



**Benjamin Adlard Primary School**  
**PE Key Knowledge Progression Document (KKP)**

**Rationale**

This Physical Education (PE) Key Knowledge & Skills Progression (KKP) sets out the core knowledge and skills pupils learn from Nursery to Year 6. It ensures learning is sequenced, cumulative and prepares pupils for the physical, cognitive and social demands of Key Stage 3 and lifelong participation in physical activity. The curriculum enables pupils to move with competence and confidence, apply rules, strategies and tactics intelligently, participate safely and healthily, and develop the disciplinary thinking needed to make informed decisions like a sportsperson. Swimming is taught discretely in Year 3 and Year 6 in line with statutory requirements.

**Types of Knowledge and Skills in PE**

PE draws on both substantive knowledge (facts and concepts about movement, health, rules, tactics and safety) and disciplinary knowledge (how pupils apply, adapt and evaluate this knowledge in practice). These are organised into three strands which underpin all progression: Motor Competence (MC), Rules, Strategies & Tactics (RST), and Healthy Participation (HP).

**Motor Competence (MC)**

Motor competence includes the substantive knowledge of how movements work (balance, momentum, body position, weight transfer) and the procedural knowledge required to perform them with accuracy and control. Pupils learn to run, jump, hop and throw; balance, travel, roll and rotate; dribble, strike, send and receive; coordinate agility, speed, strength and stamina; and perform sequences in dance and gymnastics. Swimming strengthens motor competence by teaching floating, safe entry and exit, breathing, propulsion and stroke development. Progression enables pupils to move from exploring movement to performing skills with fluency, efficiency and confidence.

**Rules, Strategies & Tactics (RST)**

Rules, strategies and tactics include both substantive knowledge (rules of activities, roles, scoring systems, attacking and defending concepts) and disciplinary knowledge (decision-making, problem-solving, adapting strategies and evaluating performance). Pupils learn how and why rules ensure fairness and safety, how to create and deny space, when to pass, dribble, shoot or reposition, and how to mark, track and intercept. They develop the ability to plan and apply tactics, manage simple activities and officiate fairly. Swimming contributes to this strand by teaching safety rules, self-rescue responses and how to behave intelligently around water. Over time, pupils move from following simple instructions to making independent, purposeful decisions in gameplay.

**Healthy Participation (HP)**

Healthy participation combines substantive knowledge about health, fitness, wellbeing and safe participation with disciplinary behaviours that support positive lifelong engagement. Pupils learn how exercise affects the body, how to warm up and cool down, how to manage pace and effort, and why physical activity benefits physical and emotional health. They learn to work respectfully with others, communicate effectively and understand the importance of safety in different environments. Swimming strengthens healthy participation through teaching personal survival skills, safe entry and exit, floating, treading water and recognising risks in and around water. This strand builds habits and attitudes that enable pupils to take responsibility for their own health and safety.

### **Coherence and Progression**

Learning builds purposefully from early exploration to sophisticated application.

In the Early Years Foundation Stage, children explore movement, balance, space and simple rules, developing early body awareness and confidence.

In Key Stage 1, pupils refine fundamental movement skills and begin to apply rules and simple tactics while understanding how activity affects their bodies.

In Lower Key Stage 2, pupils link actions, refine technique and begin applying tactics with growing independence. Year 3 includes the first discrete block of swimming, building water confidence and introducing basic strokes and safety.

In Upper Key Stage 2, pupils perform skills with fluency, adapt tactics in context, evaluate performance and develop deeper understanding of fitness and safe participation. Year 6 includes a second swimming block, focusing on efficient strokes, stamina and personal survival skills.

By the end of Year 6, pupils have secure motor competence, tactical understanding, healthy participation habits, and both the substantive and disciplinary knowledge needed for success in Key Stage 3 and lifelong physical activity. They also meet the statutory requirement to swim competently, confidently and safely.

**Early Years Framework**

Strand	Early Years Statutory Framework: Educational Programme <b>Physical Development</b>	Early Learning Goal <b>Gross Motor Skills</b>
<b>Early Years</b>	Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults.	<ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>
<b>National Curriculum Subject Content</b>		
<b>Key Stage 1</b>	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• participate in team games, developing simple tactics for attacking and defending</li> <li>• perform dances using simple movement patterns.</li> </ul>	
<b>Key Stage 2</b>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• 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</li> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>• perform dances using a range of movement patterns</li> <li>• take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> <p>Swimming and water safety All schools must provide swimming instruction either in key stage 1 or key stage 2.</p> <p>In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>• use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>• perform safe self-rescue in different water-based situations.</li> </ul>	

# How is the Physical Education Curriculum Organised?

*The subject has been planned with three key lenses – Strands, Key Concepts and Pillars of Learning.*



**Pillars of Learning**



Motor Competence



Rules, Strategies & Tactics



Healthy Participation



**Strands**



Fundamental Movement Skills



Invasion Games



Dance



Gymnastics



Net & Wall Games



Target Games



Athletics



OAA



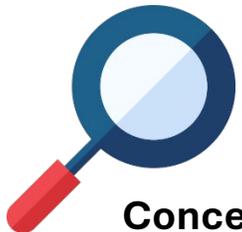
Swimming



Ball Skills



Fitness



**Concepts**



Resilience



Skill



Physical and Mental Fitness



Competition

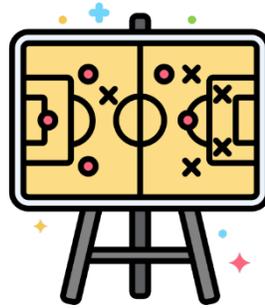
# What are the Physical Education Pillars of Learning?

*Topics build knowledge sequentially with opportunities to revisit and build on children's prior learning – deepening knowledge and understanding. Links are made in learning through recurring themes throughout our curriculum.*



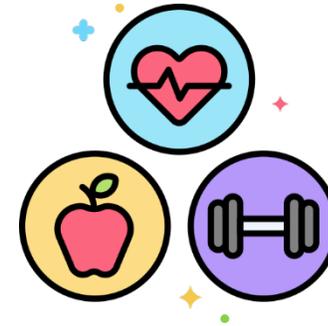
## Motor Competence

This is a person's ability to make a range of physical actions which include co-ordinating fine and gross motor skills. These are fundamental to participate in everyday activities as well as playing and partaking in physical activity. It is important all pupils develop a good level of fundamental movement skills in early years so they are able to progress from simple to complex patterns of movements.



## Rules, Strategies and Tactics

Pupils need to be taught how to move intelligently as well as competently. This involves responding to the needs of the context. To understand how to respond pupils need to be explicitly taught the rules, strategies and tactics involved with different types of activities. Tactics are the decisions people make about how, when and where to move. Tactics are closely related to motor competence; they are only successful if pupils can perform the necessary movement. Some physical activities don't have rules or tactics, but all have strategies for success. These are less time-dependent and can have a broader relevance beyond playing games.



## Healthy Participation

It is important for pupils to make connections between their knowledge of health and how it applies to physical activity. Otherwise, pupils will struggle to make informed decisions about how to participate in physical activity in a healthy way. Pupils' interest can be increased by teaching how the body works, so that they can understand the relationships between activity and its effect on the body. Developing knowledge of the broader aspects of physical activity allow pupils to be able to make informed choices about their own participation outside of school.

# How is the Physical Education Curriculum Organised?

<b>Nursery</b>	Intro to Physical Education 1 	Fundamental Movement 1 	Dance 1 	Games 1 	Gymnastics 1 	Ball Skills 1 
<b>Reception</b>	Intro to Physical Education 2 	Fundamental Movement 2 	Dance 2 	Games 2 	Gymnastics 2 	Ball Skill 2 
<b>Year 1</b>	Fundamental Movement Ball skills  	Sending & Receiving Team Building  	Dance Invasion games  	Fitness Gymnastics  	Target Games Net & Wall  	Athletics Striking & Fielding  
<b>Year 2</b>	Fundamental Movement Sending and Receiving  	Invasion Games Team Building  	Dance Ball Skills  	Fitness Gymnastics  	Target Games Net & Wall  	Athletics Striking & Fielding  
<b>Year 3</b>	Swimming Gymnastics  	Swimming Football  	Dance Ball Skills  	Fitness Fundamental Movement  	Dodgeball Tennis  	Athletics Cricket  

<p><b>Year 4</b></p>	<p><b>Yoga Dodgeball</b></p> 	<p><b>Handball OAA</b></p> 	<p><b>Dance Ball Skills</b></p> 	<p><b>Fitness Gymnastics</b></p> 	<p><b>Golf Tennis</b></p> 	<p><b>Athletics Cricket</b></p> 
<p><b>Year 5</b></p>	<p><b>Fitness Basketball</b></p> 	<p><b>Football OAA</b></p> 	<p><b>Dance Hockey</b></p> 	<p><b>Tag Rugby Gymnastics</b></p> 	<p><b>Dodgeball Tennis</b></p> 	<p><b>Athletics Cricket</b></p> 
<p><b>Year 6</b></p>	<p><b>Fitness Gymnastics</b></p> 	<p><b>Handball OAA</b></p> 	<p><b>Dance Hockey</b></p> 	<p><b>Tag Rugby Golf</b></p> 	<p><b>Cricket Swimming</b></p> 	<p><b>Athletics Badminton</b></p> 

# Fundamental Movement -Interwoven Pillars of Learning Progression



Pillar	Early Years Fundamental movement	Year 1 Fundamental movement	Year 2 Fundamental movement	Year 3 Fundamental movement	Year 4 All units	Year 5 All units	Year 6 All units
 <p><b>Motor Competence</b></p>  <p><b>Rules, Strategies and Tactics</b></p>  <p><b>Healthy Participation</b></p>	<p><b>Skills</b>  <b>Running:</b> explore running and stopping. Explore changing direction safely.  <b>Balancing:</b> explore balancing whilst stationary and on the move.  <b>Jumping:</b> begin to explore take off and landing safely.  <b>Hopping:</b> explore hopping on both feet.  <b>Skipping:</b> explore skipping as a travelling action</p> <p><b>Knowledge</b>  <b>Running:</b> know that I use big steps to run and small steps to stop. Know that moving into space away from others helps to keep me safe.  <b>Balancing:</b> know that I can hold my arms out to help me to balance.  <b>Jumping:</b> know that bending my knees will help me to land safely.  <b>Hopping:</b> understand that I use one foot to hop.  <b>Skipping:</b> know that if I hop then step that will help me to skip.</p>	<p><b>Skills</b>  <b>Running:</b> explore changing direction and dodging. Discover how the body moves at different speeds.  <b>Balancing:</b> move with some control and balance. Explore stability and landing safely.  <b>Jumping:</b> demonstrate control in take off and landing when jumping. <b>Hopping:</b> begin to explore hopping in different directions.  <b>Skipping:</b> show co-ordination when turning a rope. Use rhythm to jump continuously in a French rope.</p> <p><b>Knowledge</b>  <b>Running:</b> understand that bending my knees will help me to change direction. Understand that if I swing my arms it will help me to run faster.  <b>Balancing:</b> know that looking ahead will help me to balance. Know that landing on my feet helps me to balance.  <b>Jumping:</b> know that landing on the balls of my feet helps me to land with control.  <b>Hopping:</b> know that I should hop with a soft bent knee.  <b>Skipping:</b> know that I should use the opposite arm to leg when I skip. Know that jumping on the balls of my feet helps me to keep a consistent rhythm.</p>	<p><b>Skills</b>  <b>Running:</b> demonstrate balance when changing direction. Clearly show different speeds when running.  <b>Balancing:</b> demonstrate balance when performing other fundamental skills.  <b>Jumping:</b> demonstrate jumping for distance, height and in different directions.  <b>Hopping:</b> demonstrate hopping for distance, height and in different directions.  <b>Skipping:</b> explore single and double bounce when jumping in a rope.</p> <p><b>Knowledge</b>  <b>Running:</b> know that putting weight into the front of my feet helps me to stop in a balanced position. Know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster.  <b>Balancing:</b> understand that squeezing my muscles helps me to balance.  <b>Jumping:</b> know that swinging my arms forwards will help me to jump further.  <b>Hopping:</b> know that if I look straight ahead it will stop me falling over when I land.</p>	<p><b>Skills</b>  <b>Running:</b> change direction. Show an increase and decrease in speed.  <b>Balancing:</b> demonstrate balance when performing other fundamental skills.  <b>Jumping and hopping:</b> link jumping and hopping actions.  <b>Skipping:</b> jump and turn a skipping rope.</p> <p><b>Knowledge</b>  <b>Running:</b> understand that leaning slightly forwards helps to increase speed (acceleration). Leaning my body in the opposite direction to travel helps to slow down (deceleration).  <b>Balancing:</b> understand how balance helps us with everyday tasks.  <b>Jumping and hopping:</b> know that if I jump and land in quick succession, momentum will help me to jump further.  <b>Skipping:</b> understand that I should turn the rope from my wrists with wide hands to create a gap to step through.</p>	<p><b>Skills</b>  <b>Running:</b> change direction quickly under pressure. Demonstrate when and how to accelerate and decelerate.  <b>Balancing:</b> demonstrate good balance and control when performing other fundamental skills.  <b>Jumping and hopping:</b> link hopping and jumping actions with other fundamental skills.  <b>Skipping:</b> consistently skip in a rope.</p> <p><b>Knowledge</b>  <b>Running:</b> understand that a change of direction and speed can help to get past or away from an opponent.  <b>Balancing:</b> understand that I need to squeeze different muscles to help me to stay balanced in different activities.  <b>Jumping and hopping:</b> know that swinging my non-hopping foot helps to create momentum.  <b>Skipping:</b> understand that keeping my chest up helps me to stay balanced.</p>	<p><b>Skills</b>  <b>Running:</b> demonstrate improved body posture and balance when changing direction. Accelerate and decelerate appropriately for the situation.  <b>Balancing:</b> consistently demonstrate good balance when performing other fundamental skills. <b>Jumping and hopping:</b> demonstrate good technique and co-ordination when linking jumps.  <b>Skipping:</b> show a range of skills when skipping in a rope.</p> <p><b>Knowledge</b>  <b>Running:</b> understand that to change direction, I push off my outside foot and turn my hips.  <b>Balancing:</b> understand that balance is a skill used in many different activities and everyday life.  <b>Jumping and hopping:</b> understand that there are different techniques for different situations.  <b>Skipping:</b> understand that people will have varying levels of skipping ability and that I can get better with practice.</p>	<p><b>Skills</b>  <b>Running:</b> know that running develops stamina and speed and both can be improved by training over time.  <b>Balancing:</b> know that balance underpins many skills in PE and everyday life and this feels different in different situations.  <b>Jumping and hopping:</b> understand when to jump for height or jump for distance in different activities and what to do to achieve this. <b>Skipping:</b> understand that skipping helps to develop coordination, stamina and balance.</p> <p><b>Knowledge</b>  <b>Running:</b> know that running develops stamina and speed and both can be improved by training over time.  <b>Balancing:</b> know that balance underpins many skills in PE and everyday life and this feels different in different situations.  <b>Jumping and hopping:</b> understand when to jump for height or jump for distance in different activities and what to do to achieve this.</p>

			<b>Skipping:</b> know that I should swing opposite arm to leg to help me balance when skipping without a rope.				<b>Skipping:</b> understand that skipping helps to develop coordination, stamina and balance.
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# Fundamental Movement Skills – Key Vocabulary

Strand	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 <p>Vocabulary</p>	<p><b>Nursery</b></p> <p>Move Space Safely Shape Copy Around Sideways Forwards Backwards</p> <p><b>Reception</b></p> <p>Move Space Safely Shape Copy Round Sideways Forwards Backwards</p>	<p>Balance Direction Land Fast Safely Jump Hop</p>	<p>Jog Speed Skip Sprint Dodge Balance</p>	<p>Distance Control Pace Technique Momentum Rhythm Accelerate Co-ordination Tension Decelerate Stability Transfer</p>	<p>Distance Control Pace Technique Momentum Rhythm Accelerate Co-ordination Tension Decelerate Stability Transfer</p>	<p>Technique Compete Continuous Pace Flight Determination Personal best Momentum Stride Downsweep Upsweep Officiate Rhythm</p>	<p>Technique Control force Continuous pace Trajectory Stride Momentum Officiate Flight Compete Rotation Transfer of weight</p>



# Interwoven Pillars of Learning Progression - Dance

Pillar	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 <p><b>Motor Competence</b></p>  <p><b>Rules, Strategies and Tactics</b></p>  <p><b>Healthy Participation</b></p>	<p><b>Skills</b></p> <p><b>Actions:</b> explore how my body moves. Copy basic body actions and rhythms.  <b>Dynamics:</b> explore actions in response to music and an idea. <b>Space:</b> begin to explore pathways and the space around me and in relation to others.  <b>Performance:</b> perform short phrases of movement in front of others</p> <p><b>Knowledge</b></p> <p><b>Actions:</b> understand that I can move my body in different ways to create interesting actions.  <b>Dynamics:</b> understand that I can change my action to show an idea.  <b>Space:</b> know that if I move into space it will help to keep me and others safe.  <b>Performance:</b> know that when watching others, I sit quietly and clap at the end.  <b>Strategy:</b> know that if I use lots of space, it helps to make my dance look interesting.</p>	<p><b>Skills</b></p> <p><b>Actions:</b> copy, remember and repeat actions to represent a theme. Create my own actions in relation to a theme.  <b>Dynamics:</b> explore varying speeds to represent an idea.  <b>Space:</b> explore pathways within my performance.  <b>Relationships:</b> begin to explore actions and pathways with a partner.  <b>Performance:</b> perform on my own and with others to an audience.</p> <p><b>Knowledge</b></p> <p><b>Actions:</b> understand that actions can be sequenced to create a dance.  <b>Dynamics:</b> understand that I can create fast and slow actions to show an idea.  <b>Space:</b> understand that there are different directions and pathways within space.  <b>Relationships:</b> understand that when dancing with a partner it is important to be aware of each other and keep in time.</p>	<p><b>Skills</b></p> <p><b>Actions:</b> accurately remember, repeat and link actions to express an idea.  <b>Dynamics:</b> develop an understanding of dynamics.  <b>Space:</b> develop the use of pathways and travelling actions to include levels.  <b>Relationships:</b> explore working with a partner using unison, matching and mirroring.  <b>Performance:</b> develop the use of facial expressions in my performance.</p> <p><b>Knowledge</b></p> <p><b>Actions:</b> know that sequencing actions in a particular order will help me to tell the story of my dance.  <b>Dynamics:</b> understand that I can change the way I perform actions to show an idea.  <b>Space:</b> know that I can use different directions, pathways and levels in my dance.  <b>Relationships:</b> know that using counts of 8 will help me</p>	<p><b>Skills</b></p> <p><b>Actions:</b> create actions in response to a stimulus individually and in groups.  <b>Dynamics:</b> use dynamics effectively to express an idea. <b>Space:</b> use direction to transition between formations. <b>Relationships:</b> develop an understanding of formations. <b>Performance:</b> perform short, selfchoreographed phrases showing an awareness of timing.</p> <p><b>Knowledge</b></p> <p><b>Actions:</b> understand that sharing ideas with others enables my group to work collaboratively and try ideas before deciding on the best actions for our dance.  <b>Dynamics:</b> understand that all actions can be performed differently to help to show effect. <b>Space:</b> understand that I can use space to help my dance to flow.  <b>Relationships:</b> understand that 'formation' means the same in dance as in other</p>	<p><b>Skills</b></p> <p><b>Actions:</b> respond imaginatively to a range of stimuli related to character and narrative.  <b>Dynamics:</b> change dynamics confidently within a performance to express changes in character. <b>Space:</b> confidently use changes in level, direction and pathway. <b>Relationships:</b> use action and reaction to represent an idea. <b>Performance:</b> perform complex dances that communicate narrative and character well, performing clearly and fluently</p> <p><b>Knowledge</b></p> <p><b>Actions:</b> understand that some actions are better suited to a certain character, mood or idea than others.  <b>Dynamics:</b> understand that some dynamics are better suited to a certain character, mood or idea than others.  <b>Space:</b> understand that space can be used to express a certain character, mood or idea.</p>	<p><b>Skills</b></p> <p><b>Actions:</b> choreograph dances by using, adapting and developing actions and steps from different dance styles. <b>Dynamics:</b> confidently use dynamics to express different dance styles.  <b>Space:</b> confidently use direction and patterning to express different dance styles.  <b>Relationships:</b> confidently use formations, canon and unison to express a dance idea.  <b>Performance:</b> perform dances expressively, using a range of performance skills, showing accuracy and fluency.</p> <p><b>Knowledge</b></p> <p><b>Actions:</b> understand that different dance styles utilise selected actions to develop sequences in a specific style.</p>	<p><b>Skills</b></p> <p><b>Actions:</b> show controlled movements which express emotion and feeling.  <b>Dynamics:</b> explore, improvise and combine dynamics to express ideas fluently and effectively on my own, with a partner or in a small group.  <b>Space and relationships:</b> use a variety of compositional principles when creating my own dances.  <b>Performance:</b> demonstrate a clear understanding of timing in relation to the music and other dancers throughout my performance.</p> <p><b>Knowledge</b></p> <p><b>Actions:</b> understand that actions can be improved with consideration to extension, shape and recognition of intent.  <b>Dynamics:</b> understand that selecting a variety of dynamics in my performance can help to</p>

		<p><b>Performance:</b> know that standing still at the start and at the end of the dance lets the audience know when I have started and when I have finished.</p> <p><b>Strategy:</b> know that if I use exaggerated actions it helps the audience to see them clearly</p>	<p>to stay in time with my partner and the music.</p> <p><b>Performance:</b> know that using facial expressions helps to show the mood of my dance.</p> <p><b>Strategy:</b> know that if I practice my dance my performance will improve.</p>	<p>activities such as football, rugby and gymnastics.</p> <p><b>Performance:</b> understand that I can use timing techniques such as canon and unison to create effect.</p> <p><b>Strategy:</b> know that if I show sensitivity to the music, my performance will look more complete.</p>	<p><b>Relationships:</b> understand that some relationships are better suited to a certain character, mood or idea than others.</p> <p><b>Performance:</b> know that being aware of other performers in my group will help us to move in time.</p> <p><b>Strategy:</b> know that I can select from a range of dance techniques to translate my idea.</p>	<p><b>Dynamics:</b> understand that different dance styles utilise selected dynamics to express mood.</p> <p><b>Space:</b> understand that space relates to where my body moves both on the floor and in the air.</p> <p><b>Relationships:</b> understand that different dance styles utilise selected relationships to express mood.</p> <p><b>Performance:</b> understand what makes a performance effective and know how to apply these principles to my own and others' work.</p> <p><b>Strategy:</b> know that if I use dance principles it will help me to express an atmosphere or mood.</p>	<p>take the audience on a journey through my dance idea.</p> <p><b>Space and relationships:</b> know that combining space and relationships with a prop can help me to express my dance idea.</p> <p><b>Performance:</b> understand how a leader can ensure our dance group performs together.</p> <p><b>Strategy:</b> know that if I keep in character throughout, it will help me to express an atmosphere or mood that can be interpreted by the audience.</p>
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# Dance – Key Vocabulary



Strand	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 <b>Vocabulary</b>	<p><b>Nursery</b></p> <ul style="list-style-type: none"> <li>Move</li> <li>Space</li> <li>Safely</li> <li>Shape</li> <li>Copy</li> <li>Around</li> <li>Sideways</li> <li>Forwards</li> <li>Backwards</li> </ul> <p><b>Reception</b></p> <ul style="list-style-type: none"> <li>Move</li> <li>Space</li> <li>Safely</li> <li>Shape</li> <li>Copy</li> <li>Round</li> <li>Sideways</li> <li>Forwards</li> <li>Backwards</li> </ul>	<ul style="list-style-type: none"> <li>Counts</li> <li>Action</li> <li>Travel</li> <li>Pose</li> <li>Move</li> <li>Direction</li> <li>Forwards</li> <li>Backwards</li> <li>Speed</li> <li>Fast</li> <li>Slow</li> <li>Level</li> <li>Shape</li> </ul>	<ul style="list-style-type: none"> <li>Counts</li> <li>Action</li> <li>Travel</li> <li>Shape</li> <li>Direction</li> <li>Speed</li> <li>Level</li> <li>Space</li> <li>Balance</li> <li>Timing</li> <li>Mirror</li> <li>Pathway</li> </ul>	<ul style="list-style-type: none"> <li>Unison</li> <li>Explore</li> <li>Create</li> <li>Feedback</li> <li>Perform</li> <li>Timing</li> <li>Levels</li> <li>Flow</li> <li>Dynamics</li> <li>Expression</li> <li>Actions</li> </ul>	<ul style="list-style-type: none"> <li>Space</li> <li>Action</li> <li>Levels</li> <li>Timing</li> <li>Performance</li> <li>Dynamics</li> <li>Unison</li> <li>Represent</li> <li>Expression</li> </ul>	<ul style="list-style-type: none"> <li>Levels</li> <li>Actions</li> <li>Formation</li> <li>Timing</li> <li>Relationship</li> <li>Performance</li> <li>Expression</li> <li>Unison</li> <li>Posture</li> <li>Dynamics</li> <li>Canon</li> </ul>	<ul style="list-style-type: none"> <li>Levels</li> <li>Actions</li> <li>Formation</li> <li>Timing</li> <li>Phrase</li> <li>Performance</li> <li>Expression</li> <li>Unison</li> <li>Posture</li> <li>Dynamics</li> <li>Canon</li> <li>Choreograph</li> <li>Contrast</li> <li>Structure</li> </ul>



# Interwoven Pillars of Learning Progression - Gymnastics

Pillar	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 <p><b>Motor Competence</b></p>  <p><b>Rules, Strategies and Tactics</b></p>  <p><b>Healthy Participation</b></p>	<p><b>Skills</b></p> <p><b>Shapes:</b> show contrast with my body including wide/narrow, straight/curved.  <b>Balances:</b> explore shapes in stillness using different parts of my body.  <b>Rolls:</b> explore rocking and rolling.  <b>Jumps:</b> explore jumping safely.</p> <p><b>Knowledge</b></p> <p><b>Shapes:</b> understand that I can make different shapes with my body.  <b>Balances:</b> know that I should be still when holding a balance.  <b>Rolls:</b> know that I can change my body shape to help me to roll.  <b>Jumps:</b> know that bending my knees will help me to land safely.  <b>Strategy:</b> know that if I hold a shape and count to five people will see it clearly.</p>	<p><b>Skills</b></p> <p><b>Shapes:</b> explore basic shapes straight, tuck, straddle, pike.  <b>Balances:</b> perform balances making my body tense, stretched and curled.  <b>Rolls:</b> explore barrel, straight and forward roll progressions.  <b>Jumps:</b> explore shape jumps including jumping off low apparatus</p> <p><b>Knowledge</b></p> <p><b>Shapes:</b> understand that I can improve my shapes by extending parts of my body.  <b>Balances:</b> know that balances should be held for 5 seconds.  <b>Rolls:</b> know that I can use different shapes to roll.  <b>Jumps:</b> know that landing on the balls of my feet helps me to land with control.  <b>Strategy:</b> know that if I use a starting and finishing position, people will know</p>	<p><b>Skills</b></p> <p><b>Shapes:</b> explore using shapes in different gymnastic balances.  <b>Balances:</b> remember, repeat and link combinations of gymnastic balances.  <b>Rolls:</b> explore barrel, straight and forward roll and put into sequence work.  <b>Jumps:</b> explore shape jumps and take off combinations.</p> <p><b>Knowledge</b></p> <p><b>Shapes:</b> know that some shapes link well together.  <b>Balances:</b> understand that squeezing my muscles helps me to balance.  <b>Rolls:</b> understand that there are different teaching points for different rolls.  <b>Jumps:</b> understand that looking forward will help me to land with control.  <b>Strategy:</b> know that if I use shapes that link well together it will help my sequence to flow.</p>	<p><b>Skills</b></p> <p><b>Shapes:</b> explore matching and contrasting shapes.  <b>Balances:</b> explore point and patch balances and transition smoothly into and out of them.  <b>Rolls:</b> develop the straight, barrel, and forward roll.  <b>Jumps:</b> develop stepping into shape jumps with control.</p> <p><b>Knowledge</b></p> <p><b>Shapes:</b> understand how to use body tension to make my shapes look better.  <b>Balances:</b> understand that I can make my balances look interesting by using different levels.  <b>Rolls:</b> understand the safety considerations when performing more difficult rolls.  <b>Jumps:</b> understand that I can change the take off and shape of my jumps to make them look interesting.</p>	<p><b>Skills</b></p> <p><b>Shapes:</b> develop the range of shapes I use in my sequences. Inverted movements: develop strength in bridge and shoulder stand.  <b>Balances:</b> develop control and fluency in individual and partner balances.  <b>Rolls:</b> develop the straight, barrel, forward and straddle roll and perform them with increased control.  <b>Jumps:</b> develop control in performing and landing rotation jumps.</p> <p><b>Knowledge</b></p> <p><b>Shapes:</b> understand how shapes can be used to improve my sequence.  <b>Inverted movements:</b> know that inverted movements are actions in which my hips go above my head.  <b>Balances:</b> know how to keep myself and others safe when performing partner balances.</p>	<p><b>Skills</b></p> <p><b>Shapes:</b> perform shapes consistently and fluently linked with other gymnastic actions.  <b>Inverted movements:</b> explore progressions of a cartwheel.  <b>Balances:</b> explore symmetrical and asymmetrical balances.  <b>Rolls:</b> develop control in the straight, barrel, forward, straddle and backward roll.  <b>Jumps:</b> select a range of jumps to include in sequence work.</p> <p><b>Knowledge</b></p> <p><b>Shapes:</b> understand that shapes underpin all other skills.  <b>Inverted movements:</b> understand that sometimes I need to move slowly to gain control and other times I need to move quickly to build momentum.</p>	<p><b>Skills</b></p> <p><b>Shapes:</b> combine and perform gymnastic shapes more fluently and effectively.  <b>Inverted movements:</b> develop control in progressions of a cartwheel and a headstand.  <b>Balances:</b> explore counter balance and counter tension.  <b>Rolls:</b> develop fluency and consistency in the straddle, forward and backward roll.  <b>Jumps:</b> combine and perform a range of gymnastic jumps more fluently and effectively.</p> <p><b>Knowledge</b></p> <p><b>Shapes:</b> know which shapes to use for each skill.  <b>Inverted movements:</b> understand that spreading my weight across a base of support will help me to balance.  <b>Balances:</b> know where and when to apply force to</p>

		when my sequence has begun and when it has ended.		<b>Strategy:</b> know that if I use different levels it will help to make my sequence look interesting.	<b>Rolls:</b> understand that I can keep the shape of my roll using body tension. <b>Jumps:</b> know that I can control my landing, by landing toes first, looking forwards and bending my knees. <b>Strategy:</b> know that if I use different directions it will help to make my sequence look interesting	<b>Balances:</b> understand how to use contrasting balances to make my sequences look interesting. <b>Rolls:</b> understand that I need to work within my own capabilities and this may be different to others. <b>Jumps:</b> understand that I can use jumps to link actions and changing the shape of these will make my sequence look interesting. <b>Strategy:</b> know that if I use different pathways it will help to make my sequence look interesting.	maintain control and balance. <b>Rolls:</b> understand that I can use momentum to help me to roll and know where that momentum from. <b>Jumps:</b> understand that taking off from two feet will give me more height and therefore more time in the air. <b>Strategy:</b> know that if I use changes in formation it will help to make my sequence look interesting.
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# Gymnastics – Key Vocabulary



Strand	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 <b>Vocabulary</b>	<p><b><u>Nursery</u></b>            Copy            Travel            Space            Shape            Rock            Over            Backwards            Sideways            Forwards</p> <p><b><u>Reception</u></b>            Copy            Travel            Space            Shape            Rock            Over            Around            Through            Roll</p>	Action Travel Balance Jump Direction Roll Point Shape Speed Fast Slow Level	Action Travel Balance Jump Direction Roll Link Sequence Straddle Pike Tuck Star Level	Matching Contrasting Sequence Direction Interesting Flow Explore Control Shape Create	Technique Quality Sequence Perform Rotation Extension Apparatus Inverted Shape	Symmetrical Asymmetrical Extension Rotation Synchronisation Canon Inverted Progression Aesthetics	Momentum Counter balance Aesthetics Formation Synchronisation Stability Inverted Progression Counter tension



# Interwoven Pillars of Learning Progression - Invasion Games

Pillar	Early Years Games 1 & 2 Ball skills 1 * 2	Year 1 Invasion Games	Year 2 Invasion Games	Year 3 Football	Year 4 Handball	Year 5 Basketball, Football and Hockey	Year 6 Handball and Tag Rugby
 <b>Motor Competence</b>   <b>Rules, Strategies and Tactics</b>   <b>Healthy Participation</b>	<p><b>Skills</b></p> <p><b>Sending &amp; receiving :</b> explore s&amp;r with hands and feet using a variety of equipment.  <b>Dribbling:</b> explore dropping and catching with two hands and moving a ball with their feet.  <b>Space:</b> recognise their own space.  <b>Attacking &amp; defending:</b> explore changing direction and tagging games.</p> <p><b>Knowledge</b></p> <p><b>Sending &amp; receiving:</b> know to look at the target when sending a ball and watch the ball to receive it.  <b>Dribbling:</b> know that keeping the ball close will help with control.  <b>Space:</b> know that being in a space gives me room to play.</p>	<p><b>Skills</b></p> <p><b>Sending &amp; receiving:</b> explore s&amp;r with hands and feet to a partner.  <b>Dribbling:</b> explore dribbling with hands and feet.  <b>Space:</b> recognise good space when playing games.  <b>Attacking:</b> explore changing direction to move away from a partner.  <b>Defending:</b> explore tracking and moving to stay with a partner.</p> <p><b>Knowledge</b></p> <p><b>Sending &amp; receiving:</b> know to look at my partner before sending the ball.  <b>Dribbling:</b> know that moving with a ball is called dribbling.  <b>Space:</b> understand that</p>	<p><b>Skills</b></p> <p><b>Sending &amp; receiving:</b> developing s&amp;r with increased control.  <b>Dribbling:</b> explore dribbling with hands and feet with increasing control on the move.  <b>Space:</b> explore moving into space away from others.  <b>Attacking:</b> developing moving into space away from defenders.  <b>Defending:</b> explore staying close to other players to try and stop them getting the ball.</p> <p><b>Knowledge</b></p> <p><b>Sending &amp; receiving:</b> know to control the ball before sending it.  <b>Dribbling:</b></p>	<p><b>Skills</b></p> <p><b>Sending &amp; receiving:</b> explore s&amp;r abiding by the rules of the game.  <b>Dribbling:</b> explore dribbling the ball abiding by the rules of the game under some pressure.  <b>Space:</b> develop using space as a team.  <b>Attacking:</b> develop movement skills to lose a defender. Explore shooting actions in a range of invasion games.  <b>Defending:</b> develop tracking opponents to limit their scoring opportunities.</p> <p><b>Knowledge</b></p> <p><b>Sending &amp; receiving:</b> know that pointing my hand/foot/stick to my target on release will</p>	<p><b>Skills</b></p> <p><b>Sending &amp; receiving:</b> 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.  <b>Dribbling:</b> link dribbling the ball with other actions and change direction whilst dribbling with some control.  <b>Space:</b> develop moving into space to help my team.  <b>Attacking:</b> change direction to lose an opponent with some success.  <b>Defending:</b> develop defending one on one and begin to intercept.</p>	<p><b>Skills</b></p> <p><b>Sending &amp; receiving:</b> develop control when s&amp;r under pressure.  <b>Dribbling:</b> dribble with some control under pressure.  <b>Space:</b> explore moving to create space for themselves and others in their team.  <b>Attacking:</b> use a variety of techniques to lose an opponent e.g. change of direction or speed.  <b>Defending:</b> develop tracking and marking with increased success. Explore intercepting a ball using one and two hands.</p> <p><b>Knowledge</b></p> <p><b>Sending &amp; receiving:</b> know that not having a defender between</p>	<p><b>Skills</b></p> <p><b>Sending &amp; receiving:</b> s&amp;r consistently using a range of techniques with increasing control under pressure.  <b>Dribbling:</b> dribble consistently using a range of techniques with increasing control under pressure.  <b>Space:</b> move to the correct space when transitioning from attack to defence or defence to attack and create and use space for self and others.  <b>Attacking:</b> confidently change direction to lose an opponent  <b>Defending:</b> use a variety of defending</p>

	<p><b>Attacking &amp; defending:</b> know that there are different roles in games. <b>Tactics:</b> make simple decisions in response to a task. <b>Rules:</b> know that rules help us to stay safe.</p>	<p>being in a good space helps us to pass the ball. <b>Attacking:</b> know that being able to move away from a partner helps my team to pass me the ball. <b>Defending:</b> know that staying with a partner makes it more difficult for them to receive the ball. <b>Tactics:</b> know that tactics can help us when playing games. Rules: know that rules help us to play fairly.</p>	<p>know that keeping my head up will help me to know where defenders are. <b>Space:</b> know that moving into space away from defenders helps me to pass and receive a ball. <b>Attacking:</b> know that when my team is in possession of the ball, I am an attacker and we can score. <b>Defending:</b> know that when my team is not in possession of the ball, I am a defender and we need to try to get the ball. Know that standing between the ball and the attacker will help me to stop them from getting the ball. <b>Tactics:</b> understand and apply simple tactics for attack and defence. <b>Rules:</b> know how to score points and follow simple rules.</p>	<p>help me to send a ball accurately. <b>Dribbling:</b> know that dribbling is an attacking skill which helps us to move towards a goal or away from defenders. <b>Space:</b> know that by spreading out as a team we move the defenders away from each other. <b>Attacking and defending:</b> know my role as an attacker and defender. <b>Tactics:</b> know that using simple tactics will help my team to achieve an outcome e.g. we will each mark a player to help us to gain possession. <b>Rules:</b> know the rules of the game and begin to apply them.</p>	<p><b>Knowledge</b></p> <p><b>Sending &amp; receiving:</b> know that cushioning a ball will help me to control it when receiving it. <b>Dribbling:</b> know that protecting the ball as I dribble will help me to maintain possession. <b>Space:</b> know that moving into space will help my team keep possession and score goals. <b>Attacking:</b> recognise when to pass and when to shoot. <b>Defending:</b> know when to mark and when to attempt to win the ball. <b>Tactics:</b> know that applying attacking tactics will help to maintain possession and score goals. Know that applying defending tactics will help to deny space, gain possession and stop goals. <b>Rules:</b> know and understand the rules to be able to manage our own game.</p>	<p>myself and a ball carrier enables me to s&amp;r with better control. <b>Dribbling:</b> know that dribbling in different directions will help to lose a defender. <b>Space:</b> know that by moving to space even if not receiving the ball will create space for a teammate. <b>Tactics:</b> understand the need for tactics and identify when to use them in different situations. <b>Rules:</b> understand and apply rules in a variety of invasion games whilst playing and officiating.</p>	<p>skills (tracking, interception, jockeying) in game situations.</p> <p><b>Knowledge</b></p> <p><b>Sending &amp; receiving:</b> understand and make quick decisions about when, how and who to pass to. <b>Dribbling:</b> choose the appropriate skill for the situation under pressure e.g. a V dribble in basketball to keep the ball away from a defender. <b>Space:</b> understand that transitioning quickly between attack and defence will help my team to maintain or gain possession. <b>Tactics:</b> know how to create and apply a tactic for a specific situation or outcome. <b>Rules:</b> understand, apply and use rules consistently in a variety of invasion games whilst playing and officiating.</p>
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# Invasion Games – Key Vocabulary



Strand	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 Vocabulary	<p><b><u>Nursery</u></b></p> <p>Run Safely Space Catch Throw Team Stop Tag Score Kick Bounce Roll</p> <p><b><u>Reception</u></b></p> <p>Run Safely Space Catch Rules Team Stop Tag Score Kick Bounce Roll</p> <p>Listen</p>	<p>Safely Defender Dribbling Pass Attacker Space Points Score Team</p>	<p>Possession Send Teammate Chest pass Received Goal Dodge Bounce pass</p>	<p><b><u>Football</u></b></p> <p>Goal keeper Opponent Opposition Dribbling Defender Attacker Communicate Tracking Control Tackle Outside Possession Inside Available</p> <p><b><u>Netball</u></b></p> <p>Footwork Pivot Opponent Opposition Receiver Landing foot Interception Rebound Obstruction Possession Attack</p>	<p><b><u>Handball</u></b></p> <p>Dribble Shoot Opponent Opposition Possession Grip Interception Protect Fluid Defence Mark Double dribble Attack</p> <p><b><u>Basketball</u></b></p> <p>Travelling V dribble Opponent Opposition Double dribble Receiver Tracking Possession Playing area Rebound</p>	<p><b><u>Tag Rugby</u></b></p> <p>Defence Onside Offside Opponent Formation Pressure Receiver Possession Dictate Turnover Attack Shut down Support</p> <p><b><u>Netball</u></b></p> <p>Rebound Contact Contest Consecutive Possession Obstruction Conceding Consistently Attack Defend Interception</p>	<p><b><u>Tag Rugby</u></b></p> <p>Defence Onside Offside Opponent Formation Pressure Receiver Possession Dictate Turnover Attack Shut down Support</p> <p><b><u>Basketball</u></b></p> <p>Referee Double dribble Tactics Set shot Foul Possession Conceding Travelling Jump shot Opponent</p>

				Defence Contact Mark		Turnover <b>Football</b> Control Tactics Opponent Intercepting Possession Tracking Consistently Conceding Outwit Pressure Foul Touch Possession	Rebound Outwit <b>Handball</b> Pressure Tactics Angle Inclusion Transfer Delay Support Control Release Principle Create Close down
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# Interwoven Pillars of Learning Progression - Striking and Fielding

Pillar	Early Years Balls skills 1 & 2 Games 1 & 2	Year 1 Striking and Fielding	Year 2 Striking and Fielding	Year 3 Cricket	Year 4 Cricket	Year 5 Cricket	Year 6 Cricket
 <p><b>Motor Competence</b></p>  <p><b>Rules, Strategies and Tactics</b></p>  <p><b>Healthy Participation</b></p>	<p><b>Skills</b>  <b>Striking:</b> explore sending a ball to a partner.  <b>Fielding:</b> explore tracking and stopping a rolling ball.  <b>Throwing and catching:</b> explore rolling, throwing and catching using a variety of equipment.</p> <p><b>Knowledge</b>  <b>Striking:</b> know to point my hand at my target when striking a ball.  <b>Fielding:</b> know to scoop a ball with two hands.  <b>Throwing and catching:</b> know to point my hand at my target when throwing. Know to have hands out ready to catch.  <b>Tactics:</b> make simple decisions in response to a task.</p>	<p><b>Skills</b>  <b>Striking:</b> explore striking a ball with their hand and equipment.  <b>Fielding:</b> develop tracking and retrieving a ball.  <b>Throwing:</b> explore technique when throwing over and underarm.  <b>Catching:</b> develop co-ordination and technique when catching.</p> <p><b>Knowledge</b>  <b>Striking:</b> understand that the harder I strike, the further the ball will travel.  <b>Fielding:</b> know that throwing the ball back is quicker than running with it.  <b>Throwing:</b> know which type of throw to use to throw over longer distances.  <b>Catching:</b> know to watch the ball as it comes towards me.</p>	<p><b>Skills</b>  <b>Striking:</b> develop striking a ball with their hand and equipment with some consistency.  <b>Fielding:</b> develop tracking a ball and decision making with the ball.  <b>Throwing:</b> develop co-ordination and technique when throwing over and underarm.  <b>Catching:</b> catch with two hands with some co-ordination and technique.</p> <p><b>Knowledge</b>  <b>Striking:</b> understand the role of a batter. Know that striking quickly will increase the power.  <b>Fielding:</b> understand that there are different roles within a fielding team. Know to move towards the ball to collect it to limit a batter's points.</p>	<p><b>Skills</b>  <b>Striking:</b> begin to strike a bowled ball after a bounce with different equipment.  <b>Fielding:</b> explore bowling to a target and fielding skills to include a two-handed pick up.  <b>Throwing:</b> use overarm and underarm throwing in game situations.  <b>Catching:</b> catch with some consistency in game situations.</p> <p><b>Knowledge</b>  <b>Striking:</b> know that striking to space away from fielders will help me to score.  <b>Fielding:</b> know to look at where a batter is before deciding what to do. Know to communicate with teammates before throwing them a ball.</p>	<p><b>Skills</b>  <b>Striking:</b> develop batting technique with a range of equipment.  <b>Fielding:</b> develop bowling with some consistency, abiding by the rules of the game.  <b>Throwing:</b> use overarm and underarm throwing with increased consistency in game situations.  <b>Catching:</b> begin to catch with one and two hands with some consistency in game situations.</p> <p><b>Knowledge</b>  <b>Striking:</b> know that using the centre of the bat will provide the most control and accuracy.  <b>Fielding:</b> know that it easier to field a ball that is coming towards me rather than away so set up accordingly.</p>	<p><b>Skills</b>  <b>Striking:</b> explore defensive and driving hitting techniques and directional batting.  <b>Fielding:</b> develop over and underarm bowling technique. Develop long and short barrier and two handed pick up.  <b>Throwing:</b> demonstrate good technique when using a variety of throws under pressure.  <b>Catching:</b> explore catching skills (close/deep and wicket keeping) and apply these with some consistency in game situations  <b>Knowledge</b>  <b>Striking:</b> understand that stance is important to allow me to be balanced as I hit.  <b>Fielding:</b> know that backing up a fielder as a ball is being thrown will</p>	<p><b>Skills</b>  <b>Striking:</b> strike a bowled ball with increasing accuracy and consistency.  <b>Fielding:</b> use a wider range of fielding skills with increasing control under pressure.  <b>Throwing:</b> consistently demonstrate good technique in throwing skills under pressure.  <b>Catching:</b> consistently demonstrate good technique in catching skills under pressure.  <b>Knowledge</b>  <b>Striking:</b> understand that the momentum and power for striking a ball comes from legs as well as arms.  <b>Fielding:</b> know which fielding action to apply for the situation.  <b>Throwing and catching:</b> consistently make good</p>

	<p><b>Rules:</b> know that rules help us to stay safe.</p>	<p><b>Tactics:</b> know that tactics can help us when playing games.  <b>Rules:</b> know that rules help us to play fairly.</p>	<p><b>Throwing:</b> know that stepping with opposite foot to throwing arm will help me to balance.  <b>Catching:</b> know to use wide fingers and pull the ball in to my chest to help me to securely catch.  <b>Tactics:</b> understand and apply simple tactics for attack (batting) and defence (fielding).  <b>Rules:</b> know how to score points and follow simple rules.</p>	<p><b>Throwing:</b> know that overarm throwing is used for long distances and underarm throwing for shorter distances.  <b>Catching:</b> know to move my feet to the ball.  <b>Tactics:</b> know that using simple tactics will help my team to achieve an outcome e.g. we will spread out to deny space.  <b>Rules:</b> know the rules of the game and begin to apply them.</p>	<p><b>Throwing:</b> understand that being balanced before throwing will help to improve the accuracy of the throw.  <b>Catching:</b> know to track the ball as it is thrown to help to improve the consistency of catching.  <b>Tactics:</b> 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.  <b>Rules:</b> know and understand the rules to be able to manage our own game.</p>	<p>help to increase the chances of fielding successfully.  <b>Throwing:</b> understand where to throw the ball in relation to where a batter is.  <b>Catching:</b> understand when to use a close catch technique or deep catch technique.  <b>Tactics:</b> understand the need for tactics and identify when to use them in different situations.  <b>Rules:</b> understand and apply rules in a variety of striking and fielding games whilst playing and officiating.</p>	<p>decisions on who to throw to and when to throw in order to get batters out. Know that accuracy, speed and consistency of throwing and catching will help to limit a batter's score.  <b>Tactics:</b> understand and apply some tactics in the game as a batter, bowler and fielder.  <b>Rules:</b> understand, apply and use rules consistently in a variety of striking and fielding games whilst playing and officiating.</p>
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# Striking and Fielding – Key Vocabulary



Strand	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 <b>Vocabulary</b>	<p><b>Nursery</b></p> <ul style="list-style-type: none"> <li>Run</li> <li>Safely</li> <li>Space</li> <li>Catch</li> <li>Throw</li> <li>Team</li> <li>Stop</li> <li>Tag</li> <li>Score</li> <li>Kick</li> <li>Bounce</li> <li>Roll Hit</li> </ul> <p><b>Reception</b></p> <ul style="list-style-type: none"> <li>Run</li> <li>Safely</li> <li>Space</li> <li>Catch</li> <li>Rules</li> <li>Team</li> <li>Stop</li> <li>Tag</li> <li>Score</li> <li>Kick</li> </ul>	<ul style="list-style-type: none"> <li>Far</li> <li>Aim</li> <li>Safely</li> <li>Throw</li> <li>Send</li> <li>Roll</li> <li>Catch</li> <li>Direction</li> <li>Balance</li> </ul>	<ul style="list-style-type: none"> <li>Overarm</li> <li>Underarm</li> <li>Distance</li> <li>Dribble</li> <li>Collect</li> <li>Target</li> </ul>	<p><b>Rounders</b></p> <ul style="list-style-type: none"> <li>Strike</li> <li>Fielding</li> <li>Stance</li> <li>Technique</li> <li>Rounder</li> <li>Batting</li> <li>Retrieve</li> <li>Stumped</li> <li>Backstop</li> <li>Bowl</li> <li>Two-handed pick up</li> <li>Short barrier Post</li> </ul>	<p><b>Cricket</b></p> <ul style="list-style-type: none"> <li>Run</li> <li>Strike</li> <li>Fielding</li> <li>Stance</li> <li>Grip</li> <li>Technique</li> <li>Retrieve</li> <li>Stumped</li> <li>Wicket</li> <li>Batting</li> <li>Wicket keeper</li> <li>Bowl</li> <li>Two-handed pick up</li> <li>Short barrier</li> </ul>	<p><b>Rounders</b></p> <ul style="list-style-type: none"> <li>Strike</li> <li>Fielding</li> <li>Co-operatively</li> <li>Consistently</li> <li>Pressure</li> <li>Batting</li> <li>Retrieve</li> <li>Overtake</li> <li>Outwit</li> <li>Backing up</li> <li>Continuous</li> <li>Consecutive</li> <li>Obstruction</li> </ul>	<p><b>Cricket</b></p> <ul style="list-style-type: none"> <li>Strike</li> <li>Fielding</li> <li>Consistently</li> <li>Support</li> <li>Batting</li> <li>Wicket</li> <li>Tracking</li> <li>Obstruction</li> <li>Wicket keeper Tracking</li> <li>Retrieve</li> </ul>

	Bounce Roll Listen Hit						
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# Interwoven Pillars of Learning Progression – Target Games (Dodgeball and Golf)



Pillar	Early Years Ball skills 1 & 2 Games 1 & 2	Year 1 Target Games	Year 2 Target Games	Year 3 Dodgeball	Year 4 Golf and Dodgeball	Year 5 Dodgeball	Year 6 Golf
 <b>Motor Competence</b>   <b>Rules, Strategies and Tactics</b>   <b>Healthy Participation</b>	<p><b>Skills</b></p> <p><b>Throwing:</b> explore throwing using a variety of equipment. <b>Catching:</b> explore catching using a variety of equipment.</p> <p><b>Knowledge</b></p> <p><b>Throwing:</b> know to point my hand at my target when throwing. <b>Catching:</b> know to have hands out ready to catch. <b>Tactics:</b> make simple decisions in response to a task. <b>Rules:</b> know that rules help us to stay safe.</p>	<p><b>Skills</b></p> <p><b>Throwing overarm:</b> explore technique when throwing overarm towards a target. <b>Throwing underarm:</b> explore technique when throwing underarm towards a target.</p> <p><b>Knowledge</b></p> <p><b>Throwing:</b> know which type of throw to use for distance and accuracy. Know that my body position will affect the accuracy of my throw. <b>Tactics:</b> know that tactics can help us when playing games. <b>Rules:</b> know that rules help us to play fairly.</p>	<p><b>Skills</b></p> <p><b>Throwing overarm:</b> develop coordination and technique when throwing overarm towards a target. <b>Throwing underarm:</b> develop coordination and technique when throwing underarm towards a target. <b>Striking:</b> develop striking a ball with equipment with some consistency.</p> <p><b>Knowledge</b></p> <p><b>Throwing:</b> know that stepping with opposite foot to throwing arm will help you to balance. Know that moving my arm quicker will give me more power. <b>Striking:</b> know to finish with my object/hand/foot pointing at my target. <b>Tactics:</b> understand and apply simple tactics.</p>	<p><b>Skills</b></p> <p><b>Throwing:</b> explore throwing at a moving target. <b>Catching (dodgeball):</b> begin to catch whilst on the move. <b>Striking:</b> begin to strike a ball with accuracy and balance.</p> <p><b>Knowledge</b></p> <p><b>Throwing:</b> know to throw slightly ahead of a moving target. <b>Catching (dodgeball):</b> know that beginning in a ready position will help me to react to the ball. <b>Striking:</b> know that using a bigger swing will give me more power. <b>Tactics:</b> know that using simple tactics will help my team to achieve an outcome e.g. spread out so that we are harder to aim for.</p>	<p><b>Skills</b></p> <p><b>Throwing:</b> throw with increasing accuracy at a target. <b>Striking:</b> strike a ball with increasing consistency.</p> <p><b>Knowledge</b></p> <p><b>Throwing:</b> know that one handed throws are used for speed and accuracy. Know that keeping my elbow high and stepping with my opposite foot will help to increase the power. <b>Striking:</b> know that using a smooth action will help to increase accuracy. <b>Tactics:</b> know that applying attacking tactics will help me to score points and get opponents out.</p>	<p><b>Skills</b></p> <p><b>Throwing:</b> demonstrate clear technique and accuracy when throwing at a target. <b>Catching (dodgeball):</b> demonstrate good technique and consistency in catching skills. <b>Striking:</b> develop a wider range of striking techniques and begin to use them under pressure.</p> <p><b>Knowledge</b></p> <p><b>Throwing:</b> know to aim low to make it difficult for an opponent to catch. <b>Catching (dodgeball):</b> know to stay towards the back of the court area to give me more time to catch. <b>Striking:</b> know that aligning my body and equipment</p>	<p><b>Skills</b></p> <p><b>Throwing:</b> throw with increasing control under pressure. <b>Striking:</b> use a variety of striking techniques with control and under pressure.</p> <p><b>Knowledge</b></p> <p><b>Throwing:</b> know who to throw at and when to throw in order to get opponents out. <b>Striking:</b> know which skill to select for the situation. <b>Tactics:</b> know how to create and apply a tactic for a specific situation or outcome. <b>Rules:</b> understand, apply and use rules consistently in a variety of target games whilst playing and officiating</p>

			<p><b>Rules:</b> know how to score points and follow simple rules.</p>	<p><b>Rules:</b> know the rules of the game and begin to apply them.</p>	<p>Know that applying defending tactics will help me to stay in the game. <b>Rules:</b> know and understand the rules to be able to manage our own game.</p>	<p>before striking will help me to be balanced. <b>Tactics:</b> understand the need for tactics and identify when to use them in different situations. <b>Rules:</b> understand and apply rules in a variety of target games whilst playing and officiating.</p>	
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# Target Games (dodgeball and golf) - Key Vocabulary



Strand	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 <b>Vocabulary</b>	<p><b>Nursery</b></p> <ul style="list-style-type: none"> <li>Run</li> <li>Safely</li> <li>Space</li> <li>Catch</li> <li>Throw</li> <li>Team</li> <li>Stop</li> <li>Tag</li> <li>Score</li> <li>Kick</li> <li>Bounce</li> <li>Roll</li> <li>Hit</li> </ul> <p><b>Reception</b></p> <ul style="list-style-type: none"> <li>Run</li> <li>Safely</li> <li>Space</li> <li>Catch</li> <li>Rules</li> <li>Team</li> <li>Stop</li> </ul>	<ul style="list-style-type: none"> <li>Far</li> <li>Aim</li> <li>Team</li> <li>Throw</li> <li>Score</li> <li>Send</li> <li>Points</li> <li>Distance</li> <li>Overarm</li> <li>Underarm Target</li> </ul>	<ul style="list-style-type: none"> <li>Release</li> <li>Accuracy</li> <li>Opposite</li> <li>Strike</li> <li>Target</li> <li>Ahead</li> <li>Select</li> <li>Object</li> <li>Distance</li> </ul>	<p><b>Dodgeball</b></p> <ul style="list-style-type: none"> <li>Throw</li> <li>Dodge</li> <li>Defend</li> <li>Block</li> <li>Catch</li> <li>Rules</li> <li>Attack</li> <li>Caught</li> <li>Possession</li> <li>Court</li> <li>Protect</li> <li>Communicate</li> <li>Opposition</li> </ul>	<p><b>Golf</b></p> <ul style="list-style-type: none"> <li>Rules</li> <li>Strike</li> <li>Least</li> <li>Accurately</li> <li>Putt</li> <li>Target</li> <li>Align</li> <li>Swing</li> <li>Drive</li> <li>Course</li> <li>Putter</li> <li>Chipper</li> <li>Club</li> <li>Distance Tee</li> </ul>	<p><b>Dodgeball</b></p> <ul style="list-style-type: none"> <li>Pressure</li> <li>Officiate</li> <li>Consistently</li> <li>Support</li> <li>Tactics</li> <li>Referee</li> <li>Outwit</li> <li>Tournament</li> <li>Opponent</li> <li>Fair play</li> <li>Sportsmanship</li> <li>Co-operatively</li> </ul>	<p><b>Golf</b></p> <ul style="list-style-type: none"> <li>Par</li> <li>Strike</li> <li>Consistently</li> <li>Accurately</li> <li>Putt</li> <li>Hole</li> <li>Align</li> <li>Swing</li> <li>Drive</li> <li>Bunker</li> <li>Hazard</li> <li>Chipping</li> <li>Power</li> </ul>

# Interwoven Pillars of Learning Progression - Net & Wall Games

## (Table tennis, tennis, volleyball and badminton)



Pillar	Early Years Ball skills 1 & 2 Games 1 & 2	Year 1 Net & Wall	Year 2 Net & Wall	Year 3 Tennis	Year 4 Tennis	Year 5 Tennis	Year 6 Badminton
 <p><b>Motor Competence</b></p>  <p><b>Rules, Strategies and Tactics</b></p>  <p><b>Healthy Participation</b></p>	<p><b>Skills</b>  <b>Hitting:</b> explore hitting a ball with hands and pushing with a racket. <b>Feeding and rallying:</b> explore sending and tracking a ball with a partner.  <b>Footwork:</b> explore changing direction, running and stopping.</p> <p><b>Knowledge</b>  <b>Hitting:</b> know to point my hand/object at my target when hitting a ball.  <b>Feeding and rallying:</b> know to look at the target when sending a ball and watch the ball to receive it.  <b>Footwork:</b> know to use big steps to run and small steps to stop.  <b>Tactics:</b> make simple decisions in response to a task.</p>	<p><b>Skills</b>  <b>Hitting:</b> explore hitting a dropped ball with a racket.  <b>Feeding:</b> throw a ball over a net to land into the court area.  <b>Rallying:</b> explore sending a ball with hands and a racket.  <b>Footwork:</b> use the ready position to move towards a ball.</p> <p><b>Knowledge</b>  <b>Hitting:</b> know to use the centre of the racket for control.  <b>Feeding:</b> know to use an underarm throw to feed to a partner.  <b>Rallying:</b> know that throwing/hitting to my partner with not too much power will help them to return the ball.  <b>Footwork:</b> know that using a ready position will</p>	<p><b>Skills</b>  <b>Hitting:</b> develop hitting a dropped ball over a net.  <b>Feeding:</b> accurately underarm throw over a net to a partner.  <b>Rallying:</b> explore underarm rallying with a partner catching after one bounce.  <b>Footwork:</b> consistently use the ready position to move towards a ball.</p> <p><b>Knowledge</b>  <b>Hitting:</b> know to watch the ball as it comes towards me to help me to prepare to hit it.  <b>Feeding:</b> 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.  <b>Rallying:</b> know that sending the ball towards my partner will help me to</p>	<p><b>Skills</b>  <b>Shots:</b> explore returning a ball using shots such as the forehand and backhand.  <b>Rallying:</b> explore rallying using a forehand.  <b>Footwork:</b> consistently use and return to the ready position in between shots.</p> <p><b>Knowledge</b>  <b>Shots:</b> know that pointing the racket face/my hand where I want the ball to go and turning my body will help me to hit accurately.  <b>Rallying:</b> know that hitting towards my partner will help them to return the ball easier and keep the rally going.  <b>Footwork:</b> know that moving to the middle of my court will enable me to cover the most space.</p>	<p><b>Skills</b>  <b>Shots:</b> demonstrate technique when using shots playing cooperatively and beginning to execute this competitively.  <b>Rallying:</b> develop rallying using both forehand and backhand with increased technique.  <b>Footwork:</b> begin to use appropriate footwork patterns to move around the court.</p> <p><b>Knowledge</b>  <b>Shots:</b> understand when to play a forehand and a backhand and why.  <b>Rallying:</b> know that moving my feet to the ball will help me to hit in a more balanced position therefore increasing the accuracy of my shot.</p>	<p><b>Skills</b>  <b>Shots:</b> develop the range of shots used in a variety of games. <b>Serving:</b> develop the range of serving techniques appropriate to the game.  <b>Rallying:</b> use a variety of shots to keep a continuous rally.  <b>Footwork:</b> demonstrate effective footwork patterns to move around the court.</p> <p><b>Knowledge</b>  <b>Shots:</b> know which skill to choose for the situation e.g. a volley if the ball is close to the net.  <b>Serving:</b> know that serving is how to start a game or rally and use the rules applied to the activity for serving.  <b>Rallying:</b> know that playing the appropriate shot will</p>	<p><b>Skills</b>  <b>Shots:</b> demonstrate increased success and technique in a variety of shots.  <b>Serving:</b> serve accurately and consistently.  <b>Rallying:</b> successfully apply a variety of shots to keep a continuous rally.  <b>Footwork:</b> demonstrate a variety of footwork patterns relevant to the game I am playing.</p> <p><b>Knowledge</b>  <b>Shots:</b> understand the appropriate skill for the situation under pressure e.g. choosing to play the ball short over the net if I have just moved my opponent to the back of the court.</p>

	<p><b>Rules:</b> know that rules help us to stay safe</p>	<p>help me to move in any direction.  <b>Tactics:</b> know that tactics can help us to be successful when playing games.  <b>Rules:</b> know that rules help us to play fairly</p>	<p>keep a rally going.  <b>Footwork:</b> know that using a ready position helps me to react quickly and return/catch a ball.  <b>Tactics:</b> understand that applying simple tactics makes it difficult for my opponent.  <b>Rules:</b> know how to score points and follow simple rules.</p>	<p><b>Tactics:</b> know that using simple tactics will help to achieve an outcome e.g. if we spread out, we can cover more space.  <b>Rules:</b> know the rules of the game and begin to apply them.</p>	<p><b>Footwork:</b> know that getting my feet in the right position will help me to balance before playing a shot.  <b>Tactics:</b> know that applying attacking tactics will help me to score points and create space. Know that applying defending tactics will help me to deny space, return a ball and limit points.  <b>Rules:</b> know and understand the rules to be able to manage our own game.</p>	<p>help to keep the rally going. Know that control is more important than power to keep a rally going.  <b>Footwork:</b> know that using small, quick steps will allow me to adjust my stance to play a shot.  <b>Tactics:</b> understand the need for tactics and identify when to use them in different situations.  <b>Rules:</b> understand and apply rules in a variety of net and wall games whilst playing and officiating.</p>	<p><b>Serving:</b> begin to apply tactics when serving e.g. aiming to serve short on the first point and then long on the second point.  <b>Rallying:</b> understand how to play different shots depending on if a rally is co-operative or competitive.  <b>Footwork:</b> know that using the appropriate footwork will help me to react to a ball quickly and give me time to prepare to play a shot.  <b>Tactics:</b> understand when to apply some tactics for attacking and/or defending.  <b>Rules:</b> understand, apply and use rules consistently in a variety of net and wall games whilst playing and officiating.</p>
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# Net & Wall Games (table tennis, tennis, volleyball and badminton) - Key Vocabulary



Strand	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 <p><b>Vocabulary</b></p>	<p><b>Nursery</b></p> <ul style="list-style-type: none"> <li>Run</li> <li>Safely</li> <li>Space</li> <li>Catch</li> <li>Throw</li> <li>Team</li> <li>Stop</li> <li>Tag</li> <li>Score</li> <li>Kick</li> <li>Bounce</li> <li>Roll</li> <li>Hit</li> </ul> <p><b>Reception</b></p> <ul style="list-style-type: none"> <li>Run</li> <li>Safely</li> <li>Space</li> <li>Catch</li> <li>Rules</li> <li>Team</li> <li>Stop</li> <li>Tag</li> <li>Score</li> <li>Kick</li> <li>Bounce</li> </ul>	<ul style="list-style-type: none"> <li>Safely</li> <li>Racket</li> <li>Ready position</li> <li>Partner</li> <li>Net</li> <li>Underarm</li> <li>Space</li> <li>Score</li> <li>Points</li> </ul>	<ul style="list-style-type: none"> <li>Receive</li> <li>Opponent</li> <li>Quickly</li> <li>Trap</li> <li>Defend</li> <li>Return</li> <li>Collect</li> <li>Against</li> </ul>	<p><b>Tennis</b></p> <ul style="list-style-type: none"> <li>Ready position</li> <li>Racket</li> <li>Track</li> <li>Rally</li> <li>Control</li> <li>Return</li> <li>Opponent</li> <li>Accurately</li> </ul>	<p><b>Tennis</b></p> <ul style="list-style-type: none"> <li>Ready position</li> <li>Return</li> <li>Serve</li> <li>Rally</li> <li>Control</li> <li>Opponent</li> <li>Forehand</li> <li>Backhand</li> </ul>	<p><b>Tennis</b></p> <ul style="list-style-type: none"> <li>Ready position</li> <li>Return</li> <li>Serve</li> <li>Outwit</li> <li>Control</li> <li>Opponent</li> <li>Forehand</li> <li>Backhand</li> <li>Volley</li> <li>Co-operatively</li> <li>Continuously</li> </ul>	<p><b>Tennis</b></p> <ul style="list-style-type: none"> <li>Ready position</li> <li>Return</li> <li>Serve</li> <li>Outwit</li> <li>Control</li> <li>Opponent</li> <li>Forehand</li> <li>Backhand</li> <li>Volley</li> <li>Co-operatively</li> <li>Continuously</li> </ul>



# Interwoven Pillars of Learning Progression – Athletics

Pillar	<b>Early Years</b> Ball skills 1 and 2 Games 1 and 2 Fundamentals 1 and 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 <p><b>Motor Competence</b></p> 	<p><b>Skills</b>  <b>Running:</b> explore running and stopping safely.  <b>Jumping:</b> explore jumping and hopping safely.  <b>Throwing:</b> explore throwing to a target.</p> <p><b>Knowledge</b>  <b>Running:</b> know that I use big steps to run and small steps to stop. Know that moving into space away from others helps to keep me safe.  <b>Jumping:</b> know that bending my knees will help me to land safely.  <b>Throwing:</b> understand that bigger targets are easier to hit.</p>	<p><b>Skills</b>  <b>Running:</b> explore running at different speeds.  <b>Jumping:</b> develop balance whilst jumping and landing. Explore hopping, jumping and leaping for distance.  <b>Throwing:</b> explore throwing for distance and accuracy.</p> <p><b>Knowledge</b>  <b>Running:</b> understand that if I swing my arms it will help me to run faster.  <b>Jumping:</b> know that landing on the balls of my feet helps me to land with control. Understand</p>	<p><b>Skills</b>  <b>Running:</b> develop the sprinting action.  <b>Jumping:</b> develop jumping, hopping and skipping actions. Explore safely jumping for distance and height.  <b>Throwing:</b> develop overarm throwing for distance.</p> <p><b>Knowledge</b>  <b>Running:</b> know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster.  <b>Jumping:</b> know that swinging my arms forwards will help me to jump further.</p>	<p><b>Skills</b>  <b>Running:</b> develop the sprinting technique and apply it to relay events.  <b>Jumping:</b> develop technique when jumping for distance in a range of approaches and take off positions.  <b>Throwing:</b> explore the technique for a pull throw.</p> <p><b>Knowledge</b>  <b>Running:</b> understand that leaning slightly forwards helps to increase speed. Leaning my body in the opposite direction to travel helps to slow down. <b>Jumping:</b> know that if I jump and land in quick succession, the momentum will help me to jump further.</p>	<p><b>Skills</b>  <b>Running:</b> develop an understanding of speed and pace in relation to distance. Develop power and speed in the sprinting technique.  <b>Jumping:</b> develop technique when jumping for distance.  <b>Throwing:</b> explore power and technique when throwing for distance in a pull and heave throw.</p> <p><b>Knowledge</b>  <b>Running:</b> understand that I need to pace myself when running further or for a long period of time. Understand that a high knee drive,</p>	<p><b>Skills</b>  <b>Running:</b> apply fluency and coordination when running for speed in relay changeovers. Effectively apply speeds appropriate for the event.  <b>Jumping:</b> explore technique and rhythm in the triple jump.  <b>Throwing:</b> Develop technique and power in javelin and shot put.</p> <p><b>Knowledge</b>  <b>Running:</b> understand that taking big consistent strides will help to create a rhythm that allows me to run faster.</p>	<p><b>Skills</b>  <b>Running:</b> demonstrate a clear understanding of pace and use it to develop their own and others sprinting technique.  <b>Jumping:</b> develop power, control and technique in the triple jump.  <b>Throwing:</b> develop power, control and technique when throwing discus and shot put.  <b>Knowledge</b>  <b>Running:</b> understand that I need to prepare my</p>

**Rules,  
Strategies  
and Tactics**



**Healthy  
Participation**

**Rules:** know that rules help us to stay safe.

that if I bend my knees it will help me to jump further.

**Throwing:** know that stepping forward with my opposite foot to hand will help me to throw further.

**Rules:** know that rules help us to play fairly.

**Throwing:** know that I can throw in a straight line by pointing my throwing hand at my target as I let go of the object.

**Rules:** know how to follow simple rules when working with others.

**Throwing:** understand that the speed of the movement helps to create power.

**Rules:** know the rules of the event and begin to apply them.

pumping my arms and running on the balls of my feet gives me power.

**Jumping:** understand that transferring weight will help me to jump further.

**Throwing:** understand that transferring weight will help me to throw further.

**Rules:** know and understand the rules to be able to manage our own events

Understand that keeping a steady breath will help me when running longer distances.

**Jumping:** know that if I drive my knees high and fast I can build power and therefore distance in my jumps.

**Throwing:** know how to transfer my weight in different throws to increase the distance.

**Rules:** understand and apply rules in a variety of events using official equipment.

body for running and know the muscle groups I will need to use.

**Jumping:** understand that a run up builds speed and power and enables me to jump further.

**Throwing:** understand that I need to prepare my body for throwing and know the muscle groups I will need to use.

**Rules:** understand and apply rules in events that pose an increased risk



# Athletics – Key Vocabulary

Strand	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 <p><b>Vocabulary</b></p>	<p><b><u>Nursery</u></b>            Run            Safely            Space            Jump            Hop            Direction            Stop            Listen</p> <p><b><u>Reception</u></b>            Run            Safely            Space            Balance            Hop            Direction            Stop            Skip            Jump</p>	<p>Fast            Slow            Jump            Aim            Direction            Far            Bend            Improve            Hop            Safely            Travel            Balance</p>	<p>Speed            Jog            Sprint            Pace            Balance            Direction            Take off            Landing            Swing            Height            Distance            Overarm            Underarm</p>	<p>speed            Accurately            Power            Personal best            Determination            Further            Faster            Control            Strength            Pace</p>	<p>Stamina            Speed            Pace            Technique            Determination            Perseverance            Officiate            Power            Accuracy            Personal best            Flight</p>	<p>Technique            Compete            Continuous Pace            Flight            Determination            Personal best            Momentum            Stride            Downsweep            Upsweep            Officiate            Rhythm</p>	<p>Technique            Control force            Continuous pace            Trajectory            Stride            Momentum            Officiate            Flight            Compete            Rotation            Transfer of weight</p>



# Interwoven Pillars of Learning Progression - Ball Skills

Pillar	Early Years Ball skills	Year 1 Ball skills	Year 2 Ball skills	Year 3 Ball skills	Year 4 Ball skills	Year 5 Basketball, Football and Hockey	Year 6 Handball and Tag Rugby
 <p><b>Motor Competence</b></p>  <p><b>Rules, Strategies and Tactics</b></p>  <p><b>Healthy Participation</b></p>	<p><b>Skills</b>  <b>Sending:</b> explore sending an object with hands and feet.  <b>Catching:</b> explore catching to self and with a partner.  <b>Tracking:</b> explore stopping a ball with hands and feet.  <b>Dribbling:</b> explore dropping and catching with two hands and moving a ball with feet.</p> <p><b>Knowledge</b>  <b>Sending:</b> know to look at the target when sending a ball.  <b>Catching:</b> know to have hands out ready to catch.  <b>Tracking:</b> know to watch the ball as it comes towards me and scoop it with two hands.  <b>Dribbling:</b> know that keeping the ball close will help with control.</p>	<p><b>Skills</b>  <b>Sending:</b> roll and throw with some accuracy towards a target.  <b>Catching:</b> begin to catch with two hands. Catch after a bounce.  <b>Tracking:</b> track a ball being sent directly.  <b>Dribbling:</b> explore dribbling with hands and feet.</p> <p><b>Knowledge</b>  <b>Sending:</b> know to face my body towards my target when rolling and throwing underarm to help me to balance.  <b>Catching:</b> know to watch the ball as it comes towards me.  <b>Tracking:</b> know to move my feet to get in the line with the ball.  <b>Dribbling:</b> know that moving with a ball is called dribbling.</p>	<p><b>Skills</b>  <b>Sending:</b> roll, throw and kick a ball to hit a target.  <b>Catching:</b> develop catching a range of objects with two hands. Catch with and without a bounce.  <b>Tracking:</b> consistently track and collect a ball being sent directly.  <b>Dribbling:</b> explore dribbling with hands and feet with increasing control on the move.</p> <p><b>Knowledge</b>  <b>Sending:</b> know that stepping with opposite foot to throwing arm will help me to balance.  <b>Catching:</b> know to use wide fingers and pull the ball in to my chest to help to securely catch.  <b>Tracking:</b> know that it is easier to move towards a ball to track it than chase it.  <b>Dribbling:</b> know to keep my head up when dribbling to see space/opponents.</p>	<p><b>Skills</b>  <b>Sending:</b> send a ball with accuracy and increasing consistency to a target.  <b>Catching:</b> catch a range of objects with increasing consistency.  <b>Tracking:</b> track a ball not sent directly.  <b>Dribbling:</b> dribble a ball with hands and feet with control.</p> <p><b>Knowledge</b>  <b>Sending:</b> know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately.  <b>Catching:</b> know to move my feet to the ball.  <b>Tracking:</b> know that using a ready position will help me to react to the ball.  <b>Dribbling:</b> know that dribbling is an attacking skill used in games which helps us to move towards a goal or away from defenders.</p>	<p><b>Skills</b>  <b>Sending:</b> accurately use a range of techniques to send a ball to a target.  <b>Catching:</b> catch different sized objects with increasing consistency with one and two hands.  <b>Tracking:</b> consistently track a ball sent directly and indirectly.  <b>Dribbling:</b> dribble a ball with increasing control and coordination.</p> <p><b>Knowledge</b>  <b>Sending:</b> 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.  <b>Catching:</b> know to adjust my hands to the height of the ball.  <b>Tracking:</b> know that tracking a ball is an important skill used in games activities and be able to give examples of this.  <b>Dribbling:</b> know that dribbling with soft hands/touches will help me to keep control.</p>	<p><b>Skills</b>  <b>Sending:</b> demonstrate clear technique when sending a ball under pressure.  <b>Catching:</b> demonstrate good technique under pressure.  <b>Tracking:</b> demonstrate a range of techniques when tracking and collecting a ball.  <b>Dribbling:</b> dribble with some control under pressure.</p> <p><b>Knowledge</b>  <b>Sending:</b> know that controlling a ball before sending it will allow me to send it accurately.  <b>Catching:</b> understand when to use different types of catching.  <b>Tracking:</b> know that tracking a ball will help me to collect/stop/receive it quickly and successfully.  <b>Dribbling:</b> know that dribbling in different directions will help me to lose a defender in game situations. <i>Year 5 skills and</i></p>	<p><b>Skills</b>  <b>Sending:</b> show good technique when sending a ball with increasing control, accuracy and consistency under pressure.  <b>Catching:</b> demonstrate increasing consistency of catching under pressure in a variety of game situations.  <b>Tracking:</b> demonstrate a wider range of techniques when tracking a ball under pressure  <b>Dribbling:</b> dribble consistently using a range of techniques with increasing control under pressure.</p> <p><b>Knowledge</b>  <b>Sending:</b> understand and make quick decisions about when, how and who to pass to.  <b>Catching:</b> know how to catch a ball for different situations, considering trajectory, speed, height and size of the ball.  <b>Tracking:</b> know how to track a ball for different situations, considering trajectory, speed, height and size of the ball.</p>

						<i>knowledge covered in Games Units.</i>	<b>Dribbling:</b> choose the appropriate skill for the situation under pressure e.g. a V dribble in basketball to keep the ball away from a defender.  <i>Year 6 skills and knowledge covered in Games Units.</i>
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# Ball Skills – Key Vocabulary

Strand	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 <b>Vocabulary</b>	<p><b>Nursery</b></p> <ul style="list-style-type: none"> <li>Run</li> <li>Safely</li> <li>Space</li> <li>Catch</li> <li>Throw</li> <li>Team</li> <li>Stop</li> <li>Tag</li> <li>Score</li> <li>Kick</li> <li>Bounce</li> <li>Roll</li> <li>Hit</li> </ul> <p><b>Reception</b></p> <ul style="list-style-type: none"> <li>Run</li> <li>Safely</li> <li>Space</li> <li>Catch</li> <li>Rules</li> <li>Team</li> <li>Stop</li> <li>Tag</li> <li>Score</li> <li>Kick</li> <li>Bounce</li> <li>Roll</li> <li>Listen</li> <li>Hit</li> </ul>	<ul style="list-style-type: none"> <li>Far</li> <li>Aim</li> <li>Safely</li> <li>Throw</li> <li>Roll</li> <li>Catch</li> <li>Direction</li> <li>Send</li> <li>Balance</li> </ul>	<ul style="list-style-type: none"> <li>Overarm</li> <li>Underarm</li> <li>Distance</li> <li>Collect</li> <li>Dribble</li> <li>Target</li> </ul>	<ul style="list-style-type: none"> <li>Track</li> <li>Bounce</li> <li>Release</li> <li>Consistency</li> <li>Overhead</li> <li>Receive</li> <li>Chest</li> <li>Select</li> <li>Accurate</li> <li>Persevere</li> <li>Technique Control</li> </ul>	<ul style="list-style-type: none"> <li>Track</li> <li>Bounce</li> <li>Release</li> <li>Consistency</li> <li>Overhead</li> <li>Receive</li> <li>Chest</li> <li>Select</li> <li>Accurate</li> <li>Persevere</li> <li>Technique Control</li> </ul>	<p><b>Tag Rugby</b></p> <ul style="list-style-type: none"> <li>Defence</li> <li>Onside</li> <li>Offside</li> <li>Opponent</li> <li>Formation</li> <li>Pressure</li> <li>Receiver</li> <li>Possession</li> <li>Dictate</li> <li>Turnover</li> <li>Attack</li> <li>Shut down</li> <li>Support</li> </ul> <p><b>Netball</b></p> <ul style="list-style-type: none"> <li>Rebound</li> <li>Contact</li> <li>Contest</li> <li>Consecutive</li> <li>Possession</li> <li>Obstruction</li> <li>Conceding</li> <li>Consistently</li> <li>Attack</li> <li>Defend</li> <li>Interception</li> <li>Turnover</li> </ul> <p><b>Football</b></p> <ul style="list-style-type: none"> <li>Control</li> <li>Tactics</li> <li>Opponent</li> </ul>	<p><b>Tag Rugby</b></p> <ul style="list-style-type: none"> <li>Defence</li> <li>Onside</li> <li>Offside</li> <li>Opponent</li> <li>Formation</li> <li>Pressure</li> <li>Receiver</li> <li>Possession</li> <li>Dictate</li> <li>Turnover</li> <li>Attack</li> <li>Shut down</li> <li>Support</li> </ul> <p><b>Basketball</b></p> <ul style="list-style-type: none"> <li>Referee</li> <li>Double dribble</li> <li>Tactics</li> <li>Set shot</li> <li>Foul</li> <li>Possession</li> <li>Conceding</li> <li>Travelling</li> <li>Jump shot</li> <li>Opponent</li> <li>Rebound</li> <li>Outwit</li> </ul> <p><b>Handball</b></p> <ul style="list-style-type: none"> <li>Pressure</li> <li>Tactics</li> <li>Angle</li> </ul>

						Intercepting Possession Tracking Consistently Conceding Outwit Pressure Foul Touch Possession	Inclusion Transfer Delay Support Control Release Principle Create Close down
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# Interwoven Pillars of Learning Progression - Fitness



Pillar	Early Years Balls and skills 1 and 2 Fundamentals 1 and 2 Gymnastics 1 and 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 <p><b>Motor Competence</b></p>  <p><b>Rules, Strategies and Tactics</b></p>  <p><b>Healthy Participation</b></p>	<p><b>Skills</b>  <b>Agility:</b> explore changing direction safely.  <b>Balance:</b> explore balancing whilst stationary and on the move.  <b>Co-ordination:</b> explore moving different body parts together.  <b>Speed:</b> explore moving and stopping with control.  <b>Strength:</b> explore taking weight on different body parts.  <b>Stamina:</b> explore moving for extended periods of time.</p> <p><b>Knowledge</b>  <b>Agility:</b> know that moving into space away from others helps to keep me safe.  <b>Balance:</b> know that I can hold my arms out to help me to balance.  <b>Co-ordination:</b> know that moving my arms and legs at the same time helps me to walk, run and jump.  <b>Speed:</b> know that I use big steps to run and small steps to stop.</p>	<p><b>Skills</b>  <b>Agility:</b> change direction whilst running.  <b>Balance:</b> explore balancing in more challenging activities with some success.  <b>Co-ordination:</b> explore coordination when using equipment.  <b>Speed:</b> explore running at different speeds.  <b>Strength:</b> explore exercises using my own body weight.  <b>Stamina:</b> explore moving for longer periods of time and identify how it makes me feel.</p> <p><b>Knowledge</b>  <b>Agility:</b> understand that bending my knees will help me to change direction.  <b>Balance:</b> know that looking ahead will help me to balance.  <b>Co-ordination:</b> know that using the opposite arm to leg at the same time helps me to perform skills such as running and throwing.  <b>Speed:</b> understand that if I swing my arms it will help me to run faster.</p>	<p><b>Skills</b>  <b>Agility:</b> demonstrate improved technique when changing direction on the move.  <b>Balance:</b> demonstrate increased balance whilst travelling along and over equipment.  <b>Co-ordination:</b> perform actions with increased control when coordinating my body with and without equipment.  <b>Speed:</b> demonstrate running at different speeds.  <b>Strength:</b> demonstrate increased control in body weight exercises.  <b>Stamina:</b> show an ability to work for longer periods of time.</p> <p><b>Knowledge</b>  <b>Agility:</b> know using small quick steps helps me to change direction.  <b>Balance:</b> understand that I can squeeze my muscles to help me to balance.  <b>Co-ordination:</b> understand that some skills require me to move body parts at different times such as skipping.</p>	<p><b>Skills</b>  <b>Agility:</b> show balance when changing direction.  <b>Balance:</b> explore more complex activities which challenge balance.  <b>Co-ordination:</b> co-ordinate my body with increased consistency in a variety of activities.  <b>Speed:</b> explore sprinting technique.  <b>Strength:</b> explore building strength in different muscle groups.  <b>Stamina:</b> explore using my breath to increase my ability to work for longer periods of time.</p> <p><b>Knowledge</b>  <b>Agility:</b> understand how agility helps us with everyday tasks.  <b>Balance:</b> understand how balance helps us with everyday tasks.  <b>Co-ordination:</b> understand how co-ordination helps us with everyday tasks.  <b>Speed:</b> understand that leaning slightly forwards helps to increase speed. Leaning my body in the opposite direction to travel helps to slow down.</p>	<p><b>Skills</b>  <b>Agility:</b> show balance when changing direction at speed.  <b>Balance:</b> show control whilst completing activities which challenge balance.  <b>Co-ordination:</b> explore increased speed when co-ordinating my body.  <b>Speed:</b> demonstrate improved sprinting technique.  <b>Strength:</b> develop building strength in different muscle groups.  <b>Stamina:</b> demonstrate using my breath to maintain my work rate.</p> <p><b>Knowledge</b>  <b>Agility:</b> know that keeping my elbows bent when changing direction will help me to stay balanced.  <b>Balance:</b> understand that I need to squeeze different muscles to help me to stay balanced in different activities.</p>	<p><b>Skills</b>  <b>Agility:</b> demonstrate improved body posture and speed when changing direction.  <b>Balance:</b> change my body position to maintain a controlled centre of gravity.  <b>Co-ordination:</b> demonstrate increased speed when coordinating my body.  <b>Speed:</b> apply the best pace for a set distance or time.  <b>Strength:</b> demonstrate increased technique in body weight exercises.  <b>Stamina:</b> use a steady pace to be able to move for sustained periods of time.</p> <p><b>Knowledge</b>  <b>Agility:</b> understand that to change direction I push off my outside foot and turn my hips.  <b>Balance:</b> understand that dynamic balances are harder than static balances as my centre of gravity changes.  <b>Co-ordination:</b> understand that people will have varying</p>	<p><b>Skills</b>  <b>Agility:</b> change direction with a fluent action and transition smoothly between varying speeds.  <b>Balance:</b> show fluency and control when travelling, landing, stopping and changing direction.  <b>Co-ordination:</b> co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge.  <b>Speed:</b> adapt running technique to meet the needs of the distance. Strength: complete body weight exercises for increased repetitions with control and fluency.  <b>Stamina:</b> use my breath to increase my ability to move for sustained periods of time.</p> <p><b>Knowledge</b>  <b>Agility:</b> understand that agility requires speed, strength, good balance and co-ordination.</p>

	<p><b>Strength:</b> understand that I can hold my weight on different parts of my body.</p> <p><b>Stamina:</b> understand that moving for a long time can make me feel tired.</p>	<p><b>Strength:</b> understand that exercise helps me to become stronger.</p> <p><b>Stamina:</b> understand that when I move for a long time it can make me feel hot and I breathe faster.</p>	<p><b>Speed:</b> know that I take shorter steps to jog and bigger steps to run.</p> <p><b>Strength:</b> know that strength helps us with everyday tasks such as carrying our school bag.</p> <p><b>Stamina:</b> know that I need to run slower if running for a long period of time.</p>	<p><b>Strength:</b> know that when completing strength activities they need to be performed slowly and with control to help me to stay safe.</p> <p><b>Stamina:</b> understand how stamina helps us in other life activities</p>	<p><b>Co-ordination:</b> understand that if I begin in a ready position I can react quicker.</p> <p><b>Speed:</b> understand that a high knee drive, pumping my arms and running on the balls of my feet gives me power.</p> <p><b>Strength:</b> understand that strength comes from different muscles and know how I can improve my strength.</p> <p><b>Stamina:</b> understand that I need to pace myself when running further or for a long period of time.</p>	<p>levels of co-ordination and that I can get better with practice.</p> <p><b>Speed:</b> understand that taking big consistent strides will help to create a rhythm that allows me to run faster.</p> <p><b>Strength:</b> know the muscles I am using by name.</p> <p><b>Stamina:</b> understand that keeping a steady breath will help me to move for longer periods of time.</p>	<p><b>Balance:</b> know where and when to apply force to maintain control and balance.</p> <p><b>Co-ordination:</b> understand that coordination also requires good balance and know how to achieve this.</p> <p><b>Speed:</b> know that speed can be improved by training and know which speed to select for the distance.</p> <p><b>Strength:</b> understand that I can build up my strength by practicing in my own time.</p> <p><b>Stamina:</b> know which exercises can develop stamina and understand that it can be improved by training over time.</p>
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# Fitness – Key Vocabulary

Strand	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 <b>Vocabulary</b>	<p><b><u>Nursery</u></b>            Copy            Travel            Space            Shape            Rock            Over            Backwards            Sideways            Forwards</p> <p><b><u>Reception</u></b>            Copy            Travel            Space            Shape            Rock            Over            Around            Through            Roll</p>	Exercise Heart Mood Lungs Healthy Body Oxygen	Speed Distance Sprint Strong Pace Jog Steady Race	Fitness Balance Agility Co-ordination Speed Pace Control Muscle Strength Steady Progress Stamina	Fitness Balance Agility Co-ordination Speed Pace Control Muscle Strength Steady Progress Stamina	Agility Balance Generate force Continuous Co-ordination Technique Control Strength Stamina Component Speed Power Analyse Measure Record	Agility Balance Generate force Continuous Co-ordination Technique Control Strength Stamina Component Speed Power Analyse Measure Record

# Interwoven Pillars of Learning Progression - OAA

Pillar	Early Years Games unit 1 and 2	Year 1 Team building	Year 2 Team building	Year 3	Year 4	Year 5	Year 6
 <p><b>Motor Competence</b></p>  <p><b>Rules, Strategies and Tactics</b></p>  <p><b>Healthy Participation</b></p>	<p><b>Skills</b>  <b>Problem solving:</b> explore activities where I have to make my own decisions.  <b>Navigational skills:</b> explore moving in space and following a path.  <b>Communication:</b> develop confidence in expressing myself.</p> <p><b>Knowledge</b>  <b>Problem solving:</b> make simple decisions in response to a task.  <b>Navigational skills:</b> 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.  <b>Communication:</b> know that talking with a partner will help me to solve challenges e.g. 'let's go to the green hoop next'.  <b>Reflection:</b> begin to identify when I am successful.  <b>Rules:</b> know that rules help us to stay safe.</p>	<p><b>Skills</b>  <b>Problem solving:</b> suggest ideas in response to a task.  <b>Navigational skills:</b> follow a path and lead others.  <b>Communication:</b> communicate simple instructions and listen to others.</p> <p><b>Knowledge</b>  <b>Problem solving:</b> know that working collaboratively with others will help to solve challenges.  <b>Navigational skills:</b> know that deciding which way to go before starting will help me.  <b>Communication:</b> know that using short instructions will help my partner e.g. start/stop.  <b>Reflection:</b> identify when I am successful and make basic observations about how to improve.  <b>Rules:</b> know that rules help us to play fairly</p>	<p><b>Skills</b>  <b>Problem solving:</b> begin to plan and apply strategies to overcome a challenge.  <b>Navigational skills:</b> follow and create a simple diagram/map.  <b>Communication:</b> work cooperatively with a partner and a small group.</p> <p><b>Knowledge</b>  <b>Problem solving:</b> know that listening to each other's ideas might give us an idea we hadn't thought of.  <b>Navigational skills:</b> understand that the map tells us what to do.  <b>Communication:</b> know to use encouraging words when speaking to a partner or group to help them to trust me.  <b>Reflection:</b> verbalise when I am successful and areas that I could improve.  <b>Rules:</b> know how to follow and apply simple rules.</p>		<p><b>Skills</b>  <b>Problem solving:</b> plan independently and in small groups, implementing a strategy with increased success.  <b>Navigational skills:</b> identify key symbols on a map and follow a route.  <b>Communication:</b> confidently communicate ideas and listen to others.</p> <p><b>Knowledge</b>  <b>Problem solving:</b> know that discussing the advantages and disadvantages of ideas will help to guide us to a conclusion about which idea to use.  <b>Navigational skills:</b> understand how to use a key and use the cardinal points on a map to orientate it.  <b>Communication:</b> understand that there are different types of communication and that I can communicate without talking.  <b>Reflection:</b> with increased accuracy, critically reflect on</p>	<p><b>Skills</b>  <b>Problem solving:</b> explore tactical planning within a team to overcome increasingly challenging tasks.  <b>Navigational skills:</b> develop navigational skills and map reading in increasingly challenging tasks.  <b>Communication:</b> explore a variety of communication methods with increasing success.</p> <p><b>Knowledge</b>  <b>Problem solving:</b> recognise that there may be more than one way to solve a challenge and that trial and error may help to guide me to the best solution.  <b>Navigational skills:</b> use a key to identify objects and locations.  <b>Communication:</b> know to be descriptive but concise when giving instructions e.g. 'two steps to the left'.  <b>Reflection:</b> reflect on when I am successful at solving challenges</p>	<p><b>Skills</b>  <b>Problem solving:</b> pool ideas within a group, selecting and applying the best method to solve a problem. <b>Navigational skills:</b> orientate a map efficiently to navigate around a course with multiple points.  <b>Communication:</b> inclusively communicate with others, share job roles and lead when necessary.</p> <p><b>Knowledge</b>  <b>Problem solving:</b> understand that being able to solve problems is an important life skill.  <b>Navigational skills:</b> understand why having good navigational skills are important.  <b>Communication:</b> know that good communication skills are key to solving problems and working effectively as a team.  <b>Reflection:</b> with increasing accuracy, reflect on when and how I am successful at solving challenges and alter my methods in order to improve.</p>

					<p>when and why I am successful at solving challenges</p> <p><b>Rules:</b> understand the importance of working with integrity.</p>	<p>and alter my methods in order to improve.</p> <p><b>Rules:</b> know that abiding by rules will enable my classmates to complete the course e.g. not moving controls.</p>	<p><b>Rules:</b> understand the rules and think creatively to solve the challenge whilst abiding by the rules.</p>
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# OAA – Key Vocabulary

Strand	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 <p>Vocabulary</p>	<p><b>Nursery</b></p> <p>Follow Team Space Travel Share Safely Path Listen</p> <p><b>Reception</b></p> <p>Follow Team Space Travel Share Safely Path Listen</p>	<p>Solve Teamwork Lead Direction Co-operate Instructions Share Listen Safely Travel</p>	<p>Solve Support Map Direction Co-operate Successful Share Plan Communicate</p>		<p>Navigate Route Collaborate Inclusive Grid Discuss Symbol Effectively Plan Rules Trust Orientate</p>	<p>Tactical Control card Critical thinking Co-operatively Orienteering Navigation Location Symbol Leader Orientate Strategy Boundaries</p>	<p>Tactical Control card Critical thinking Co-operatively Orienteering Navigation Location Symbol Leader Orientate Strategy Boundaries</p>

# Swimming Year 3 and 6 Only



Pillar	Beginners	Developers	Intermediate
 <p><b>Motor Competence</b></p>  <p><b>Rules, Strategies and Tactics</b></p>  <p><b>Healthy Participation</b></p>	<p><b>Skills</b></p> <p><b>Strokes:</b></p> <ul style="list-style-type: none"> <li>• Can swim over a 10m distance with a buoyancy aid.</li> <li>• Begin to use arms and legs together, more effectively across the water unaided.</li> </ul> <p><b>Breathing:</b></p> <ul style="list-style-type: none"> <li>• Can submerge confidently in the water.</li> <li>• Begin to explore breathing in sync with my kicking action.</li> </ul> <p><b>Water safety:</b></p> <ul style="list-style-type: none"> <li>• Become aware of water safety and explore floating on my front and back.</li> <li>• Demonstrate an awareness of water safety and float on my front and on my back.</li> </ul> <p><b>Knowledge</b></p> <p><b>Strokes:</b></p> <ul style="list-style-type: none"> <li>• Understand that using cupped hands will help me to swim as the water cannot escape between my fingers.</li> <li>• Understand that moving my arms quickly will help me to pass through the water.</li> </ul> <p><b>Breathing:</b></p> <ul style="list-style-type: none"> <li>• Know that I need to take a big breath before submerging..</li> <li>• Know that when I swim, I inhale through my mouth when my face is above water and exhale through my mouth or nose when my face is underwater.</li> </ul> <p><b>Water safety:</b></p> <ul style="list-style-type: none"> <li>• Understand that floating can help me to stay safe.</li> <li>• Understand that floating uses less energy than swimming.</li> </ul> <p><b>Rules:</b></p> <ul style="list-style-type: none"> <li>• Know that walking on poolside helps to keep me safe.</li> </ul> <p>Know how to safely enter and exit the pool.</p>	<p><b>Skills</b></p> <p><b>Strokes:</b></p> <ul style="list-style-type: none"> <li>• Explore technique for specific strokes to include head above water breaststroke, backstroke and front crawl.</li> <li>• Develop technique for specific strokes to include head above water breaststroke, backstroke and front crawl.</li> </ul> <p><b>Breathing:</b></p> <ul style="list-style-type: none"> <li>• Begin to explore front crawl breathing technique.</li> <li>• Demonstrate improved breathing technique in front crawl.</li> </ul> <p><b>Water safety:</b></p> <ul style="list-style-type: none"> <li>• Explore techniques for personal survival to include survival strokes such as sculling and treading water.</li> <li>• Are comfortable with some personal survival techniques to include survival strokes such as sculling and treading water.</li> </ul> <p><b>Knowledge</b></p> <p><b>Strokes:</b></p> <ul style="list-style-type: none"> <li>• Know that lifting my hips will help me to stay afloat whilst swimming.</li> <li>• Understand that keeping my legs together for crawl helps me to stay straight in the water.</li> </ul> <p><b>Breathing:</b></p> <ul style="list-style-type: none"> <li>• Know that turning my head to the side to breathe will allow me to swim with good technique.</li> <li>• Know that breathing out with a slow consistent breath enables me to swim for longer before needing another breath.</li> </ul> <p><b>Water safety:</b></p> <ul style="list-style-type: none"> <li>• Know that treading water enables me to keep upright and in the same space.</li> <li>• Know what to do if I fall in the water.</li> </ul> <p><b>Rules:</b></p>	<p><b>Skills</b></p> <p><b>Strokes:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate increased technique in a range of stokes, swimming over a distance of 25m.</li> <li>• identify my personal best in a range of strokes. Successfully select and apply my fastest stroke over a distance of 25m.</li> </ul> <p><b>Breathing:</b></p> <ul style="list-style-type: none"> <li>• Explore underwater breaststroke breathing technique over a distance of 25m.</li> <li>• Demonstrate a smooth and consistent breathing technique in a range of strokes over a distance of 25m</li> </ul> <p><b>Water safety:</b></p> <ul style="list-style-type: none"> <li>• Explore safety techniques to include the H.E.L.P and huddle positions.</li> <li>• Perform a variety of survival techniques.</li> </ul> <p><b>Knowledge</b></p> <p><b>Strokes:</b></p> <ul style="list-style-type: none"> <li>• Understand that pulling harder through the water will enable me to travel the distance in fewer strokes and travel faster.</li> <li>• Understand that making my body streamlined helps me to glide through the water.</li> </ul> <p><b>Breathing:</b></p> <ul style="list-style-type: none"> <li>• Know that breathing every three strokes helps to balance my stroke and allows me to practise breathing on both sides.</li> <li>• Understand that the more I practice my breathing in the water, the more my heart and lungs can work effectively and aid my muscles with the ability to utilise oxygen when swimming.</li> </ul> <p><b>Water safety:</b></p>

		<ul style="list-style-type: none"> <li>• Know that the water should be clear of swimmers before entering. Understand the water safety rules.</li> </ul>	<ul style="list-style-type: none"> <li>• know that a group of people can huddle together to conserve body heat, support each other and provide a larger target for rescuers.</li> <li>• Know which survival technique to use for the situation.</li> </ul> <p><b>Rules:</b></p> <ul style="list-style-type: none"> <li>• Understand rules in and around water.</li> </ul> <p>Understand that different environments have different rules to keep us safe around water.</p>
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# Swimming – Key Vocabulary



Strand	Beginners	Developers	Intermediate
 <p>Vocabulary</p>	<p>Safely Front Travel Kicking Exit Back Pulling Breathing Unaided Gliding Floating Splash</p>	<p>Sculling Crawl Breaststroke Submersion Rotation Backstroke Buoyancy Rotation Backstroke Buoyancy Survival Alternate Huddle Stroke Treading water</p>	<p>Personal best Somersault Endurance Streamline Flutter kick Surface Propel Synchronised Exhale Inhale</p>

# Key Concept Progression



**Resilience** - The capacity to recover quickly from difficulties and face the unfamiliar

EYFS	KS1	KS2
<ul style="list-style-type: none"> <li>• Willing to try new activities.</li> <li>• Identify when help is needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Adapt well to increasingly challenging situations and activities.</li> <li>• Apply performance-based feedback in order to improve.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate improvement based on self-evaluation and performance-based feedback.</li> <li>• Perceive challenge as an opportunity rather than a threat.</li> </ul>

**Skill** - The ability to do something well; expertise.



EYFS	KS1	KS2
<ul style="list-style-type: none"> <li>• Show good control and co-ordination in large movements (e.g. walking, running, skipping, climbing).</li> <li>• Show good control in smaller movements (e.g. throwing, catching and kicking).</li> </ul>	<ul style="list-style-type: none"> <li>• Refine basic large and small movements and apply in a range of activities.</li> <li>• Demonstrate hand-eye coordination to hit objects.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply refined large and small movements in a range of competitive activities.</li> <li>• Recognise the use of space to make informed decisions whether to pass, dribble or throw.</li> <li>• Think ahead and create plans and scan before receiving possession.</li> </ul>

**Physical and Mental Fitness** - The condition of being physically and emotionally fit and healthy.



EYFS	KS1	KS2
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- Recognise ways to be healthy.
- Choose to take part in physical activities.

- Know how nutrition and healthy lifestyles improve physical fitness.
- Take part in strenuous activity.

- Apply knowledge of nutrition and healthy lifestyles to improve physical fitness.
- Take part in sustained, strenuous activity.
- Make informed choices based on knowledge of how they can become healthier.



## Competition - Striving to gain or win.

EYFS	KS1	KS2
<ul style="list-style-type: none"> <li>• Understand and follow the rules of a team game.</li> <li>• Work as part of a group.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop simple tactics for attack, defence and performance in order to improve.</li> <li>• Explore different roles within team.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse previous performance of themselves and others in order to improve.</li> <li>• Strategically deploy individual talents within a team.</li> <li>• Show leadership and communication skills within team games.</li> </ul>

**Curriculum End of Year Points**

**PE - Curriculum End Goals**

The KKP's are the input to the curriculum. The curriculum end points are the output. Curriculum end points capture the knowledge, skills and understanding that children should have at the end of each year. They build progressively over time so that children leave Year 6 well-prepared for the next stage of education as competent and capable geographers.

**For subject leaders**, they provide a clear overview of the end of year expectations for each year group, which will support the planning and assessment of the curriculum.

**For teachers**, they provide further clarity around what children should be able to do at the end of each year, using the knowledge they have gained from being taught the KKP's. They support teachers to plan activities that help to develop children as effective geographers. They should be used to check what children know and how well they can apply this knowledge across the curriculum.

**For children**, they ensure that they receive an equitable curriculum which gives them the substantive, procedural and disciplinary knowledge needed to be successful in their future studies.

Year group	Children should be able to ....
Nursery	<ul style="list-style-type: none"> <li>● Recall the knowledge specified within the KKP for Nursery.</li> <li>● Move safely in space and show awareness of others.</li> <li>● Show simple balances and travel in different ways (run, jump, hop).</li> <li>● Explore sending, rolling and catching with basic control.</li> <li>● Notice how their body feels when they are active.</li> <li>● Follow simple rules that keep themselves and others safe.</li> </ul>
Reception	<ul style="list-style-type: none"> <li>● Recall the knowledge specified within the KKP for Reception.</li> <li>● Move with increased control, showing balance, coordination and safe landings.</li> <li>● Use basic actions in dance and gymnastics and copy simple movement patterns.</li> <li>● Send, receive and track a ball with growing accuracy.</li> <li>● Change direction and speed safely in response to space.</li> <li>● Talk about how to take part safely and what happens to their body during activity.</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>● Recall the knowledge specified within the KKP for Year 1.</li> </ul>

	<ul style="list-style-type: none"> <li>• Perform fundamental movements (run, jump, hop, skip) with improving control.</li> <li>• Use simple attacking and defending ideas in games.</li> <li>• Send, receive and dribble a ball with basic coordination.</li> <li>• Create and repeat simple sequences in dance and gymnastics.</li> <li>• Identify changes to their body during activity and use simple warm-up ideas.</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• Recall the knowledge specified within the KKPDP for Year 2.</li> <li>• Apply fundamental movements with more consistency and balance.</li> <li>• Use simple tactics in games such as moving into space or marking a player.</li> <li>• Send, receive and strike a ball with increasing accuracy.</li> <li>• Link actions smoothly in dance and gymnastics.</li> <li>• Explain basic rules that help games run safely and fairly.</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• Recall the knowledge specified within the KKPDP for Year 3.</li> <li>• Use a wider range of movement skills with control (e.g., dodging, changing pace).</li> <li>• Apply basic attacking and defending ideas in game situations.</li> <li>• Send, receive and strike with better control and accuracy.</li> <li>• Create and perform longer sequences in dance and gymnastics.</li> <li>• Take part in swimming by showing safe entries, floating, and basic strokes.</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• Recall the knowledge specified within the KKPDP for Year 4.</li> <li>• Combine movement skills with fluency across different activities.</li> </ul>

	<ul style="list-style-type: none"> <li>• Apply tactics such as marking, using space, and repositioning in games.</li> <li>• Use footwork and racket skills in net/wall activities.</li> <li>• Perform controlled sequences including balances, jumps and rolls.</li> <li>• Work cooperatively in OAA tasks and solve simple problems.</li> <li>• Explain how to participate safely and manage effort appropriately.</li> </ul>
<p style="text-align: center;"><b>Year 5</b></p>	<ul style="list-style-type: none"> <li>• Recall the knowledge specified within the KKPDP for Year 5.</li> <li>• Demonstrate accuracy, power and control across a range of skills and sports.</li> <li>• Apply more advanced tactics, selecting when to pass, shoot, dribble or defend.</li> <li>• Rally, serve and return effectively in net/wall games.</li> <li>• Create and refine sequences in dance and gymnastics with clear expression.</li> <li>• Show stamina, pacing and technique in fitness and athletics tasks.</li> <li>• Evaluate their own performance and suggest improvements.</li> </ul>
<p style="text-align: center;"><b>Year 6</b></p>	<ul style="list-style-type: none"> <li>• Recall the knowledge specified within the KKPDP for Year 6.</li> <li>• Perform a broad range of movement skills with fluency, control and efficiency.</li> <li>• Use tactical awareness independently to solve problems in competitive situations.</li> <li>• Send, receive, dribble, strike and field under pressure with consistency.</li> <li>• Choreograph and perform complex sequences in dance and gymnastics.</li> <li>• Work collaboratively in more challenging OAA tasks.</li> <li>• Swim confidently and competently over at least 25m using recognised strokes.</li> </ul>

- Manage their own warm-ups, cool-downs and make informed decisions about healthy participation.

**Progressive summary**

**EYFS**

In EYFS, children explore the foundations of movement. They learn to run, stop and change direction safely, balance in simple shapes, jump and hop, and begin early sending and receiving. This exploratory learning establishes the earliest understanding of spatial awareness, safety, simple rules and cooperation — the fundamental building blocks required for all later PE learning.

**Year 1**

Year 1 directly builds on EYFS exploration by developing greater control and intention. Running now includes clearer speed changes, and balances become more stable because pupils apply EYFS knowledge of body position. Jumping, hopping and skipping develop from the simple actions explored earlier. The basic sending, receiving and tracking learned informally in EYFS now become more accurate and purposeful in pair and small-group games. The early rule-following from EYFS progresses into recognising attacker/defender roles and applying the simplest tactics such as “move into space”.

**Year 2**

Year 2 builds on Year 1 movement skills by developing fluency and control. Running includes more defined acceleration and deceleration, building directly from Year 1’s speed changes. Balances become stronger because children now understand muscle tension rather than simply “holding still”. The simple sequences of actions from Year 1 grow into structured dance and gymnastics phrases, using dynamics, pathways and partner work. The basic attacking/defending ideas first met in Year 1 develop into clearer tactical decisions, such as marking space or moving away from defenders. The simple map-following introduced in Year 1 problem-solving is now expanded into creating and following short routes.

**Year 3**

Year 3 builds on Year 2 by applying skills in more technical and controlled ways. Running technique improves through refined acceleration/deceleration, building from Year 2’s awareness of speed. Gymnastics sequences grow more fluent, linking shapes, rolls and balances introduced earlier. Dance progresses by using formations, canon and unison — developments of the sequencing and timing from Year 2. Invasion-game play becomes more tactical, building on Year 2’s basic marking and spacing to include simple shooting, defending and decision-making. The throwing, catching, batting and bowling skills from Year 2 now require accuracy under greater demand. Athletics techniques introduced in Year 2 now develop into measurable performance. Year 2 water confidence and breathing practice continue into more coordinated strokes in Year 3.

**Year 4**

Year 4 builds on Year 3 by demanding greater consistency, pressure handling and expressive control. Direction changes are quicker and more controlled, developing the speed control and balance from Year 3. Dance now focuses on character, narrative and emotional expression — building on Year 3’s use of formation and timing. Gymnastics includes partner balances, improved rolls and inverted movements, extending Year 3’s shapes and transitions. In games, pupils now apply tactics more independently, building on the basic decision-making introduced in Year 3 to include intercepting, shielding and positioning. Striking and fielding accuracy improves by applying the control developed in Year 3. Athletics progresses through stronger pacing and weight transfer. In outdoor learning, pupils now plan and refine strategies rather than simply following a route. Swimming develops from Year 3 technique into more fluent breathing and consistent stroke patterns.

**Year 5**

Year 5 builds on Year 4 by developing independence, strategic thinking and stylistic accuracy. Running, jumping and linking movements show improved posture, coordination and pace control, refining Year 4’s changes of direction and balance work. Dance sequences become more style-specific, building directly on the expressive work from Year 4. Gymnastics includes more

controlled inversions and complex rolls, extending Year 4 partner work into more sophisticated sequences. Invasion-game play builds on Year 4's marking and intercepting skills to include controlled pressure play, tactical use of space and strategic decision-making. Striking and fielding now require directional control and consistency, built from Year 4's accuracy. Net/wall games demand stronger footwork, serving and shot selection, extending Year 4 rallying work. Athletics builds on Year 4 pacing and weight transfer to include event-specific improvements such as relay changeovers and triple-jump rhythm. Outdoor problem solving and mapwork extend from the strategy development introduced in Year 4. Swimming evolves from fluency toward greater endurance, distance and efficiency.

#### **Year 6**

Year 6 builds on Year 5 by developing precision, tactical maturity, expressive control and high-level physical competence. Running now requires independent pacing, smooth transitions and strategic use of speed, building from Year 5's improved technique. Jumping and throwing demand mastery of momentum, rhythm and power, extending the technical knowledge gained previously. Dance builds on Year 5 stylistic understanding, now requiring emotion, characterisation and sophisticated timing. Gymnastics develops from Year 5 inversions and balances into fluent, controlled sequences with counter-balance, counter-tension and advanced transitions. Invasion games build on Year 5's tactical awareness, requiring pupils to anticipate play, transition quickly, and make strategic decisions under pressure. Striking and fielding skills mature into precise decision-making about placement, timing and power. Net/wall games build on Year 5 shot selection to include tactical serving, competitive rallying and exploiting opponents' weaknesses. Athletics now requires pupils to apply advanced technique to maximise performance across sprinting, distance, throwing and jumping. Outdoor learning extends from Year 5 collaborative communication into leading others, solving multi-step challenges and navigating independently. Swimming culminates in confidently swimming distances with efficient stroke technique, controlled breathing and secure self-rescue skills.