

P.E Knowledge and Skills Progression

Year Group	Coverage	Vocabulary
EYFS	Early Learning Goals: Moving and Handling- Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. Health and self-care-Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. <u>We will achieve this through:</u> • Individual interactions between children or children and adults. • Following children’s interests and questions. • Knowing the child, mindful of the journey they are on-building on prior learning and understanding-building on and developing/extending vocabulary. • Transition from home to Nursery or FS2 and into Year One. • In the moment interactions i.e. heart rate after exercise, listening to our breathing. Developing games from children’s interests. • Discussions with parents/carers. • Repetition of games and understanding rules.	• Body parts • Walk • Run • Jump • Stretch • Space • Forwards • Backwards • Throw • Catch

	GYMNASTICS	DANCE	ATHLETICS	GAMES	
VAL SABIN UNITS	Unit A- Travelling Unit B- Stretching and Curling Unit C- Travelling taking weight on different body parts	Learning outcomes: • Be aware of space and how to safely move around. • Make simple shapes • Travel on feet in a variety of ways • Recognise repeated sounds • Move in different levels and directions, including turning • Recognise changes in speed of music. • Move and 'freeze' with control • Create pathways and patterns on the floor • Work co-operatively with a partner.	N/A	Unit 1- Focus on bean bags Unit 2- focus on using a ball Unit 3- Focus on using hoops and quoits Unit 4- Focus on using ropes, bats and balls	
	GYMNASTICS	DANCE	ATHLETICS	GAMES	VOCABULARY
Year 1	Learning outcomes: • Respond to instructions.	Learning outcomes:		Learning outcomes:	• Patterns • Movement

	• Copies and explores basic movements with some control and coordination. • Can perform different body shapes. • Performs at different levels. • Can perform a 2 footed jump showing balance. • Can use equipment safely. • Balances with some control. • Can link 2 movements with simple transitions.	• Copies and explores basic movements and body patterns. • Remembers simple movements and dance steps. • Links movements to sounds and music. • Use movements to communicate feelings.		• Can travel in a variety of ways including running and jumping. • Perform a range of throws (Underarm and overarm). • Receives a ball with basic control. • Beginning to develop hand-eye coordination. • Participate in simple games. • Beginning to develop spatial awareness. • Beginning to communicate (simple language).	• Bounce • Jump • Land • Roll • Curl • Throw • Catch • Balance • Travel • Safety
VAL SABIN UNITS	Unit D- Flight, bouncing, jumping and landing Unit E- Points and patches (balances) Unit F- Rocking and rolling Unit G- Wide-Narrow-Curled (body awareness)	Learning outcomes: • Respond to a range of stimuli/ sounds • Make different shapes with their bodies (round and spikey)	N/A	Unit 1- Focus on ball skills and games Unit 2- Throwing and catching- aiming games Unit 3- Bat/ball games and skipping Unit 4- Developing partner work	

		- Choose appropriate movements to go with the speed of music. - Link movements together to create a dance - Recall movements to be able to perform a dance, and observe others - Communicate mood through dance - To perform with varying speeds, directions and pathways.			
	GYMNASTICS	DANCE	ATHLETICS	GAMES	VOCABULARY
Year 2	Learning outcomes: - Explores and creates different movements and shapes with some control. - Uses equipment in a variety of ways to create a sequence (Shapes, levels and speed).	Learning outcomes: - Copies and explores basic movements with clear control. Varies levels and speed in sequences. - Can vary sizes of body shapes. - Show change of direction in a sequence.		Learning outcomes: - Confident to send the ball to others in a range of ways. - Beginning to apply and combine a variety of skills to a game situation. - Develop strong spatial awareness.	- Speed - Levels - Control - Direction - Attacking - Defending - Command - Sending - Receiving - Spinning - Turning

	• Link movements together to create a sequence using basic transitions. • Begin to use vocabulary to describe sequences.	• Uses space well and begins to use effectively. • Use vocabulary to describe a short dance.		• Understand the importance of rules in games. • Develop simple tactics and use them appropriately. • Beginning to develop an understanding of attacking/defending. • Communication is clearer and using simple commands.	• Dribbling
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VAL SABIN UNITS	Unit H- Parts high and parts low Unit I- Pathways Unit J- Spinning, turning, twisting Unit K- Linking movements together	Learning outcomes: • Use a range of basic dance actions with understanding • To use different levels, directions, speeds and pathways to create appropriate actions for music • Respond to different stimuli (music, bubbles, flashcards etc) • Copy and perform simple rhythmic patterns • Give feedback on a dance using appropriate vocabulary (Warm and cool feedback)	• N/A	Unit 1- Throwing and catching- inventing games Unit 2- Making up a game Unit 3- Dribbling, kicking and hitting Unit 4- Group games and inventing rules	
	GYMNASTICS	DANCE	ATHLETICS	GAMES	VOCABULARY
Year 3 (+9 weeks swimming)	Learning outcomes: • Applies compositional ideas independently and with others to create a sequence.	Learning outcomes: • Beginning to improvise independently to create a simple dance.	Learning outcomes: • Beginning to run at speeds appropriate for the distance.	Learning outcomes: • Understands tactics and composition by starting to vary in responses.	• Symmetry • Sequence • Turns • Accuracy • Improvise

	• Copies, explores and remembers a variety of movements and uses these to create a sequence. • Describes and begins to evaluate their work using simple gym vocabulary. • Begin to notice similarities and differences in performances. • Using turns and change of directions whilst moving in a variety of ways. • Beginning to show flexibility in movements. • Beginning to develop good technique when travelling, balancing and using equipment.	• Begin to improvise with a partner to create a simple dance. Translates ideas from a stimuli into movement with support. • Beginning to adapt movements and create longer sequences. • Uses simple dance vocabulary to compare and improve work (Begin to evaluate).	• Can perform a running jump with some accuracy. • Performs a variety of throws using a selection of equipment. • Can use equipment safely and with good control.	• Vary skills and actions that suit the game. • Use skills with coordination and control. • Works well in a group to develop various games. • Beginning to understand how to compete with each other in a controlled manner. • Understand movement into or closing down others' space.	• Underarm • Overarm • Tactic • Athletics • Invasion • Striking
VAL SABIN UNITS	Unit L- Stretching and curling	Learning outcomes:	Develop techniques including:	Unit 1- Ball skills – invasion focus	

	Unit M- Symmetry and Asymmetry Unit N- Pathways Unit O- Traveling with changes of direction and position	● Improvise freely, using imagination ● Develop different ways of travelling jumping and turning to create dance phrases ● Copy and perform set steps ● Create and structure a whole dance ● Use a story as a stimulus, interpret images into a movement and perform with greater control, fluency and co-ordination ● To give critique on other performances regarding movement and expressions	● Sprinting style/changing pace ● Throwing for accuracy and distance ● Jumping- take off/landing ● Jumping for distance ● Relay take overs ● Being to develop endurance running	Unit 2- Creative games making Unit 3- Net/court/wall games Unit 4- Striking/field games	
	GYMNASTICS	DANCE	ATHLETICS	GAMES	VOCABULARY
Year 4	Learning outcomes:	Learning outcomes:	Learning outcomes: ● Beginning to build a variety of running	Learning outcomes:	● Sprint ● Jog ● Pace

(+ 18 weeks swimming)	• Links movements with control, coordination and fluency. • Developing composition by performing more complex sequences. • Beginning to use gym vocabulary to improve and refine performances. • Develops, strength and flexibility in performances. • Creates sequences using various body shapes and equipment effectively. • Combines equipment with movement to create sequences.	• Confidently improvise with a partner or individually. • Create longer dance sequences as part of a larger group. • Demonstrate precision and control in movements. • Begin to develop and vary transitions between movements. • Demonstrates rhythm and spatial awareness. • Modifies parts of a sequence as a result of self-evaluation and begins to critique work of others continuing to use dance vocabulary	techniques and use with confidence. • Can perform a running jump with more than one component (Triple jump). • Demonstrates accuracy in throwing and catching activities. • Describes good athletic performance using correct vocabulary. • Can use equipment safely and with good control.	• Vary skills, actions and ideas in a way which suits the game. • Shows confidence in ball skills in various ways and can link them together. • Uses skills with coordination and control. • Takes part in competition with a strong understanding of tactics. • Works well in a group to develop various games. • Compares and comments on skills using technical vocabulary. • Can make suggestions on how to differentiate games. • Apply basic skills for attacking and defending.	• Triple jump • Relay • Logical • Push throw • Pull throw • Precision • Isolation • Technique • Tactic • Rhythm • Motif
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				Uses running, jumping, throwing and catching in isolation and combination and transfer skills into game situations.	
VAL SABIN UNITS	Unit P- Balance Unit Q- Receiving body weight Unit R- Balance leading into change of direction Unit S- rolling	Learning outcomes: - Use imagination to give actions to a character - Use motifs and movement patterns to structure dance phrases. - Recall and repeat a number of dance phrases - Link movements together logically and fluently - Describe and interpret dances with appropriate descriptive language	Develop techniques including: - Running for speed and distance - Throwing techniques- distance and accuracy - Jumping for height - Sprint speed take over (relay) - Running over obstacles - Combination jumping	Unit 1 – Net/court/wall games Unit 2- problem solving and inventing games Unit 3- Invasion games Unit 4- Striking and fielding games	
	GYMNASTICS	DANCE	ATHLETICS	GAMES	VOCABULARY
Year 5	Learning outcomes: Demonstrate mirroring and	Learning outcomes: Begins to use exaggerated	Learning outcomes: Beginning to build a variety of running	Learning outcomes:	- Accompaniment - Upsweep

(+18 weeks swimming)	contrasting movements during a sequence. • Select and combine techniques and ideas. • Apply combined skills accurately and consistently showing control and fluency. • Draw on what they know composition when performing and evaluating. • Analyse and comment on skills and techniques and how these are applied in their own work. • Uses more complex gym vocabulary to describe how to improve and refine performances. • Develops strength, technique and	movements through expressions. • Develop fluency through varied transitions between movements. • Use strong movements through a sequence. • Move appropriately and using controlled movements to a stimuli. • Develop change of pace in movements throughout a routine. • Uses the space provided to a maximum. • Improvises with confidence and still demonstrating fluency in their sequence. • Begin to evaluate sequences using more complex dance vocabulary	techniques and use with confidence. • Can perform a running jump with more than one component. • Beginning to record peers performances and evaluate these. • Demonstrates accuracy and confidence in throwing and catching activities. • Describes good athletic performance using correct vocabulary. • Can use equipment safely and with good control.	• Vary skills, actions and ideas in a way which suits the game. • Shows confidence in ball skills in various ways and can link them together. • Uses skills with coordination, control and fluency. • Takes part in competition with a strong understanding of tactics and can improvise in game situations. • Compares and comments on skills using technical vocabulary and provides suggestions to improve performance. • Can make suggestions to differentiate games with resources or	• DownswEEP • Mirroring • Tension • Fluency • Expression • Technique • Bridges • Flight • Race starts • Javelin
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	flexibility throughout performances. Links skills with control, technique, co-ordination and fluency.			changing factors (e.g. space). - Apply attacking and defending to improve performance. - Uses running, jumping, throwing and catching in isolation and combination and transfer skills into game situations.	
VAL SABIN UNITS	Unit T- Bridges Unit U- flight Unit V- Functional use of limbs Unit W- Turning and spinning	Learning outcomes: - Use visual stimuli as a starting point to create dance movement - Use props as an integral part of the dance - Develop own ideas, or in a small group - Work in different group formations, including planning for larger groups - Use expression in performances, to	Develop techniques including: - Develop rhythm in running over obstacles 'pull' throw - Sprinting style- including race starts - Jumping combinations - Estimating duration, distance and speed - Throwing for distance and accuracy	Unit 1- Net/court/ wall games Unit 2- Invasion and target (Ball handling) Unit 3- invasion games (implement and kicking) Unit 4- Striking and fielding games	

		convey moods and feelings ● Practise dances in order to refine the quality ● Critique their own work to improve skill and performance			
	GYMNASTICS	DANCE	ATHLETICS	GAMES	VOCABULARY
Year 6	Learning outcomes: ● Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and direction. ● Performs difficult actions showing extension, clear body shape and changes in direction. ● Adapts sequences to include a partner or a small group.	Learning outcomes: ● Confidently use expression to exaggerate movements and express feelings. ● Perform with confidence using a range of movements. ● Demonstrates strong imagination when creating dance sequences thinking about shapes, height, direction, speed and transitions.	Learning outcomes: ● Beginning to build a variety of running techniques and use with confidence. ● Can perform a running jump with more than one component. ● Beginning to record peers performances and evaluate these. ● Demonstrates accuracy and confidence in throwing and catching.	Learning outcomes: ● Vary skills, actions and ideas in a way which suits the game. ● Shows confidence in ball skills in various ways and can link them together. ● Maintains possession during game situations. ● Uses skills with coordination, control and fluency. ● Takes part in competition with a strong understanding of	● Synchronisation ● Canon ● Collaborative ● Agility ● Counter balance ● Push and pull throws ● Shot put

	● Gradually increases the length of sequences with a partner to make a sequence using the floor, mats and apparatus showing clarity of movement. ● Draw on what they know composition when performing and evaluating. ● Analyse and comment on skills and techniques and how these are applied in their own and others' work. ● Uses more complex gym vocabulary to describe how to improve and refine performances. ● Develops strength, techniques and	● Demonstrates strong movements through a sequence. ● Move appropriately and using controlled movements to a stimuli. ● Is able to move accurately to the beat in a dance sequence. ● Dances with fluency, balance and control, linking movements to ensure they flow. ● Demonstrates consistent precision when performing dance sequences. ● Evaluate sequences using complex dance vocabulary.	● Describes good athletic performance using correct vocabulary. ● Can use equipment safely and with good control.	tactics and improvise in game situations. ● Compares and comments on skills using technical vocabulary and provides suggestions to improve performance. ● Can make suggestions to differentiate games with resources or changing factors (e.g. space). ● Apply attacking and defending with fluent transitioning to improve performance demonstrating strong communication skills. ● Uses running, jumping, throwing and catching in isolation and combination and transfer skills into game situations.	
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	flexibility throughout performances.				
VAL SABIN UNITS	Unit X- Matching and mirroring Unit Y- synchronisation and canon Unit Z- Holes and barriers Unit A1- Counter balance and tension	Learning outcomes: ● Explore, improvise, and combine movement ideas fluently and effectively ● Perform with clear intent and meaning, with control and fluency ● Work collaboratively with small groups or with others ● Create and structure motifs, leading up to whole dances. ● Demonstrate the ability to translate ideas into symbolic movement ● Show confidence in personal responses to other interpretations of the stimuli, giving comments using	Develop techniques including: ● Drive and speed in running, stride frequency ● Push and pull throws (shots and javelins) ● Running longer distances ● Combination- triple jump ● Running over obstacles(Hurdles)	Unit 1- Invasion games- implement and kicking (Hockey and football) Unit 2- New/court/wall games (Volleyball and tennis) Unit 3- Striking and fielding games Unit 4- Invasion games (Ball handling) Netball, Basketball, rugby)	

		appropriate terminology.			
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