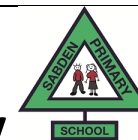


Sabden Primary School- PE, Sport and Physical activity



progression of

skills and vocabulary

Throughout Physical Education, children will develop fundamental movement skills and become increasingly confident to access opportunities to develop their agility, balance and coordination. Children continue to build upon these skills and learn how to use them in different ways throughout their primary education. Children have the opportunity to develop their understanding of how their bodies change during exercise and how to live a healthy lifestyle.

Throughout the P.E learning, pupils will:

- develop competence to excel in a broad range of physical activities
- be physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

The following progression grids outline the skills and vocabulary to be taught across each phase. This grid identifies the skills that each year group/phase will be taught within Games, Gymnastics, Dance/Movement, Athletics and Swimming. Children should repeat these skills using a variety of different equipment.

Games

	EYFS	Key Stage One		Lower Key Stage Two		Upper Key Stage Two	
Knowledge	To understand how to move confidently in a range of ways, safely negotiating space.	<u>Year 1</u> To understand the techniques of how to catch a ball. To understand the techniques of how to throw a ball	<u>Year 2</u> To be able to understand why we have rules during games.	<u>Year 3</u> To develop their understanding of rules to defend effectively in a game.	<u>Year 4</u> To understand the techniques needed when catching a ball in a	<u>Year 5</u> To understand how to play rounders. To understand how to play tennis	<u>Year 6</u> To be able to use a variety of skills in different games

					variety of ways.		
Skills progression	EYFS: (Physical Development – Moving and Handling) Basic skills: I can throw and catch a ball. I can take part in team games.	Year One: Basic skills: I can throw underarm. I can throw over arm. Extension: I can throw & catch with both hands. I can throw in different ways	Year Two: Basic skills: I can use basic movements such as coordination and agility in team games. Extension: I can develop simple tactics to attacking and defending.	Year Three: Basic skills: I can throw and catch with control. Extension: I can choose a tactic for attacking and defending.	Year Four: Basic skills: I can throw and catch with control in isolation and combination. Extension: I can choose a tactic for attacking and defending.	Year Five: Basic skills: I can use forehand & backhand with a bat/racket. I can field. Extension: I can vary tactics and adapt skills depending on what is happening in a game.	Year Six: Basic skills: I can play to agreed rules. I can play competitive games. Extension: I can transfer skills and movements across a range of activities and sports.
Vocabulary	Ball Throw Catch Game Team	co-ordination defence tactics underarm overarm release agility attack		Opposition Control Possession		Forehand Backhand Defending Attacking Dribble Shoot Pass Co-ordination (hand eye)	

Gymnastics							
	EYFS	Key Stage One		Lower Key Stage Two		Upper Key Stage Two	
Knowledge	To understand that we can make out bodies change into different shapes.	To understand that we need to use our core strength and balance effectively. To understand that we can link different movements together to create a sequence.		To be able to comment on skills and techniques applied in his/her own and others' work and use this understanding to improve performance.		To understand how to transition between different movements. To develop skills to co-operate effectively in a team by sharing and listening to ideas.	
Skills progression	EYFS (Physical development-moving and handling) Basic skills: I can travel around, under, over and through balancing and climbing equipment (40-60 months) I can balance on different parts of my body. Extension: I can jump off apparatus and land appropriately.	<u>Year 1</u> Basic skills: I can control my body when balancing. I can copy sequences and repeat them. Extension: I can balance in different ways.	<u>Year 2</u> Basic skills: I can work on my own and with a partner. I can create simple repeating movements. Extension: I can plan and perform a sequence of movements.	<u>Year 3</u> Basic skills: I can link actions together to create sequences of movement. Extension: I can develop my flexibility and strength.	<u>Year 4</u> Basic skills I can develop strength and balancing within a sequence. I can demonstrate that I can perform techniques with control. Extension: I can use a combination of techniques	<u>Year 5</u> Basic skills: I can make complex extended sequences. I can combine action, with balance and shape within a performance. Extension: I can compare performances.	<u>Year 6</u> Basic skills: I can combine my works with that of others. Extension: I can link sequences to specific timings.

					within a sequence.		
Vocabulary	Balance Equipment Shapes	Sequence Repeat Patterns Control Perform		Criteria Evaluate Combination Control		Transitions Perform Balance Flexibility Timing.	
Dance/ Movement							
	EYFS	Key Stage One		Lower Key Stage Two		Upper Key Stage Two	
Knowledge	To understand that music can make our bodies move	To be able to link movements to music. To be able to change their bodies to respond to music i.e speed and direction.		To understand that a performance has a beginning, middle and end. To understand that we can use movements to represent an idea.		To understand the different elements that need to be incorporated to create a dance. To understand that you can incorporate different speeds and movements within a dance.	
Skills progression	<u>EYFS (Being imaginative)</u> Basic Skills: I can initiate new combinations of movement and gesture in order to respond to feelings, ideas and experiences (40- 60 months)	<u>Year one:</u> Basic skills: I can perform my own dance moves. Extension: I can make up a short dance	<u>Year two:</u> Basic skills: I can dance with control and co-ordination. I can use dance to show a mood or feeling.	<u>Year three:</u> Basic skills: I can share and create phases with a partner and small group. Extension: I can repeat, remember	<u>Year four:</u> Basic skills: I can use dance to communicate an idea. Extension: I can repeat, remember and perform phrases.	<u>Year five:</u> Basic skills: I can perform to an accompaniment. My dance shows clarity, accuracy, fluency and consistency.	<u>Year six:</u> Basic skills: I can choose my own music and style. I can develop sequences in a specific style.

	Extension: I can represent my own ideas, thoughts and feelings through music and dance.		Extension: I can make a sequence by linking sections together.	and perform phrases.			
Vocabulary	Dance Movement Music	Sequence Repeat Perform Pattern		Choreograph Unison Repetition Partner Structure		Pace Timing Interpretation Improvisation Reaction Motifs	
Athletics							
	EYFS	Key Stage One		Lower Key Stage Two		Upper Key Stage Two	
Knowledge	I am learning to understand how and why it is important to stay safe with our bodies.	To understand that we can change the speed that our bodies move. To understand the correct starting and finishing positions needed to jump accurately.		To understand the correct starting and finishing positions needed to run a relay. To understand how to transition between different techniques when running, jumping and catching.		To combine a variety of skills to work within a team. To understand the different techniques needed to perform different skills.	
Skills progression	EYFS Physical development: moving and handling Basic Skills:	Year one: Basic skills: I can master running in a direction.	Year two: Basic skills: I can master running and jumping in	Year three: Basic skills: I can run at fast, medium and slow	Year four: Basic skills: I can run, jump and catch in	Year five: Basic skills: I can use a variety of skills to take	Year six: Basic skills: I can demonstrate stamina.

	I can run skilfully, negotiating space (40-60 months)	Extension: I can master jumping.	isolation and combination. Extension: I can use these techniques in a range of activities.	speeds; changing speed and direction. Extension: I can take part in a relay, remembering when to run and what to do.	isolation and combination.	part in competitive games.	I can link together actions so that they flow in running, jumping and throwing activities.
Vocabulary	Run Space Safely	Speed Direction		Team work Relay Combination Transition		Pace Accuracy Communication Sprint Technique	

Swimming			
	Lower Key Stage Two		Upper Key Stage Two
Knowledge			
Skills progression	<u>Year three:</u> basic skills: Swim between 25 and 50 metres unaided.	<u>Year four:</u> Basic skills: Swim between 50 and 100 metres and keep swimming for 45 to 90 seconds.	<u>Year five/six</u> Basic skills: Swim further than 100 metres. Swim fluently and confidently for over 90 seconds. Use all three strokes with control.

	<p>Keep swimming for 30 to 45 seconds, using swimming aids and support.</p> <p>Use a variety of basic arm and leg actions when on their front and on their back.</p> <p>Swim on the surface and lower themselves under water.</p> <p>Take part in group problem-solving activities on personal survival.</p> <p>Recognise how their body reacts and feels when swimming.</p> <p>Recognise and concentrate on what they need to improve.</p>	<p>Use three different strokes, swimming on their front and back.</p> <p>Control their breathing.</p> <p>Swim confidently and fluently on the surface and under water.</p> <p>Work well in groups to solve specific problems and challenges, sharing out the work fairly.</p> <p>Recognise how swimming affects their body, and pace their efforts to meet different challenges.</p> <p>Suggest activities and practices to help improve their own performance.</p>	<p>Swim short distances using butterfly.</p> <p>Breathe so that the pattern of their swimming is not interrupted.</p> <p>Perform a wide range of personal survival techniques confidently.</p> <p>Know what different tasks demand of their body, and pace their efforts well to meet challenges.</p> <p>Describe good swimming technique, and show and explain it to others.</p>
Vocabulary	Freestyle		

	Backstroke Front crawl Butterfly Breathing Safety Distance Metres
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Outdoor and adventurous activities				
	EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Knowledge		Develop fundamental movement skills, becoming increasingly confident. Engage in competitive and cooperative activities	Continue to apply and develop a broader range of skills. Enjoy communicating, collaborating and competing with each other and how to improve.	
Skills progression		Develop and master fundamental movement skills. Apply fundamental movement skills in a range of activities. Develop simple tactics. Participate in competitive and cooperative physical activities	Develop a broad range of skills, learning how to link them to make actions and link sequences of movement Take part in outdoor and adventurous activity challenges both individually and within a team. Apply basic principles. Evaluate and recognise their own success. Develop flexibility, strength, technique, control and balance. Play competitive games. They should enjoy communicating, collaborating and competing with each other. Compare performances with previous ones to achieve and demonstrate improvement.	

			(Link to Science – Animals including humans at Year 6. Impact of diet, exercise, drugs and lifestyle)
Vocabulary	<ul style="list-style-type: none"> • maps, diagrams • orienteering • planning a journey • challenges, problem solving • plan – strategies and approaches • do – try, review and try again or improve • review – talk about and agree good ways of working • team work – collaborate and take on roles and responsibilities 		