



Tenbury Primary Academy PE Progression of skills and vocabulary.

	By the end of each stage:
EYFS	<ul style="list-style-type: none"> • Pupils will start to understand why PE is important for our bodies to lead a healthy lifestyle. • Pupils will develop basic Fundamental Movement Skills based on Agility, Balance and Coordination skills. • Pupils will move confidently in a range of ways using Agility, Balance and Coordination skills with control. • Pupils will use space effectively ensuring they do not bump into others. • Pupils will use a range of skills and movements to be able to play games and take part in activities, they will also start to develop simple tactics for attacking and defending. • Pupils will use movements imaginatively, responding to stimuli, including music and performing basic skills Change rhythm, speed, level and direction of their movements. • When taking part in games and activities pupils will work together and take turns effectively. • Pupils will respond to set tasks, listen to others and follow instructions effectively. • Pupils will understand the importance of respect for others and be able to collaborate effectively • Pupils will also develop and enhance their social skills.
KS1	<ul style="list-style-type: none"> • Pupils will recognise and describe how their body feels before and during activities within a PE lesson. • Pupils will understand further why certain activities are important for our bodies for example warm ups and cool downs. • Pupils will develop further Fundamental Movement Skills and begin to move more confidently and with good control using Agility, Balance and Coordination skills. • Pupils will be confident in the basic movements such as running, jumping, throwing and catching • Pupils will use Agility, Balance and Coordination skills to link with various topics across the PE Curriculum. e.g. Games, Dance, Athletics and Gymnastics topics in PE. • Create and perform dances using simple movement patterns, and communicate ideas and feelings. • Pupils will use space effectively both indoors and outdoors. • Pupils will start to demonstrate simple tactics when Attacking and Defending. • Pupils will communicate effectively with each other and be able to cooperate and respect each other when working in small groups and teams. • Pupils will start to comment on their own and others actions, and be able to make some judgements to improve their own and others work. • Pupils will be introduced into competitive activities, competing against themselves and sometimes against others.
KS2	<ul style="list-style-type: none"> • Pupils will continue to develop Fundamental Movements Skills based on Agility, Balance and Coordination, and will use these skills to a broader range of activities that are sport specific such as Tennis, Basketball, Cricket, Handball, Hockey etc... • Pupils will enhance their communication and collaboration skills and will learn how to compete against others learning in the • Process how to win and lose, and demonstrate simple attacking and defending principles within modified small-sided games. • Pupils should start to develop strength, flexibility, different techniques and control and will compare their own and others performances. When comparing their own or others performances pupils will gain knowledge to identify strength and weaknesses and demonstrate how to improve. • <u>Year 3/4 Pupils overall will....</u> • Practice Fundamental Movement Skills with Control demonstrating good Balance, Coordination and Agility. Will also move with confidence and creativity. • Show and understanding of Leadership and show how Tactics and Strategies can improve their work. • Have an understanding of why exercise is good for health and well-being as well as recognising the effects exercise can have on the body. • Respond to different tasks and follow rules and learning objectives effectively. • Describes and comments on their own actions as well as making judgements to improve the quality of their own and others work. • Work independently and in small groups and teams cooperatively, and collaborate effectively with each other. • <u>Year 5/6 Pupils overall will....</u> • Perform and link skills with good control and consistency, demonstrating fundamental movement skills when performing or competing. • Use imagination and creativity when choreographing, performing techniques and using tactics. Will remain active for sustained periods of time and understand why having good fitness levels can improve performance. • Knows what has made performance effective, and will often describe and comment on their own and others work. • They will consistently improve the quality of their work. Will effectively communicate and collaborate with each other and will show fantastic leadership skills. • Will work independently for prolonged periods of time without the need for help and will compete fairly showing respect and following rules.

EYFS

	EYFS				
	Dance	Gymnastics	Fundamental Movements / Athletics	Games	Health
Skills	<p>Begin to move rhythmically Use movement to express feelings Create movement in response to music Capture experiences and responses with dance.. Initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p>	<p>Make body tense, relaxed, curled and stretched. Balance on small/large body parts & understand stillness Make large and small body shapes. Climb apparatus & perform basic travelling actions on various body parts. Jump off an object and lands appropriately. Travel with confidence and skill around, under, over and through balancing and climbing equipment.</p>	<p>Move freely and with pleasure and confidence in a range of ways, including forward and backward movements. Run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles Experiment with different ways of moving: Hop with either leg, gallop leading with both legs, sidestep both directions, skip, Jump forwards, backwards and side to side and retain balance using a variety of jumps; 2 feet to 2 feet, 1 foot to same foot, 1 foot to 2 feet. Stand momentarily on one foot when shown.</p>	<p>Throw a ball or beanbag underarm. Roll and strike a ball with the palm of hand towards a target. Catch a large ball in two hands Catch a ball from shoulder height after 2 bounces Roll a ball, chase it collect in a balanced position. Stop a moving ball with hands/feet. Roll ball around seated body 1 hand/ roll ball up and down body 2 hands. Show increasing control over an object in pushing, patting, rolling, throwing, catching or kicking it. Catch a balloon, bean bag & large ball Aim and throw an object underarm. Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Play a passing and target game alone & with a partner. Aim & throw object underarm Catch balloon/bean bag/scarf & sometimes a bouncing ball Use hand to strike a bean bag or ball and move towards a scoring area. Begin to use a bat to hit a ball or bean bag</p>	<p>Begin to say when their body is cool, warm and hot. Begin to understand why these changes happen. Begin to recognise what physical activity does to their heart rate.</p>
Vocabulary	<p>Travel, Stillness, Direction, Space, Beginning, Middle, End, Feelings, Body parts, Levels, Directions, Pathways, Speed, Rhythm</p>	<p>Move, Forwards, Backwards, Sideways, Bench, Balance, Mat, Table, Roll, Long, Slow, On, Off, Stretched, Curled, Tuck, Body parts, Tall, Small, Shape, Hold, Still, Jump, Hop, Bounce, Travel, Copy, Wide, Narrow</p>	<p>Walk, Jog, Throw, Target, Jump, Run, Hop, Skip, Fast, Pass</p>	<p>Ball, Hit, Kick, Throw, Striking, Catching, Own space, Team, Teammate, Speed, Direction, Passing, Controlling, Shooting, Scoring</p>	

	Year 1					
	Dance	Gymnastics	Fundamental Movements / Athletics	O.A.A	Games	Health
Skills	Copies and explores basic movements and body patterns Remembers simple movements and dance steps Links movements to sounds and music. Responds to range of stimuli. Perform simple gesture	Copies and explores basic movements with some control and coordination. Can perform different body shapes Performs at different levels Can perform 2 footed jump Can use equipment safely Balances with some control Can link 2-3 simple movements	Can travel in a variety of ways including running and jumping. Can skip (without rope) Can run at different speeds. Can jump from a standing position Performs a variety of throws with basic control.	Able to find different solutions to problems Able to copy and share ideas Can come up with ideas for problem solving Can change behaviour in different environments	Beginning to perform a range of throws. Receives a ball with basic control Beginning to develop hand-eye coordination Participates in simple games	Can describe the effect exercise has on the body Can explain the importance of exercise and a healthy lifestyle. Say when their body is cool, warm and hot during activities.. Understand why these changes happen during physical activity. Recognise what physical activity does to their heart rate.
Vocabulary	Travel, Stillness, Direction, Space, Beginning, Middle, End, Feelings, Body parts, Levels, Directions, Pathways, Speed, Rhythm	Move, Forwards, Backwards, Sideways, Bench, Balance, Mat, Table, Roll, Long, Slow, On, Off, Stretched, Curled, Tuck, Body parts, Tall, Small, Shape, Hold, Still, Jump, Hop, Bounce, Travel, Copy, Wide, Narrow	Throw, High, Low, Skip, Aim, Fast, Slow, Safely, Step, Bounce, Jump, Leap, Hop, Repeat, Run, Target, Overarm, Underarm, Walking, Jogging, Accelerate, Baton, Relay, Push, Take off, Landing		Ball, Hit, Kick, Throw, Striking, Catching, Own space, Team, Teammate, Speed, Direction, Passing, Controlling, Shooting, Scoring	

Year 2

	Year 2					
	Dance	Gymnastics	Fundamental Movements / Athletics	O.A.A	Games	Health
Skills	<p>Copies and explores basic movements with clear control. Varies levels and speed in sequence</p> <p>Can vary the size of their body shapes</p> <p>Add change of direction to a sequence</p> <p>Uses space well and negotiate space clearly.</p> <p>Can describe a short dance using appropriate vocabulary.</p> <p>Responds imaginatively to stimuli.</p> <p>Perform simple gestures</p>	<p>Explores and creates different pathways and patterns.</p> <p>Uses equipment in a variety of ways to create a sequence</p> <p>Link movements together to create a sequence</p> <p>Describe what they feel like when they are tense, relaxed, stretched and curled.</p> <p>Can devise and repeat a sequence of 4 actions with a clear start and finish linking with a jump turn or balance</p> <p>Can change and adapt what they do according to how it 'feels' to make improvements</p>	<p>Can change speed and direction whilst running.</p> <p>Can jump from a standing position with accuracy.</p> <p>Performs a variety of throws with control and co-ordination.</p> <p>preparation for shot put and javelin</p> <p>Can use equipment safely</p>	<p>Able to find different solutions to problems</p> <p>Able to work together with others</p> <p>Can to come up with ideas for problem solving</p> <p>To be able to show control in different environments</p>	<p>Confident to send the ball to others in a range of ways.</p> <p>Beginning to apply and combine a variety of skills (to a game situation)</p> <p>Can use non dominant hand/foot and change direction</p> <p>Develop strong spatial awareness.</p> <p>Beginning to develop own games with peers.</p> <p>Understand the importance of rules in games.</p> <p>Develop simple tactics and use them appropriately.</p> <p>Beginning to develop an understanding of attacking/defending</p> <p>Create target and passing games with defined rules.</p> <p>Can skip with a rope</p>	<p>Can describe the effect exercise has on the body</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Recognise changes to the body during exercise & describe.</p> <p>Begin to understand why it is important to warm up and cool down.</p> <p>Begin to explain what physical activity does to their heart rate.</p>
Vocabulary	<p>Travel, Stillness, Direction, Space, Beginning, Middle, End, Feelings, Body parts, Levels, Directions, Pathways, Speed, Rhythm</p>	<p>Move, Forwards, Backwards, Sideways, Bench, Balance, Mat, Table, Roll, Long, Slow, On, Off, Stretched, Curled, Tuck, Body parts, Tall, Small, Shape, Hold, Still, Jump, Hop, Bounce, Travel, Copy, Wide, Narrow</p>	<p>Throw, High, Low, Skip, Aim, Fast, Slow, Safely, Step, Bounce, Jump, Leap, Hop, Repeat, Run, Target, Overarm, Underarm, Walking, Jogging, Accelerate, Baton, Relay, Push, Take off, Landing</p>		<p>Ball, Hit, Kick, Throw, Striking, Catching, Own space, Team, Teammate, Speed, Direction, Passing, Controlling, Shooting, Scoring</p>	

Year 3								
	Dance	Gymnastics	O.A.A	Swimming	Athletics	Games	Health	Evaluating Performance
Skills	<p>Beginning to improvise independently to create a simple dance.</p> <p>Beginning to improvise with a partner to create a simple dance.</p> <p>Translates ideas from stimuli into movement with support.</p> <p>Beginning to compare and adapt movements and motifs to create a larger sequence.</p> <p>Uses simple dance vocabulary to compare and improve work.</p>	<p>Applies compositional ideas independently and with others to create a sequence.</p> <p>Copies, explores and remembers a variety of movements and uses these to create their own sequence.</p> <p>Describes their own work using simple gym vocabulary.</p> <p>Beginning to notice similarities and differences between sequences.</p> <p>Uses turns whilst travelling in a variety of ways.</p> <p>Beginning to show flexibility in movements</p> <p>Beginning to develop good technique when travelling, balancing, using equipment etc</p>	<p>Develops listening skills.</p> <p>Creates simple body shapes.</p> <p>Listens to instructions from a partner/ adult.</p> <p>Complete an simple orienteering course/game using simple maps</p> <p>Using simple maps</p> <p>Beginning to think activities through and problem solve.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p> <p>Develop listening skills.</p> <p>Create simple body shapes.</p> <p>Listen to instructions from a partner/ adult.</p> <p>Begin to think activities through and problem solve.</p> <p>Discuss and work with others in a team.</p> <p>Demonstrate an understanding of how to stay safe.</p>	<p>Begin to use a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</p> <p>To develop push and glides, any kick action on front and back with or without support aids.</p> <p>To develop entry and exit, travel further, float and submerge.</p> <p>Perform safe self-rescue in different water-based situations.</p>	<p>Beginning to run at speeds appropriate for the distance.</p> <p>e.g. sprinting and cross country</p> <p>Can perform a running jump with some accuracy</p> <p>Performs a variety of throws using a selection of equipment.</p> <p>Can use equipment safely and with good control.</p>	<p>Understands tactics and composition by starting to vary how they respond.</p> <p>Return/Strike a thrown ball using racket/bat skills</p> <p>Throw under and overarm</p> <p>Field a ball rolling towards you</p> <p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Beginning to communicate with others during game situations.</p> <p>Uses skills with co-ordination and control.</p> <p>Develops own rules for new games.</p> <p>Makes imaginative pathways using equipment.</p> <p>Works well in a group to develop various games.</p> <p>Beginning to understand how to compete with each other in a controlled manner.</p> <p>Beginning to select resources independently to carry out different skills.</p>	<p>Can describe the effect exercise has on the body</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understands the need to warm up and cool down.</p> <p>Explain why it is important to warm up and cool down.</p> <p>Begin to make the link between heart rates, breathing rates and temperature changes.</p> <p>Begin to notice periods of fast movement i.e. sprinting and quick movements in activities and compare to when not moving</p>	<p>Watch and describe performances accurately.</p> <p>Begin to think about how they can improve their own work. Work with a partner or small group to improve their skills. Make suggestions on how to improve their work, commenting on similarities and differences.</p>

Vocabulary	Repeat, Dance Phrase, Improvisation, Character, Gesture, Repetition, Action and reaction, Costume, Prop, Pattern	Stretch, Push, Pull, Step, Spring, Crawl, Still, Slowly, Tall, Long, Forwards, High, Low, Roll, Copy, Jump, Land, Balance, Repeat, Sequence, Travel, Coordination, Distance		Strokes, Swim, Pull, Push Kick, Surface, Dive, Float, Streamline, Front crawl, Backstroke, Breaststroke, Width, Length, Underwater, Breathe, Alternate, Froggy legs, Stamina	Sling, Pull, Distance, Sprint, Steady pace, Accuracy, Height, Record, Joints, Rhythm, Leading leg, Measure, Underarm, Overarm, Heart beat, Pulse rate, Jogging, Walk, Hurdles, Landing, Control, Preferred, Landing foot, Time, Stamina, Obstacles, Stance, Diagonal, Approach, Speed, Relay	Keep possession, Scoring goals, Keeping score, Control, Underarm, Overarm, Position, Opposition, Making space, Pass/send/receive, Travel with a ball, Make use of space, Points/goals, Rules, Tactics, Batting, Fielding, Defending, Hitting		
-------------------	--	---	--	--	--	--	--	--

Year 4								
	Dance	Gymnastics	O.A.A	Swimming	Athletics	Games	Health	Evaluating Performance
Skills	<p>Confidently improvises with a partner or on their own.</p> <p>Beginning to create longer dance sequences in a larger group.</p> <p>Demonstrating precision and some control in response to stimuli.</p> <p>Beginning to vary dynamics and develop actions and motifs.</p> <p>Demonstrates rhythm and spatial awareness.</p> <p>Modifies parts of a sequence as a result of self-evaluation.</p> <p>Uses simple dance vocabulary to compare and improve work.</p>	<p>Links skills with control, technique, co-ordination and fluency.</p> <p>Understands composition by performing more complex sequences.</p> <p>Beginning to use gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p> <p>Creates sequences using various body shapes and equipment.</p> <p>Combines equipment with movement to create sequences.</p>	<p>Develops strong listening skills.</p> <p>Uses simple maps.</p> <p>Beginning to think activities through and problem solve.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p> <p>Develop strong listening skills.</p> <p>Use simple maps.</p> <p>Begin to think activities through and problem solve.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a team.</p> <p>Demonstrate an understanding of how to stay safe.</p>	<p>Swims competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</p> <p>Performs safe self-rescue in different water-based situations.</p> <p>Continue to develop a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</p> <p>To show breath control.</p> <p>Introduction to deeper water.</p> <p>Treading water</p> <p>Perform safe self-rescue in different water-based situations.</p>	<p>Beginning to build a variety of running techniques and use with confidence.(relays)</p> <p>Can perform a running jump with more than one component.</p> <p>e.g. hop skip jump (triple jump)</p> <p>Demonstrates accuracy in throwing and catching activities.</p> <p>Describes good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Shows confidence in using ball skills in various ways, and can link these together.</p> <p>e.g. dribbling, bouncing, kicking</p> <p>Return/Strike a hit ball using racket/bat skills</p> <p>Field a ball rolling to either side</p> <p>Uses skills with co-ordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Works well in a group to develop various games.</p> <p>Compares and comments on skills to support creation of new games.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p>	<p>Can describe the effect exercise has on the body</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understands the need to warm up and cool down.</p> <p>Lead a partner through short warmup routines.</p> <p>Know how to maintain their heart rate during activities.</p> <p>Recognise what activities do to heart rates.</p> <p>Understand what to do to improve their stamina.</p>	<p>Can comment on own and others performance</p> <p>Can give comments on how to improve performance.</p> <p>Use appropriate vocabulary when giving feedback.</p> <p>Watch and describe performances accurately.</p> <p>Describe what is successful in their own performances.</p> <p>Work with a partner or small group to improve their skills.</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences.</p>

						Apply basic skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and combination		
Vocabulary	Repeat, Dance Phrase, Improvisation, Character, Gesture, Repetition, Action and reaction, Costume, Prop, Pattern	Stretch, Push, Pull, Step, Spring, Crawl, Still, Slowly, Tall, Long, Forwards, High, Low, Roll, Copy, Jump, Land, Balance, Repeat, Sequence, Travel, Coordination, Distance		Strokes, Swim, Pull, Push, Kick, Surface, Dive, Float, Streamline, Front crawl, Backstroke, Breaststroke, Width, Length, Underwater, Breathe, Alternate, Froggy legs, Stamina	Sling, Pull, Distance, Sprint, Steady pace, Accuracy, Height, Record, Joints, Rhythm, Leading leg, Measure, Underarm, Overarm, Heart beat, Pulse rate, Jogging, Walk, Hurdles, Landing, Control, Preferred, Landing foot, Time, Stamina, Obstacles, Stance, Diagonal, Approach, Speed, Relay	Keep possession, Scoring goals, Keeping score, Control, Underarm, Overarm, Position, Opposition, Making space, Pass/send/receive, Travel with a ball, Make use of space, Points/goals, Rules, Tactics, Batting, Fielding, Defending, Hitting		

Year 5								
	Dance	Gymnastics	O.A.A	Swimming	Athletics	Games	Health	Evaluating Performance
Skills	Beginning to exaggerate dance movements and motifs (using expression when moving) Demonstrates strong movements throughout a dance sequence. Combines flexibility, techniques and movements to create a fluent sequence. Moves appropriately and with the required style in relation to the stimulus. e.g using various levels, ways of travelling and motifs. Beginning to show a change of pace and timing in their movements. Uses the space provided to his maximum potential. Improvises with confidence, still demonstrating fluency across their sequence. Modifies parts of a sequence as a result of self and peer evaluation. Uses more complex dance vocabulary to	Select and combine their skills, techniques and ideas. Perform a range of rolls consistently Apply combined skills accurately and appropriately, consistently showing precision, control and fluency. Draw on what they know about strategy, tactics and composition when performing and evaluating. Analyse and comment on skills and techniques and how these are applied in their own and others' work. Uses more complex gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances. Links skills with control, technique, co-ordination and fluency. Understands composition by performing more complex sequences.	Develops good listening skills. Use s and interprets simple maps. Think activities through and problem solve using general knowledge. Choose and apply strategies to solve problems with support. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe. Develop strong listening skills. Use and interpret simple maps. Think activities through and problem solve using general knowledge. Choose and apply strategies to solve problems with support. Discuss and work with others in a team. Demonstrate an understanding of how to stay safe.	Swims competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively e.g. front crawl, backstroke and breaststroke. Perform safe self-rescue in different water-based situations.	Beginning to build a variety of running techniques and use with confidence. .LD/sprint Sustain and maintain running speed understanding pacing Can perform a running jump with more than one component. e.g. hop skip jump (triple jump) Beginning to record peers performances, and evaluate these. Demonstrates accuracy and confidence in throwing and catching activities. Describes good athletic performance using correct vocabulary. Can use equipment safely and with good control.	Vary skills, actions and ideas and link these in ways that suit the games activity. Effectively play a competitive net/wall game. Keep and use rules they are given Strike a ball with intent and throw it more accurately when bowling and/or fielding- chasing rolling balls Dodge, mark, feint, turn and understand positional play Shows confidence in using ball skills in various ways, and can link these together. Uses skills with co-ordination, control and fluency. Takes part in competitive games with a good understanding of tactics and composition. Can create their own games using knowledge and skills. Can make suggestions as to what resources can be used to differentiate a game. Apply good skills for attacking and defending. Try to make things difficult for their opponent by directing the ball to space, at different speeds and heights	Can describe the effect exercise has on the body Can explain the importance of exercise and a healthy lifestyle. Understands the need to warm up and cool down. Lead a small group through short warm-up routines. Understand why heart rates, breathing rates and temperature changes occur. Recognise changes to the body when exercising including heart rate and body temperature. Understand what to do to improve their stamina, naming some suitable activities.	Watches and describes performances accurately. Beginning to think about how they can improve their own work. Work with a partner or small group to improve their skills. Make suggestions on how to improve their work, commenting on similarities and differences. Watch and describe performances accurately. Recognise their own and others strengths and explain why a performance is good using appropriate terminology when evaluating both their own and others performances. Comment on tactics and techniques to help improve performances. Make suggestions on how to improve

	compare and improve work.							their work, commenting on similarities and differences.
Vocabulary	Dance style, Technique, Formation, Pattern, Rhythm, Variation, Improvisation, Unison, Canon, Action, Reaction, Motif, Phrase, Interpret, Exploration	Muscles, Joints, Symmetrical/asymmetrical, Rotation, Turn, Shape, Landing, Take-off, Flight, Performance/evaluation, Flexibility, Suppleness		Strokes, Swim, Pull, Push, Kick, Surface, Dive, Float, Streamline, Front crawl, Backstroke, Breaststroke, Width, Length, Underwater, Breathe, Alternate, Froggy legs, Stamina	Height, Target, Pacing, Rhythm, Obstacles, Leading leg, Hurdles, Throwing, Speed, Accuracy, Take off, Stamina, Time, Release, Performance, Accuracy, Distance, Target, Time, Position, Measure, Control, Height, Run up, Sprint, Team, Distance, Measure, Endurance, Fitness, Exercise, Cardiovascular	Keeping possession, Passing, Dribbling, Shooting, Support, Speed, Stamina, Competition, Strength, Forehand, Backhand, Marking, Attackers/defenders, Team play, Batting, Fielding, Bowler, Defending, Hitting		

Year 6								
	Dance	Gymnastics	O.A.A	Swimming	Athletics	Games	Health	Evaluating Performance
Skills	Exaggerate dance movements and motifs (using expression when moving) Performs with confidence, using a range of movement patterns. Demonstrates a strong imagination when creating own dance sequences and motifs. Demonstrates strong movements throughout a dance sequence. Combines flexibility, techniques and movements to create a fluent sequence. Moves appropriately and with the required style in relation to the stimulus. Beginning to show a change of pace and timing in their movements. Is able to move to the beat accurately in dance sequences. Improvises with confidence, still demonstrating fluency across their sequence.	Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions. Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction. Adapts sequences to include a partner or a small group. Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement. Draw on what they know about strategy, tactics and composition when performing and evaluating. Analyse and comment on skills and techniques and how these are applied in their own and others' work. Uses more complex gym vocabulary to describe	Develops strong listening skills. Use s and interprets simple maps. Think activities through and problem solve using general knowledge. Choose and apply strategies to solve problems with support. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe. Develop strong listening skills. Use and interpret simple maps. Think activities through and problem solve using general knowledge. Choose and apply strategies to solve problems with support. Discuss and work with others in a team. Demonstrate an understanding of	Swims competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively e.g. front crawl, backstroke and breaststroke. Perform safe self-rescue in different water-based situations.	Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. e.g. hop skip jump (triple jump) Beginning to record peers performances, and evaluate these. Demonstrates accuracy and confidence in throwing and catching activities. Describes good athletic performance using correct vocabulary. Can use equipment safely and with good control.	Vary skills, actions and ideas and link these in ways that suit the games activity. Shows confidence in using ball skills in various ways, and can link these together effectively. Demonstrate control on both sides of the body and at differing levels by keeping possession of the ball during competitive games situations. Consistently uses skills with co-ordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Use forehand, backhand overhead shots increasingly well in the games played - To volley well Modifies competitive games. Compares and comments on skills to support creation of new games. Can make suggestions as to what resources can be used to differentiate a game. Apply knowledge of skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and in combination. Field rolling balls with accuracy	Can describe the effect exercise has on the body Can explain the importance of exercise and a healthy lifestyle. Understands the need to warm up and cool down. Lead a larger group through short warm-up routines. Understand and explain why heart rates, breathing rates and temperature changes occur. Recognise and explain changes to the	Watches and describes performances accurately. Learn from others how they can improve their skills. Comment on tactics and techniques to help improve performances. Make suggestions on how to improve their work, commenting on similarities and differences. Identify aspects of their own and others' performances that need improvement and suggest how to improve them, i.e. which aspects were performed consistently, accurately, fluently and clearly. Learn from others how they can improve their skills. Comment on tactics and techniques to help improve performances. Make suggestions on how to improve

	Dances with fluency, linking all movements and ensuring they flow. Demonstrates consistent precision when performing dance sequences. Modifies parts of a sequence as a result of self and peer evaluation. Uses more complex dance vocabulary to compare and improve work.	how to improve and refine performances. Develops strength, technique and flexibility throughout performances.	how to stay safe.				body when exercising including heart rate and body temperature. Understand and explain what to do to improve their stamina, naming some suitable activities.	their work, commenting on similarities and differences.
Vocabulary	Dance style, Technique, Formation, Pattern, Rhythm, Variation, Improvisation, Unison, Canon, Action, Reaction, Motif, Phrase, Interpret, Exploration	Muscles, Joints, Symmetrical/asymmetrical, Rotation, Turn, Shape, Landing, Take-off, Flight, Performance/evaluation, Flexibility, Suppleness		Strokes, Swim, Pull, Push, Kick, Surface, Dive, Float, Streamline, Front crawl, Backstroke, Breaststroke, Width, Length, Underwater, Breathe, Alternate, Froggy legs, Stamina	Height, Target, Pacing, Rhythm, Obstacles, Leading leg, Hurdles, Throwing, Speed, Accuracy, Take off, Stamina, Time, Release, Performance, Accuracy, Distance, Target, Time, Position, Measure, Control, Height, Run up, Sprint, Team, Distance, Measure, Endurance, Fitness, Exercise, Cardiovascular	Keeping possession, Passing, Dribbling, Shooting, Support, Speed, Stamina, Competition, Strength, Forehand, Backhand, Marking, Attackers/defenders, Team play, Batting, Fielding, Bowler, Defending, Hitting		

Please see Robin Hood document for:

KS2 – Net Wall, Striking Fielding, Invasion specifics

All year groups – Fundamental/athletics, dance and gym