to create dances e.g. formations, timing, dynamics. Pupils will have opportunities to choreograph, perform and provide feedback on dance.



Whitehouse Primary School – PE skills, knowledge and vocabulary progression



Athletics

Year Group	Health and Fitness	Running	Jumping / Throwing	Compete / Perform	Knowledge + Vocabulary
<u>EYFS</u>	Describe how the body feels when still and when exercising.	Run in different ways for a variety of purposes.	Jump in a range of ways, landing safely. Roll equipment in different ways. Throw underarm.	Control their body when performing a sequence of movements. Participate in simple games.	<u>Vocab</u> Balancing, running, jumping, hopping, galloping, skipping, sliding, changing direction <u>Knowledge</u> <ul style="list-style-type: none"> Children will develop their movement skills of balancing, running and stopping, hopping, galloping, changing direction and jumping.
<u>Year 1</u>	Describe how the body feels before, during and after exercise. Carry and place equipment safely.	Vary their pace and speed when running. Run with a basic technique over different distances.	Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Land safely and with control. Throw underarm and overarm. Throw a ball towards a target with increasing accuracy.	Begin to perform learnt skills with some control. Engage in competitive activities and team games.	<u>Vocab</u> Running at speed, changing direction, running over obstacles, jumping for distance, jumping for height, jumping combinations, throwing for distance, throwing for accuracy <u>Knowledge</u> <ul style="list-style-type: none"> Pupils will develop skills required in athletic activities such as running at different speeds, changing

					direction, jumping and throwing.
<u>Year 2</u>	<p>Recognise and describe how the body feels during and after different physical activities.</p> <p>Explain what they need to stay healthy.</p>	<p>Run at different paces, describing the different paces.</p> <p>Begin to select the most suitable pace and speed for distance.</p> <p>Complete an obstacle course.</p>	<p>Combine different jumps together with some fluency and control.</p> <p>Jump for distance from a standing position with accuracy and control.</p> <p>Know that the leg muscles are used when performing a jumping action.</p> <p>Throw different types of equipment in different ways, for accuracy and distance.</p> <p>Throw with accuracy at targets of different heights.</p>	<p>Perform learnt skills with increasing control.</p> <p>Compete against self and others.</p>	<p><u>Vocab</u> Running at speed, changing direction, running over obstacles, jumping for distance, jumping for height, jumping combinations, throwing for distance, throwing for accuracy</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others.
<u>Year 3</u>	<p>Recognise and describe the effects of exercise on the body.</p> <p>Explain why it is important to warm up and cool down.</p>	<p>Identify and demonstrate how different techniques can affect their performance.</p> <p>Focus on their arm and leg action to improve their sprinting technique.</p> <p>Understand the importance of adjusting running pace to suit the distance being ran.</p>	<p>Use one and two feet to take off and to land with.</p> <p>Develop an effective take-off for the standing long jump.</p> <p>Throw with greater control and accuracy.</p> <p>Show increasing control in their overarm throw.</p> <p>Continue to develop techniques to throw for increased distance.</p>	<p>Perform learnt skills and techniques with control and confidence.</p> <p>Compete against self and others in a controlled manner.</p>	<p><u>Vocab</u> Pacing, sprinting, relay changeovers, jumping for distance, jumping for height, push throwing for distance, pull throwing for distance</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> Pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different

					styles and combinations of running, jumping and throwing.
<u>Year 4</u>	<p>Describe how the body reacts at different times and how this affects performance.</p> <p>Explain why exercise is good for your health.</p>	<p>Confidently demonstrate an improved technique for sprinting.</p> <p>Carry out an effective sprint finish.</p> <p>Perform a relay, focusing on the baton changeover technique.</p>	<p>Learn how to combine a hop, step and jump to perform the standing triple jump.</p> <p>Begin to measure the distance jumped.</p> <p>Perform a pull throw.</p> <p>Measure the distance of their throws.</p>	<p>Perform and apply skills and techniques with control and accuracy.</p> <p>Take part in a range of competitive games and activities.</p>	<p><u>Vocab</u> Pacing, sprinting, relay changeovers, jumping for distance, jumping for height, push throwing for distance, pull throwing for distance</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Pupils think about how to achieve their greatest possible speed, height, distance or accuracy. They learn how to work to their maximum and how to improve. Pupils are also given opportunities to measure, time and record scores.
<u>Year 5</u>	<p>Know and understand the reasons for warming up and cooling down.</p> <p>Explain some safety principles when</p>	<p>Accelerate from a variety of starting positions and select their preferred position.</p> <p>Identify their reaction times when performing a sprint start.</p>	<p>Perform an effective standing long jump.</p> <p>Perform the standing triple jump with increased confidence.</p> <p>Develop an effective technique for the standing</p>	<p>Consistently perform and apply skills and techniques with accuracy and control.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p>	<p><u>Vocab</u> Pacing, sprinting, relay changeovers, jumping for distance, jumping for height, push throwing for distance, pull throwing for distance</p> <p><u>Knowledge</u></p>

	<p>preparing for and during exercise.</p>	<p>Continue to practise and refine their technique for sprinting, focusing on an effective sprint start.</p>	<p>vertical jump including take-off and flight.</p> <p>Perform a fling throw.</p> <p>Be able to throw a variety of implements using a range of throwing techniques.</p>		<ul style="list-style-type: none"> Pupils focus on developing their technical understanding of athletic activity. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing.
<p><u>Year 6</u></p>	<p>Understand the importance of warming up and cooling down.</p> <p>Carry out warm-ups and cool-downs safely and effectively.</p> <p>Know ways they can become healthier.</p>	<p>Build up speed quickly for a sprint finish.</p> <p>Accelerate to pass other competitors.</p> <p>Work as a team to competitively perform a relay.</p> <p>Demonstrate endurance and stamina</p>	<p>Maintain control at each of the different stages of the triple jump.</p> <p>Develop and improve their techniques for jumping for height and distance and support others in improving their performance.</p> <p>Set up and lead jumping activities including measuring the jumps with confidence and accuracy.</p> <p>Perform a heave throw. Develop and refine techniques to throw for accuracy.</p>	<p>Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p>	<p><u>Vocab</u></p> <p>Pacing, sprinting, relay changeovers, jumping for distance, jumping for height, push throwing for distance, pull throwing for distance</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> Pupils think about how to achieve their greatest possible speed, height, distance or accuracy. They learn how to work to their maximum and how to improve. Pupils are also given opportunities to measure, time and coach.



Whitehouse Primary School – PE skills, knowledge and vocabulary progression

Gymnastics

<u>Year Group</u>	<u>Jumps / Vault</u>	<u>Acquiring and developing skills</u>	<u>Rolls / Handstands / Cartwheels / Round Offs</u>	<u>Shapes / Balances</u>	<u>Compete / Perform</u>	<u>Knowledge + Vocabulary</u>
<u>EYFS</u>	Begin to straight jump, tuck jump and complete a jumping jack.	Create a short sequence of movements. Begin to roll, jump and travel in different ways. Move around, under, over, and through different objects and equipment.	Begin to practice a bunny hop. Begin to practice curled side roll (egg roll), log roll (pencil roll) and a teddy bear roll.	Begin to practice some basic standing balances.	Control my body when performing a sequence of movements.	<u>Vocab</u> Shapes, balances, jumps, rock and roll, barrel roll, straight roll, forwards roll. <u>Knowledge</u> <ul style="list-style-type: none">• Children explore basic movements, creating shapes, balances, jumps and rolls.• They begin to develop an awareness of space and how to use it safely.

						<ul style="list-style-type: none"> • They perform basic skills on both floor and apparatus.
<u>Year 1</u>	<p>Perform a straight jump; tuck jump and a Jumping jack.</p> <p>Begin to half turn jump.</p> <p>Straight jump off the springboard.</p>	<p>Create and perform a movement sequence.</p> <p>Copy actions and movement sequences with a beginning, middle and end.</p> <p>Link two actions to make a sequence.</p> <p>Travel in different ways, changing direction and speed.</p> <p>Hold still shapes and simple balances.</p> <p>Carry out a range of simple jumps, landing safely.</p>	<p>Continue to practice a bunny hop.</p> <p>Begin to practice a wheelbarrow with a partner using front support.</p> <p>Continue to practice a log roll (controlled), curled side roll (egg roll) (controlled) and a teddy bear roll (controlled).</p>	<p>Continue to practice standing balances.</p> <p>Practice some kneeling balances.</p> <p>Practice pike, tuck, star, straight and straddle shapes.</p>	<p>Perform using a range of actions and body parts with some coordination.</p> <p>Begin to perform learnt skills with some control.</p>	<p><u>Vocab</u> Travelling, shapes, balances, shape jumps, take-off and landing, barrel roll, straight roll, forwards roll.</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Pupils learn use space safely and effectively. • They explore and develop basic gymnastic actions on the floor and using low apparatus. • Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create short sequences and movement phrases. • Pupils begin to understand the use of levels and

						shapes when travelling and balancing.
<u>Year 2</u>	<p>Straight jump Tuck jump Perform a jumping jack and a half turn jump with increasing confidence.</p> <p>Begin to learn to cat spring and cat spring into a straddle position.</p> <p>Straight jump off springboard with increasing confidence.</p> <p>Begin to practice a tuck jump off the springboard.</p>	<p>Copy, explore and remember actions and movements to create their own sequence.</p> <p>Link actions to make a sequence.</p> <p>Travel in a variety of ways, including rolling.</p> <p>Hold a still shape whilst balancing on different points of the body.</p> <p>Climb onto and jump off the equipment safely.</p>	<p>Begin to practice a T-lever scissor kick.</p> <p>Practice rocking for forward roll and a crouched forward roll.</p>	<p>Practice large body part balances and balances on apparatus.</p> <p>Begin to balance with a partner.</p> <p>Practice pike, tuck, star, straight and straddle shapes with front and back support.</p>	<p>Perform sequences of their own composition with coordination.</p> <p>Perform learnt skills with increasing control.</p>	<p><u>Vocab</u> Shapes, balances, shape jumps, take-off and landing, travelling, barrel roll, straight roll, forwards roll.</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Pupils learn how to find and use space safely and effectively. • They explore and develop basic gymnastic actions on the floor and using apparatus. • Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions.
<u>Year 3</u>	<p>Continue to practice correct technique with a straight jump,</p>	<p>Choose ideas to compose a movement sequence</p>	<p>Begin to practice a basic handstand and a basic cartwheel with correct technique.</p>	<p>Introduce small body part balances, including standing and kneeling</p>	<p>Develop the quality of the actions in their performances.</p>	<p><u>Vocab</u> Individual point and patch balances, straight roll, barrel roll, forwards roll,</p>

	<p>tuck jump, jumping jack, star jump, straddle jump and a pike jump.</p> <p>Practice star jump offs, tuck jump offs, straddle jump offs and pike jump offs when vaulting.</p>	<p>independently and with others.</p> <p>Link combinations of actions with increasing confidence, including changes of direction, speed or level.</p> <p>Develop the quality of their actions, shapes and balances.</p> <p>Move with coordination, control and care.</p> <p>Begin to use equipment to vault.</p> <p>Begin to show flexibility in movements.</p>	<p>Continue to practice a crouched forward roll, a forward roll from standing and a tucked backward roll.</p>	<p>balances and balances on apparatus.</p> <p>Be able to match and contrast partner balances.</p>	<p>Perform learnt skills and techniques with control and confidence.</p> <p>Compete against self and others in a controlled manner.</p>	<p>straight jump, tuck jump, star jump, rhythmic gymnastics.</p> <p>Knowledge</p> <ul style="list-style-type: none"> • Pupils focus on improving the quality of their movements. • They are introduced to the terms 'extension' and 'body tension.' • Pupils develop their sequence work using matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow.
<u>Year 4</u>	<p>Continue to use correct technique with straight jumps, tuck jumps, jumping jacks, star jumps, straddle jumps and pike jumps.</p>	<p>Create a sequence of actions that fit a theme.</p> <p>Move with clarity, fluency and expression.</p>	<p>Begin to lunge into handstand and lunge into a cartwheel.</p> <p>Practice a straddle forward roll, tucked backward roll and a backward roll to straddle.</p>	<p>1, 2, 3 and 4- point balances.</p> <p>Balances with and against a partner.</p>	<p>Perform and create sequences with fluency and expression.</p> <p>Perform and apply skills and techniques with control and accuracy.</p>	<p>Vocab</p> <p>Individual and partner balances, jumps using rotation, straight roll, barrel roll, forward roll, straddle roll, bridge, shoulder stand.</p> <p>Knowledge</p>

	<p>Begin to practice a full-turn Cat leap.</p> <p>Practice a hurdle step onto springboard.</p> <p>Continue practicing the star jump offs, tuck jump offs, straddle jump offs and pike jump offs from the vault.</p>	<p>Travel in different ways, including using flight.</p> <p>Begin to develop good technique when travelling, balancing and using equipment.</p> <p>Develop strength, technique and flexibility throughout performances.</p>				<ul style="list-style-type: none"> • Pupils create more complex sequences. • They learn a wider range of traveling actions and include the use of pathways. • They develop more advanced actions such as inverted movements and explore ways to include apparatus. • They work independently and with a partner to build sequences.
<u>Year 5</u>	<p>Begin to refine their technique with straight jumps, tuck jumps, jumping jacks, star jumps, straddle jumps, pike jumps and stag jumps.</p> <p>Begin to use correct technique with full-turn Cat leaps and cat</p>	<p>Select ideas to compose specific sequences of movements, shapes and balances.</p> <p>Adapt their sequences to fit new criteria or suggestions.</p> <p>Perform jumps, shapes and balances fluently and with control.</p>	<p>Continue to practice correct technique of a lunge into a handstand, lunge into a cartwheel and a lunge into a round-off.</p> <p>Practice a pike forward roll and a backward roll to straddle position.</p>	<p>1, 2, 3 and 4- point balances including using apparatus.</p> <p>Part body weight partner balances.</p>	<p>Perform own longer, more complex sequences in time to music.</p> <p>Consistently perform and apply skills and techniques with accuracy and control.</p>	<p><u>Vocab</u></p> <p>Symmetrical and asymmetrical balances, straight roll, forward roll, backward roll, straddle roll, cartwheel, bridge, shoulder stand, handstand.</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Pupils create longer sequences individually, with

	<p>leaps half-turn and a split leap.</p> <p>Begin to perfect technique with hurdle steps onto springboard.</p> <p>Continue to refine technique with a straddle onto the vault as well as star jumping off, tuck jumping off, straddle jumping off and pike jumping off.</p>	<p>Confidently use equipment to vault in a variety of ways. Combine equipment with movement to create sequences.</p>				<p>a partner and a small group.</p> <ul style="list-style-type: none"> • They learn a wider range of actions such as inverted movements to include cartwheels and handstands. • They explore partner relationships such as canon and synchronisation and matching and mirroring. • In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.
<u>Year 6</u>	<p>Begin to refine their technique with straight jumps, tuck jumps, jumping jacks, star jumps, straddle jumps, pike jumps and stag jumps.</p>	<p>Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging,</p>	<p>Continue to perfect technique of a lunge into a cartwheel, lunge into round-off and a hurdle step.</p> <p>Begin to practice a hurdle step into cartwheel and a hurdle step into round-off.</p>	<p>Develop technique, control and complexity of part-weight partner balances.</p> <p>Group formations to use pike, tuck, star, straight and straddle shapes.</p>	<p>Link actions to create a complex sequence using a full range of movement that showcases different agilities, performed in time to music.</p> <p>Perform and apply a variety of skills and</p>	<p><u>Vocab</u> Straddle roll, forward roll, backward roll, counterbalance, counter tension, group balance, cartwheel, bridge, shoulder stand, handstand, headstand, vault.</p>

	<p>Begin to use correct technique with full-turn Cat leaps and cat leaps half-turn and a split leap.</p> <p>Begin to perfect technique with hurdle steps onto springboard.</p> <p>Continue to refine technique with a straddle onto the vault as well as star jumping off, tuck jumping off, straddle jumping off and pike jumping off.</p>	<p>vaulting and stretching.</p> <p>Demonstrate precise and controlled placement of body parts in their actions, shapes and balances.</p> <p>Apply skills and techniques consistently, showing precision and control.</p>	<p>Continue practicing a pike forward roll, a dive forward roll, a tucked backward roll, a backward roll to standing pike and a pike backward roll.</p>		<p>techniques confidently, consistently and with precision.</p> <p>Begin to record their peers' performances, and evaluate these.</p>	<p>Knowledge</p> <ul style="list-style-type: none"> • Pupils use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. • They work in larger groups using formations to improve the aesthetics of their performances.
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Whitehouse Primary School – PE skills, knowledge and vocabulary progression

Team Building / Outdoor Adventure

<u>Year Group</u>	<u>Health and Fitness</u>	<u>Trails</u>	<u>Problem Solving</u>	<u>Communication</u>	<u>Knowledge + Vocabulary</u>
<u>EYFS</u>					<u>Vocab</u> <u>Knowledge</u>
<u>Year 1</u>					<u>Vocab</u> <u>Knowledge</u>
					<u>Vocab</u> <u>Knowledge</u>

<u>Year 2</u>					
<u>Year 3</u>	<p>Recognise and describe the effects of exercise on the body.</p> <p>Explain why it is important to warm up and cool down.</p>	<p>Orientate themselves with increasing confidence and accuracy around a short trail.</p>	<p>Identify and use effective communication to begin to work as a team.</p> <p>Identify symbols used on a key.</p>	<p>Communicate with others within the team to convey ideas.</p>	<p><u>Vocab</u> Listening, teamwork, planning, leading, communication, trust, map reading, orientation.</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Pupils develop problem solving skills through a range of challenges. • Pupils work as a pair and small group to plan, solve, reflect and improve on strategies. • Pupils learn to orientate a map, identify key symbols and follow routes.
<u>Year 4</u>	<p>Describe how the body reacts at different times and how this affects performance.</p> <p>Explain why exercise is good for your health.</p>	<p>Orientate themselves with accuracy around a short trail.</p> <p>Create a short trail for others with a physical challenge.</p>	<p>Communicate clearly with other people in a team, and with other teams.</p> <p>Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each.</p>	<p>Communicate clearly with others.</p> <p>Work as part of a team.</p> <p>Begin to use a map to complete an orienteering course.</p>	<p><u>Vocab</u> Listening, teamwork, planning, leading, communication, trust, map reading, orientation.</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Pupils develop problem solving skills

		Start to recognise features of an orienteering course.	Associate the meaning of a key in the context of the environment.		<p>through a range of challenges.</p> <ul style="list-style-type: none"> • Pupils work as a pair and small group to plan, solve, reflect and improve on strategies. • Pupils learn to orientate a map, identify key symbols and follow routes.
<u>Year 5</u>	<p>Know and understand the reasons for warming up and cooling down.</p> <p>Explain some safety principles when preparing for and during exercise.</p>	<p>Start to orientate themselves with increasing confidence and accuracy around an orienteering course.</p> <p>Design an orienteering course that can be followed and offers some challenge to others.</p> <p>Begin to use navigation equipment to orientate around a trail.</p>	<p>Use clear communication to effectively complete a particular role in a team.</p> <p>Complete orienteering activities both as part of a team and independently.</p> <p>Identify a key on a map and begin to use the information in activities.</p>	<p>Communicate clearly and effectively with others.</p> <p>Work effectively as part of a team.</p> <p>Successfully use a map to complete an orienteering course.</p> <p>Begin to use a compass for navigation.</p>	<p><u>Vocab</u> Listening, teamwork, planning, leading, communication, trust, map reading, orientation.</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Pupils develop teamwork skills through completion of a number of challenges. • Pupils work individually, in pairs and groups to solve problems. • They are encouraged to share ideas to create strategies and plans to produce the best solution to a challenge. • Pupils learn to orientate and navigate using a map.

<p style="text-align: center;"><u>Year 6</u></p>	<p>Understand the importance of warming up and cooling down.</p> <p>Carry out warm-ups and cool-downs safely and effectively.</p> <p>Know ways they can become healthier.</p>	<p>Orientate themselves with confidence and accuracy around an orienteering course when under pressure.</p> <p>Design an orienteering course that is clear to follow and offers challenge to others.</p> <p>Use navigation equipment (maps, compasses) to improve the trail.</p>	<p>Use clear communication to effectively complete a particular role in a team.</p> <p>Use a range of map styles and make an informed decision on the most effective.</p>	<p>Communicate clearly and effectively with others when under pressure.</p> <p>Work effectively as part of a team, demonstrating leadership skills when necessary.</p> <p>Use a compass for navigation.</p> <p>Organise an event for others.</p>	<p><u>Vocab</u> Listening, teamwork, planning, leading, communication, trust, map reading, orientation.</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Pupils develop teamwork skills through completion of a number of challenges. • Pupils work individually, in pairs and groups to solve problems. • They are encouraged to share ideas to create strategies and plans to produce the best solution to a challenge. • Pupils learn to orientate and navigate using a map.
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Whitehouse Primary School – PE skills, knowledge and vocabulary progression

Invasion Games / Striking

<u>Year Group</u>	<u>Striking and Hitting</u>	<u>Throwing and Catching</u>	<u>Attacking and Defending</u>	<u>Travelling with the ball / Passing</u>	<u>Tactics / Rules</u>	<u>Knowledge + Vocabulary</u>
<u>EYFS</u>	Hit a ball with a bat or racquet.	Roll equipment in different ways. Throw underarm. Throw an object at a target. Catch equipment using two hands.	Play a range of chasing games.	Move a ball in different ways, including bouncing and kicking. Use equipment to control a ball. Kick an object at a target.	Follow simple rules.	<u>Vocab</u> <u>Knowledge</u>
	Use hitting skills in a game.	Throw underarm and overarm. Catch and bounce a ball.	Begin to use the terms attacking and defending. Use simple defensive	Travel with a ball in different directions (side to side, forwards and backwards) with some	Follow simple rules to play games, including team games.	<u>Vocab</u> Throwing, catching, dribbling, dodging, attacking defending, sending, receiving.

<p><u>Year 1</u></p>	<p>Practise basic striking, sending and receiving.</p>	<p>Use rolling skills in a game.</p> <p>Practise accurate throwing and consistent catching.</p>	<p>skills such as marking a player or defending a space.</p> <p>Use simple attacking skills such as dodging to get past a defender.</p>	<p>level of control and fluency.</p> <p>Pass the ball to another player in a game.</p> <p>Use kicking skills in a game.</p>	<p>Use simple attacking skills such as dodging to get past a defender.</p> <p>Use simple defensive skills such as marking a player or defending a space.</p>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Pupils develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. • They develop their understanding of attacking and defending. • They learn how to score points in these types of games and how to play to the rules.
<p><u>Year 2</u></p>	<p>Strike or hit a ball with increasing control.</p> <p>Learn skills for playing striking and fielding games.</p> <p>Position the body to strike a ball.</p>	<p>Throw different types of equipment in different ways, for accuracy and distance.</p> <p>Throw, catch and bounce a ball with a partner.</p> <p>Use throwing and catching skills in a game.</p>	<p>Begin to use and understand the terms attacking and defending.</p> <p>Use at least one technique to attack or defend to play a game successfully.</p>	<p>Bounce and kick a ball whilst moving.</p> <p>Use kicking skills in a game.</p> <p>Use dribbling skills in a game.</p> <p>Know how to pass the ball in different ways.</p>	<p>Understand the importance of rules in games.</p> <p>Use at least one technique to attack or defend to play a game successfully.</p>	<p><u>Vocab</u></p> <p>Throwing, catching, dribbling, dodging, attacking defending, sending, receiving.</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Pupils develop the basic skills required in invasion games such as sending, receiving and dribbling a ball.

		<p>Throw a ball for distance.</p> <p>Use hand-eye coordination to control a ball.</p>				<ul style="list-style-type: none"> • They develop their understanding of attacking and defending. • They have the opportunity to play uneven and even sided games. • They learn how to score points in these types of games and how to play to the rules.
<u>Year 3</u>	<p>Demonstrate successful hitting and striking skills.</p> <p>Develop a range of skills in striking (and fielding where appropriate).</p> <p>Practise the correct batting technique and use it in a game.</p> <p>Strike the ball for distance.</p>	<p>Throw and catch with greater control and accuracy.</p> <p>Practise the correct technique for catching a ball and use it in a game.</p> <p>Perform a range of catching and gathering skills with control.</p> <p>Catch with increasing control and accuracy.</p> <p>Throw a ball in different ways (e.g.</p>	<p>Use simple attacking and defending skills in a game.</p> <p>Use fielding skills to stop a ball from travelling past them.</p>	<p>Move with the ball in a variety of ways with some control.</p> <p>Use two different ways of moving with a ball in a game.</p> <p>Pass the ball in two different ways in a game situation with some success.</p>	<p>Apply and follow rules fairly.</p> <p>Understand and begin to apply the basic principles of invasion games.</p> <p>Know how to play a striking and fielding game fairly.</p>	<p><u>Vocab</u> Passing, catching, throwing, dribbling, attacking, defending, shooting, intercepting, tracking, jockeying, tackling, tagging.</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Pupils will learn to keep possession of the ball using attacking skills.

		high, low, fast or slow).				<ul style="list-style-type: none"> • They will learn how to dodge a defender and how to defend an opponent. • Pupils will think about how to use skills, strategies and tactics to outwit the opposition. • Pupils will be introduced to simple rules.
<u>Year 4</u>	<p>Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control.</p> <p>Accurately serve underarm.</p> <p>Build a rally with a partner.</p> <p>Use at least two different shots in a game situation.</p> <p>Use hand-eye coordination to strike a moving and a stationary ball.</p>	Develop different ways of throwing and catching effectively with accuracy.	<p>Use a range of attacking and defending skills and techniques in a game.</p> <p>Use fielding skills as an individual to prevent a player from scoring.</p>	<p>Move with the ball using a range of techniques showing control and fluency.</p> <p>Pass the ball with increasing speed, accuracy and success in a game situation.</p>	<p>Vary the tactics they use in a game.</p> <p>Adapt rules to alter games.</p>	<p><u>Vocab</u> Passing, catching, throwing, dribbling, attacking, defending, shooting, intercepting, tracking, jockeying, tackling, tagging.</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Pupils will learn to keep possession of the ball using attacking skills. • They will learn how to dodge a defender and

						<p>how to defend an opponent.</p> <ul style="list-style-type: none"> • Pupils will think about how to use skills, strategies and tactics to outwit the opposition. • They will learn how to evaluate their own and others' performances and suggest improvements.
<p><u>Year 5</u></p>	<p>Use different techniques to hit a ball.</p> <p>Identify and apply techniques for hitting a tennis ball.</p> <p>Explore when different shots are best used.</p> <p>Practise techniques for all strokes.</p>	<p>Consolidate different ways of throwing and catching and know when each is appropriate in a game.</p>	<p>Choose the best tactics for attacking and defending.</p> <p>Shoot in a game.</p> <p>Use fielding skills as a team to prevent the opposition from scoring.</p>	<p>Use a variety of ways to dribble in a game with success.</p> <p>Use ball skills in various ways, and begin to link together.</p> <p>Pass a ball with speed and accuracy using appropriate techniques in a game situation.</p>	<p>Know when to pass and when to dribble in a game.</p> <p>Devise and adapt rules to create their own game.</p>	<p><u>Vocab</u></p> <p>Passing, catching, throwing, dribbling, attacking, defending, shooting, intercepting, tracking, jockeying, tackling, tagging, goal-keeping.</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. • Pupils will begin to develop

						<p>consistency and control in dribbling, passing and receiving a ball.</p> <ul style="list-style-type: none"> • Pupils will evaluate their own and other's performances, suggesting improvements.
<u>Year 6</u>	<p>Hit a bowled ball over longer distances.</p> <p>Use good hand-eye coordination to be able to direct a ball when striking or hitting.</p> <p>Understand how to serve in order to start a game.</p>	<p>Throw and catch accurately and successfully under pressure in a game.</p>	<p>Think ahead and create a plan of attack or defence.</p> <p>Apply knowledge of skills for attacking and defending.</p> <p>Work as a team to develop fielding strategies to prevent the opposition from scoring.</p>	<p>Show confidence in using ball skills in various ways in a game situation, and link these together effectively.</p> <p>Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move.</p>	<p>Follow and create complicated rules to play a game successfully.</p> <p>Communicate plans to others during a game. Lead others during a game.</p>	<p><u>Vocab</u></p> <p>Passing, catching, throwing, dribbling, attacking, defending, shooting, intercepting, tracking, jockeying, tackling, tagging, goal-keeping.</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. • Pupils will continue to

						<p>develop consistency and control in dribbling, passing and receiving a ball.</p> <ul style="list-style-type: none">• When attacking, pupils will support the ball carrier using width and drawing defence.• When defending, pupils learn how to tag, how to track, intercept, block and slow down an opponent, working as a defensive unit.• Pupils will evaluate their own and other's performances, suggesting improvements.
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