

# St Michael's C.E Primary School

## PE Curriculum 2024-2024

PE (Physical Education) is physical exercise or physical games and sports which encourage active movement and a healthy lifestyle!

Intent - At St Michael's PE encourages all pupils to succeed and excel in competitive and physical activities and supports the development of pupils' health and fitness. It embeds the value of fair play and respect and encourages teamwork and leadership skills.

An athlete is resilient, reflective, and motivated to reach their goals. They compete competitively as part of a team, communicate effectively, and show good sportsmanship.

## Spirituality Across the Curriculum

Our definition of spirituality at St Michael's CE Primary School:

*To talk about spirituality is to talk about something which is beyond words.*

*Spirituality is linked to big questions about the meaning and purpose of life; it includes ideas relating to oneself, others, the natural world and the transcendent.*

*We refer to this as:*

*The stillness of the mind*

*The settling of the soul*

*The uplifting of the spirit*

*Being at one in the world and finding meaning and purpose in life.*

*For some, but not all, this will be experienced, expressed or explained through faith or belief.*

*When discussing this with our pupils, we refer to spirituality as:*

*The way WOWS, OWS and NOWS shape me into the person that I am and will become.*

Spiritual development contains many facets and it is concerned with a number of areas of an individual's life. Therefore, when developing spirituality in pupils and adults, we, in line with our distinctively Christian vision and our school's definition for spirituality, look at four key areas: self, others, transcendence (beyond), and nature.



## Spirituality Opportunities

### Self

#### Opportunities

- Encourage the awareness of one's own strength and limitations.
- Express emotions through movement, body language and stillness.
- Engaging in physically challenging activities such as residential activities - Use these activities as metaphors for spiritual resilience and overcoming obstacles in life and reflect on religious teachings labour perseverance, faith and the inner strength needed to face challenges.

#### Potential Question Prompts

- How do you celebrate a new skill?
- How does it feel to be proud of your whole self?
- What does it feel like to be completely focused on a task or challenge?
- How can focusing on breathing and being present during activities like yoga or stretching help us feel calm and connected to ourselves?

### Others

#### Opportunities

- Recognise / celebrate equality, freedom, respect and trust.
- Recognising that the end result is not the most important thing.
- Use role-playing scenarios to practice conflict resolution and effective communication during PE lessons.
- Support each other during physically and mentally challenging activities in Commando Joe sessions.

#### Potential Question Prompts

- How can you ensure everyone feels part of the team?
- How can you support others in your team and come together as one?
- Can you create / adapt games which include reluctant participants / children with different needs?
- How could this person inspire you? (Linking to inspirational athletes)



## Transcendence

### Opportunities

- Express wider themes and feelings through movement
- PE classes can include mindfulness exercises such as guided meditation, body scans, and mindful movement. These activities help students focus on the present moment, reducing stress and enhancing their overall well-being.
- Participating in team sports and cooperative games can help students develop a sense of unity and connectedness with their peers. The collective effort and shared goals in team sports can lead to experiences of transcendence as students work together harmoniously.
- Dance allows children to express themselves creatively and emotionally through movement. The rhythmic and expressive nature of dance can lead to transcendent experiences as children connect with their inner selves and the music.

### Potential Question Prompts

- How do you recognise the delight in movement, connectedness and creativity?
- How can you regulate your breathing?
- Are there any exercises that help you calm your mind and body?
- Can you describe a moment in sport when you felt like you were in the zone or experiencing a flow state? What was that like?

## Nature

### Opportunities

- Teach about the spiritual aspects of yoga in Hinduism and Buddhism and discuss the concept of mindfulness in different religious traditions, encouraging children to reflect on their inner peace and connections to the world around them.
- Orienteering combines navigation with physical activity. It encourages students to engage with the landscape, enhancing their appreciation of nature and fostering a sense of achievement and self-discovery.
- Setting up obstacle courses in natural settings can help students develop physical skills while connecting with the environment. The challenges can foster resilience, teamwork, and a sense of accomplishment.
- In Early Years, children have opportunities to explore a variety of animals through movement.

### Potential Question Prompts

- How do you feel when you exercise or play sports in nature compared to an indoor setting?
- Can you describe a moment during a physical activity in nature when you have felt a deep sense of peace or connection?
- What aspects of nature inspire you during physical activities and why?
- How do the sounds, sights and smells of nature influence your physical performance and mental state during sports?



## St Michael's CE Primary PE Curriculum 2024-2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Reception</b>	Speed and Agility Unit 1	Dance Unit 1	Gymnastics Unit 1	Body Management Unit 1	Manipulation and Co-ordination Unit 1	Cooperate and Solve Problems
<b>Year 1</b>	Send, Return Unit 1	Gymnastics Unit	Hit, Catch, Run Unit 1	Run, Jump, Throw Unit 1	Send, Return Unit 2	Hit, Catch, Run Unit 2
	Attack, Defend, Shoot Unit 1	Attack, Defend, Shoot Unit 2	Dance Unit 1	Gymnastics Unit 2	Dance Unit 2	Run, Jump, Throw Unit 2
<b>Year 2</b>	Attack, Defend, Shoot Unit 1	Attack, Defend, Shoot Unit 2	Hit, Catch, Run Unit 1	Run, Jump, Throw Unit 1	Send, Return Unit 2	Hit, Catch, Run Unit 2
	Send, Return Unit 1	Gymnastics Unit 1	Dance Unit 1	Gymnastics Unit 2	Dance Unit 2	Run, Jump, Throw Unit 2
<b>Year 3</b>	Football	Dance	Gymnastics	Tag Rugby	Cricket	Athletics
	OAA	Handball	Badminton	Netball	Tennis	Rounders
<b>Year 4</b>	Football	Dance	Gymnastics	Tag Rugby	Cricket	Athletics
	OAA	Handball	Badminton	Netball	Tennis	Rounders
<b>Year 5</b>	Football	Dance	Gymnastics	Tag Rugby	Cricket	Athletics
	OAA or Swimming	Tennis or Swimming	Netball or Swimming	Netball or Swimming	Tennis or Swimming	OAA or Swimming
<b>Year 6</b>	Football	Dance	Gymnastics	Tag Rugby	Cricket	Athletics
	OAA	Handball	Badminton	Netball	Tennis	Rounders



## St Michael's CE Primary Key Athletes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Speed and Agility Unit 1 Usain Bolt (Ethnicity)	Dance Unit 1 Louie Spence (LGBT+)	Gymnastics Unit 1 Kohei Uchimura (Ethnicity)	Body Management Unit 1 Tom Daley (LGBT+ British)	Manipulation and Co-ordination Unit 1 Lin Dan (Ethnicity)	Sports day/Athletics Ellie Robinson (Disability Women)
Year 1	Gymnastics Unit 1 Simone Biles (Ethnicity)	Attack, Defend, Shoot Unit 2 Megan Rapinoe (LGBT+ Women)	Run, Jump, Throw Unit 1 Usain Bolt (Ethnicity)	Hit, Catch, Run Unit 1 Lauren Steadman (Disability)	Sports Day Events/Dance Unit 2 Jessica Ennis-Hill (British Women)	Hit, Catch, Run Unit 2 Katrina Johnson-Thompson (British Women)
Year 2	Gymnastics Unit 1 Maxi Whitlock (British Athlete)	Attack, Defend, Shoot Unit 2 Megan Rapinoe (LGBT+ Women)	Hit, Catch, Run Unit 1 Jessica Ennis Hill (British Women)	Run, Jump, Throw Unit 1 Mo'Farrah (Ethnicity)	Sports Day Events/Dance Unit Louie Spence (LGBT+)	Run, Jump, Throw Unit 2 David Weir (Disability)
Year 3	Football Marcus Rashford (British/Ethnicity)	Dance Unit 1 Oti Mabuse (Ethnicity)	Gymnastics Unit 1 Luke Strong (LGBT+)	Tag Rugby Aaron Phipps (Disability)	Heather Knight Cricket (British/Women)	Tennis Andy Murray (British)
Year 4	Football Robbie Rogers (LGBT+) Badminton	Hockey Tess Howard (British Women)	Dance Unit 1 Ashley Banjo (Ethnicity)	Gymnastics Unit 1 Rebeca Andrade (Ethnicity)	Cricket Ben Stokes (British)	Athletics Johnnie Peacock (Disability)
Year 5	Gymnastics Beth Tweddle (British Women)	Handball Hannah Mouncey (LGBT+)	Tag Rugby Keegan Hirst (LGBT+)	OAA Bear Grylls (British)	Cricket Sachin Tendulkar (Culture)	Tennis Serena Williams (Ethnicity)
	Swimming Ellie Simmonds (Disability)					
Year 6	Football Jill Scott (British/Women)	Dance Unit 1 John Whaite / Johannes Radebe (LGBT)	Gymnastics Unit 1 Suhisa Lee (Ethnicity)	Gareth Thomas Tag Rugby (LGBT)	Cricket Jackie Robinson (Baseball) (Ethnicity)	Athletics Tanni Grey-Thompson (Disability)



## Early Years Foundation Stage - Educational Programmes

### Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives<sup>9</sup>. 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. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

### National Curriculum - Aims and Purpose

#### Purpose of study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

#### Aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities

lead healthy, active lives.

### Key stage 1

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.

Pupils should be taught to:

- 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
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

### Key Stage 2



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.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- 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
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a Team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

### Swimming

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.





## PE Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attack, Defend, Shoot Unit	<p><b>Knowledge</b></p> <ul style="list-style-type: none"><li>-I know how to score a goal</li><li>-I understand that I must have no contact with other players; I must not run with the ball and I must restart from the sideline.</li><li>I know why I need a good defensive position when I'm defending a hoop.</li><li>-I know where to move if I'm defending and the attackers move to the outside.</li><li>-I know how attackers score points.</li></ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"><li>- I can roll, slide or throw a beanbag or ball with accuracy.</li><li>-I can throw underarm.</li><li>-I can recognise rules and apply them in cooperative games.</li><li>-I can attempt to intercept and catch a thrown ball.</li><li>-I can bounce a ball and I can attempt to bounce the ball to others.</li><li>-I can talk about the things I like about exercise both in and outside of school.</li><li>-I can work in collaboration with others to attack and score points.</li><li>-I can recognise rules and apply them in competitive games.</li></ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"><li>-I know what dribbling and passing means.</li><li>-I know that I sometimes have to stay in designated areas.</li></ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"><li>-I can kick a ball in a game.</li><li>-I can receive a ball using my feet.</li><li>-I can throw and catch using both hands.</li><li>-I use a simple tactic in a game.</li><li>-I can play in a variety of positions in both defence and attack.</li><li>-I can work with a partner and in small groups to develop skills.</li><li>-I can decide the best space to be during a game.</li><li>-I can look for a space to pass into or run to in order to receive.</li><li>-I can link combinations of skills e.g. dribbling and passing with hands.</li><li>-I show an awareness of teammates and opponents in games.</li><li>-I can follow rules of a game.</li></ul>				



## Send, Return

### Knowledge

- I know how to hit or throw accurately.
- I know that I need to be behind the ball when I am returning the ball.
- I know how to get behind the ball. =
- I know what the role of the umpire is.
- I know how to score points

### Skills:

- I can identify a space to send a ball into.
- I can hit a ball with a bat.
- I can throw and catch a ball with both hands.
- I can work with a partner to send and return an object and play in a simple rally.
- I throw and kick in different ways.
- I can describe how I've worked with my partner to send and receive.
- I can send an object with increased confidence using a hand or bat.
- I can chase, stop and control balls and other objects.
- I can play cooperatively.

### Knowledge

- I know what the different types of hits are called.
- I know what self-feed is.
- I know what a boundary is.
- I know that if I throw the ball into a space it makes it challenging for my opponents.

### Skills:

- I can hit a ball using both hand and racquet with some consistency.
- I can return a ball coming towards me with my hand or a racquet.
- I can demonstrate basic sending skills.
- I can play in a modified game to send and return the ball over a line/net.
- I can start a game using basic serving skills.
- I can develop tactics to outwit my opponent so they cannot return the ball.
- I can decide on and play with dominant hand
- I can show agility to track the path of ball over a line/net and move towards it
- I can return a ball coming towards me using my hand or a racket.
- I can develop hitting skills with a variety of bats



## Hit, Catch, Run Unit

### Knowledge

- I know what a fielder and what a striker is.
- I know where to aim to hit
- I know how to stop strikers from scoring points by fielding accurately.
- I know how to score maximum runs.
- I know why catching the ball means that the player won't score any runs.

### Skills:

- I can identify when a point has been scored and keep count of score.
- I can choose where to send a ball to maximise chance of score.
- I can track balls and other equipment sent to me, moving in line with the object to catch it or collect it.
- I can show awareness of my team mates fielding positions to restrict runs in a simple game.
- I can choose where to stand in the field to restrict runs scored.
- I can catch a ball that has been hit into the air.
- I can intercept, retrieve, and stop a ball with some consistency.

### Knowledge

- I know the rules of each game played.
- I know what the umpire is.
- I know what an overarm and underarm throw is.
- I know the names of some striking and fielding games.
- I know why it is important to get behind the ball with two hands.
- I know how rounders and cricket are different.

### Skills:

- I can make choices about where to hit the ball.
- I can bowl/feed a ball to other players.
- I can make attempts to catch balls coming towards me in a game.
- I can work in small groups to field and bat.
- I can make tactical decisions about where to position myself in the field.
- I can run in a game to score points.
- I can attempt to play the role of wicket keeper or backstop.
- I can display sportsmanship when competing against others.



## Run, Jump, Throw Unit

### Knowledge

- I know when I have completed a good run, throw or jump.
- I know how to improve my run, throw or jump and how to improve my partner's run, throw or jump.
- I know what it means to run a lap.
- I know different types of jumps and bounds.
- I know what stamina is.

### Skills:

- I move and stop safely.
- I throw and catch a ball accurately.
- I can demonstrate an awareness for the need to improve and attempt to improve.
- I can run in straight lines using a variety of speeds.
- I can attempt a variety of jumps taking off and landing on different foot combinations eg 2 to 1 and 1 to 2
- I can handle and throw a variety of different objects and attempt to throw for distance.
- I can start and stop at speed.
- I can handle and throw a variety of different objects.
- I can develop agility and coordination skills.

### Knowledge

- I know what a static and dynamic balance is.
- I know which games I need to have quick feet in.
- I know how different starts affect sprinting.
- To know what a lunge is.

### Skills:

- I can make choices about appropriate throws for different types of activity.
- I can negotiate obstacles showing increased control of my body.
- I can consider and respect the space of others in games.
- I can identify areas of activities that need improvement eg power in throws to throw further.
- I can throw and handle a variety of objects including quoits, beanbags, ball, hoops.
- I can apply skills in a variety of activities.
- I can practice to improve skills.
- I can work cooperatively to complete running, jumping and throwing tasks.
- I can consider others when playing games to respect



	Rounders			<p><u>Knowledge</u></p> <ul style="list-style-type: none"><li>- To know the basic rules of rounders.</li></ul> <p><u>Skills:</u></p> <ul style="list-style-type: none"><li>- I can throw and catch with control.</li><li>- I can explain how fielders work together to restrict batter runs.</li><li>- I can use simple tactics to choose where to hit the ball.</li><li>- I can strike a ball with some consistency.</li><li>- I can bowl underarm accurately.</li><li>- I can field as part of a team to return the ball to the bowler/base effectively.</li></ul>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"><li>- To continue to learn the basic rules of rounders.</li><li>- To know and understand what a backstop is.</li></ul> <p><u>Skills:</u></p> <ul style="list-style-type: none"><li>- I can catch with one hand.</li><li>- I can choose where to direct a hit from a bowled ball with increasing consistency.</li><li>- I can use and apply the basic rules of the game.</li><li>- I can apply speed and decision making to run safely, between scoring markers eg stumps, posts.</li><li>- I can play confidently in a variety of roles such as fielder, bowler, backward eg wicket keeper/backstop.</li></ul>		<p><u>Knowledge</u></p> <ul style="list-style-type: none"><li>- To continue to learn and apply the rules of a rounders game.</li><li>- To continue to learn and apply the positions of a rounders game.</li></ul> <p><u>Skills:</u></p> <ul style="list-style-type: none"><li>- I can use a range of techniques for attacking and defending in the role of bowler, batter and fielder.</li><li>- I can use the rules correctly for running round the bases.</li><li>- I attempt to track and catch high balls in isolation and game play.</li><li>- I can play using a standard layout with posts and bowling areas.</li><li>- I can work collaboratively in teams to compete against others.</li></ul>
	Football			<p><u>Knowledge</u></p> <p>I know recognised passes in isolation eg kicking with the inside of the foot.</p> <ul style="list-style-type: none"><li>- I know the basic rules of football.</li></ul> <p><u>Skills:</u></p> <ul style="list-style-type: none"><li>- I am aware of space and use it to support team mates and to cause</li></ul>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"><li>- To know the names of passes.</li><li>- To know the differences in long and short passes.</li></ul> <p><u>Skills:</u></p> <ul style="list-style-type: none"><li>- I can keep possession of the ball such as running with the ball.</li><li>- I can move to a space to help others send the</li></ul>		<p><u>Knowledge</u></p> <ul style="list-style-type: none"><li>- To know what the covering defender is.</li><li>- To identify tactics to improve the team's performance.</li></ul> <p>To continue to learn and apply the rules of a football game.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"><li>- I can communicate a plan.</li></ul>



				<p>problems for the opposition.</p> <ul style="list-style-type: none"> <li>-I can send and receive the ball with my feet with some consistency and to keep possession.</li> <li>-I can sometimes move into a space to receive the ball with my feet.</li> </ul>	<p>ball over longer distances.</p> <ul style="list-style-type: none"> <li>-I can use football tactics and adapt skills depending on what is happening in the game.</li> <li>-I can use tactics to perform defensively both as a team and as an individual.</li> <li>-I can use and apply the rules of football.</li> </ul>		<ul style="list-style-type: none"> <li>-I can lead others in a game situation.</li> <li>-I can choose and implement a range of strategies to attack and defend such as the use of formation play, turning with the ball, passing on the move.</li> <li>-I can make quicker decisions in games.</li> <li>-I can use and apply boundary rules such as corners.</li> <li>-I can use a variety of techniques for passing, controlling, and shooting the ball in games.</li> <li>-I can stop and control a ball with my feet.</li> </ul>
	<p>Netball</p>			<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>-I know and use the basic rules of netball.</li> </ul> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>-I can throw and catch with control using appropriate passes for the game.</li> <li>-I am aware and able to undertake the demands of different positions to support both attack and defence.</li> <li>-I can move into a space to receive the ball.</li> <li>-I can work with my team mates to score goals.</li> </ul>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>-To know what the high five positions are.</li> </ul> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>-I can work with my team to make it difficult for the opposition.</li> <li>-I can use tactics to perform defensively as a team and an individual.</li> <li>-I can send and receive the ball with accuracy, to score goals.</li> <li>-I can keep possession of the ball.</li> <li>-I can move into a space to help others.</li> <li>-I can play within positional restrictions.</li> </ul>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>-To know what dodging and pivoting is.</li> </ul> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>-I can gain possession by working as a team.</li> <li>-I can pass in different ways.</li> <li>-I can use several techniques to pass and shoot.</li> <li>-I can play in different positions with some success.</li> <li>-I can select and apply skills in game situations with some consistency, e.g. pivoting.</li> </ul>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>-To identify why and when to knock the ball away.</li> <li>To continue to learn and apply the rules of a netball game.</li> </ul> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>-I can play to the agreed netball rules.</li> <li>-I can explain the rules of netball to others.</li> <li>-I can umpire.</li> <li>-I can lead others in a game.</li> <li>-I can choose and implement a range of strategies to attach</li> </ul>



							and defend such as restricting attackers space or goal side marking. -I can suggest and lead a warm up. -I can use and apply boundary rules.
	Handball			<p><u>Knowledge</u> -I know the basic rules of handball</p> <p><u>Skills:</u> -I can work as a team to attack towards a goal -I can use tactics to put pressure on opponents. -I know the different positions I can be in to support the game of handball -I can send and receive the ball with some consistency to keep possession -I can sometimes move into a space to receive the ball with my hands.</p>	<p><u>Knowledge</u> -To know what double dribbling is.</p> <p><u>Skills:</u> -I can work with my teammates to make it difficult for the opposition. -I can gain possession with control ensuring safety of myself and others. -I can send and receive the ball with accuracy, controlling to score points/goals. -I can keep possession of the ball using dribbling skills when travelling with the ball -I can turn on the move. -I know the 3 step rule incorporating a bounce. -I can use and apply the rules of handball</p>	<p><u>Knowledge</u> -I know and can apply the rules of handball consistently.</p> <p><u>Skills:</u> - I am beginning to understand how to play in formations in game situations. -I can explain the need for different tactics in a game. -I can combine skills such as dribbling and passing. -I can use specific learned skills such as offensive dribbling, pivoting and jump shot</p>	
	Badminton			<p><u>Knowledge</u> -To revise the role of the umpire. -To know the basic rules of badminton.</p> <p><u>Skills:</u> -I can keep score in a game.</p>	<p><u>Knowledge</u> -To know the names of shots.</p> <p><u>Skills:</u> -I can choose ways to send the ball to make it difficult for my opponent to return the ball -I can use defensive tactics e.g moving to</p>	<p><u>Knowledge</u> To continue to learn and apply the rules of a badminton game.</p> <p><u>Skills:</u> -I can use forehand, backhand and overhead shots in isolation.</p>	



				<ul style="list-style-type: none"> <li>- I can discuss the different types of shots that may be used.</li> <li>- I can serve to begin a game.</li> <li>- I can play withing boundaries.</li> <li>- I can play over a net</li> </ul>	<p>different positions on the court.</p> <ul style="list-style-type: none"> <li>- I can use a range of racquet skills such as the underarm and overhead forehand shot.</li> <li>- I am beginning to use backhand.</li> <li>- I can work with a partner/small groups to return a served shuttle.</li> <li>- I can compete in a badminton game with others.</li> <li>- I can take on the role of an umpire in a game.</li> </ul>		<ul style="list-style-type: none"> <li>- I can use forehand, backhand and overhead shots with more confidence in games.</li> <li>- I can start games with the appropriate serve.</li> <li>- I can develop doubles play.</li> </ul>
	Cricket			<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>- To know the basic rules of cricket.</li> </ul> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>- I can adhere to some basic rules of cricket.</li> <li>- I can explain how fielders work together to restrict batters runs.</li> <li>- I can apply simple tactics to choose where to hit the ball</li> <li>- I can strike a ball with some consistency.</li> <li>- I can bowl accurately.</li> <li>- I can show a ready position to catch a ball</li> <li>- I can field as a team to return the ball to bowler/base effectively.</li> </ul>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>- To know how to field accurately.</li> </ul> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>- I can choose where to direct a hit from a bowled ball with increasing consistency.</li> <li>- I can use and apply the basic rules of the game.</li> <li>- I can apply speed and decision making to run safely, between scoring markers eg stumps, posts</li> <li>- I can play confidently in a variety of roles such as fielder, bowler, backward eg wicket keeper/backstop</li> <li>- I can track and intercept the ball along the ground sometimes collecting with 1 hand</li> </ul>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>- To know why defensive shots are played.</li> </ul> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>- I can field.</li> <li>- I can recognise where increased flexibility and power is an advantage in striking and fielding the ball</li> <li>- I can use and apply the basic rules of the game fairly and consistency</li> <li>- I can choose where to hit the ball to maximise the likelihood of scoring runs.</li> <li>- I can throw with accuracy and consistency over short distances</li> <li>- I can track flight of the ball to increase catching success</li> <li>- I am beginning to employ specific bowling techniques such as overarm in cricket</li> </ul>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>- To know what the drive is.</li> <li>- To know the fundamentals of the drive.</li> <li>To continue to learn and apply the rules of a cricket game.</li> </ul> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>- I can use a range of techniques for attacking and defending as the role of the bowler, batter and fielder.</li> <li>- I can strike a bowled ball</li> <li>- I attempt to track and catch high balls, in isolation and game play.</li> <li>- I can play a game using a standard layout with wickets.</li> </ul>





							- I can work collaboratively in teams to compete.
	Tennis			<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>- To know the basic rules of tennis.</li> </ul> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>- I can keep count/score of a game</li> <li>- I can discuss the different types of shots that may be used in a variety of situations</li> <li>- I can serve to begin a game.</li> <li>- I can play a continuous game using; throwing and catching or some simple hitting.</li> <li>- I can play within boundaries</li> <li>- I can use a small range of basic racquet skills</li> <li>- I can move towards a ball to return over a net.</li> <li>- I can play over a net.</li> </ul>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>- To know tennis positions.</li> </ul> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>- I can hit a ball accurately with control.</li> <li>- I can choose ways to send the ball to make it difficult for opponent to return.</li> <li>- I can play the role of umpire to keep score.</li> <li>- I explore shots on both sides of the body to attempt with confidence</li> <li>- I use a small range of racquet skills.</li> <li>- I can use basic defensive tactics to defend the court ie moving to different positions on the court</li> </ul>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>- To know why it is important to stay on the balls of your feet</li> </ul> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>- I can use forehand and backhand with a racket</li> <li>- I can cooperate and collaborate with others to play in a sportsman like way.</li> <li>- I recognise where I should stand on the court when playing on my own or with others.</li> <li>- I can play with others with some flow to the game, keeping track of my own score.</li> <li>- I can suggest and lead warm ups that prepare the body appropriately for net activities.</li> </ul>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>- To continue to learn and apply the rules of a tennis game.</li> </ul> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>- I can umpire.</li> <li>- I can make appropriate choices in games about the best shot to use.</li> <li>- I can use forehead, backhand and overhead shots in isolation</li> <li>- I can use forehand, backhand and overhead shots with more confidence in games</li> <li>- I can use speaking and listening skills to umpire and play with peers without dispute</li> </ul>
	Hockey				<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>- To know the basic rules of hockey.</li> </ul> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>- I can use recognised marking techniques in hockey to make it difficult for the opposition.</li> <li>- I can work as part of a team to attack and score in a defined area.</li> </ul>		<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>- To know where and when a hit out would be taken.</li> <li>- To continue to learn and apply the rules of a hockey game.</li> </ul> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>- I can work collaboratively in a team to play and keep possession.</li> </ul>



					<ul style="list-style-type: none"> <li>- I can use a hockey stick to send and receive the ball.</li> <li>- I know how to and am beginning to push pass, straight dribble and slap pass correctly.</li> <li>- I can show speed in a game situation.</li> <li>- I know and can apply the rules of hockey.</li> </ul>		<ul style="list-style-type: none"> <li>- I can stop and control a ball with the hockey stick.</li> <li>- I can play in a variety of positions (attacking and defensive)</li> <li>- I understand and can use a range of skills such as long corners, goal side marking and the self pass rule.</li> <li>- I play to agreed rules.</li> </ul>
	Tag Rugby			<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>- I know the basic rules of tag rugby</li> </ul> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>- I can recognise when I need to defend.</li> <li>- I am aware of and able to undertake the different positions to support attack and defence in tag rugby.</li> <li>- I can use tactics to put pressure on opponents.</li> <li>- I can send and receive the ball with some consistency to keep possession.</li> <li>- I can sometimes move into a space to receive the ball.</li> </ul>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>- To know there are different length passes when attacking.</li> </ul> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>- I can vary tactics and adapt skills depending on what is happening in a game.</li> <li>- I can play using recognised marking techniques of tag rugby.</li> <li>- I can send and receive the ball with accuracy.</li> <li>- I can keep possession of the ball using skills such as running with the ball.</li> <li>- I can use and apply the basic rules of the game</li> </ul>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>- To know and understand the techniques of tag rugby.</li> <li>- To know what take the metres not the time means.</li> <li>- To know what the magic diamond is.</li> </ul> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>- I can choose a tactic for defending and attacking.</li> <li>- I can use several techniques to pass.</li> <li>- I can explain the need for different tactics in game situations.</li> <li>- I know and apply the rules consistently in a game of tag rugby.</li> <li>- I can move the ball over longer distances accurately.</li> </ul>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>- To identify that changing speed and direction quickly helps defending and why.</li> <li>- To continue to learn and apply the rules of a tag rugby game.</li> </ul> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>- I can play to the agreed tag rugby rules.</li> <li>- I can explain the rules of tag rugby to others.</li> <li>- I can make a team and communicate a plan.</li> <li>- I can lead others in a game.</li> <li>- I can build upon set plays e.g. switch pass, dummy, switch, skip pass or wrap around.</li> </ul>



	Athletics			<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>-I know that changing my technique can sometimes help to improve my performance.</li> </ul> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>-I can run at fast, medium and slow speeds; changing speed and direction.</li> <li>-I can take part in a relay, remembering when to run and what to do.</li> <li>-I can take part in basic scoring of different events.</li> <li>-I can compete with others.</li> <li>-I can jump for height and distance with control and balance.</li> <li>-I can throw more accurately over greater differences.</li> </ul>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>-To know the steps involved when passing a baton.</li> </ul> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>-I can run over a long distance.</li> <li>-I can sprint over a short distance.</li> <li>-I can throw in different ways.</li> <li>-I can hit a target.</li> <li>-I can jump in different ways.</li> </ul>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>-To know why it is important to pass into the opposite hand.</li> <li>- To know what a pumping arm action is and why this is important.</li> </ul> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>-I show control when taking off and landing.</li> <li>-I can throw with accuracy.</li> <li>-I can combine running and jumping.</li> <li>-I can distinguish between good and poor performances and suggest ways to improve self and others</li> <li>-I can sustain pace over shorter and longer distances such as running 100m and running for 2 minutes</li> <li>-I can perform a range of jumps in different activities</li> <li>-I can run as part of a team in relay style events and demonstrate max effort pace</li> </ul>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>-To know how to judge runs and throws.</li> </ul> <p><u>Athletics</u></p> <ul style="list-style-type: none"> <li>-I can demonstrate stamina.</li> <li>-I can accurately and confidently judge across a range of athletics activities</li> <li>-I can record accurately scores given in variety events.</li> <li>-I can demonstrate accuracy and good technique when throwing for distance</li> <li>-I can show good technique and control for jumping activities</li> <li>-I can choose appropriate run up distance as an individual for athletic jumps</li> </ul>
	OAA			<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>-I know the basic symbols on a map.</li> <li>- I know how to read and use a map</li> <li>I know how to participate safely</li> </ul> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>-I can work with my team to solve problems</li> <li>-I can communicate effectively with my team</li> </ul>		<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>-To know that if you in distress, what the morse code signal would be? (SOS)</li> </ul> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>- I can work with a pair to complete a challenge.</li> <li>-I can explore ways to communicate effectively</li> <li>-I can follow a designated route</li> </ul>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>-To know what makes a game interesting.</li> </ul> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>-I can correctly orient and follow a map</li> <li>- I can run as fast as possible under control</li> <li>- I can complete a scavenger hunts</li> <li>- I can balance safely with control</li> </ul>



						<ul style="list-style-type: none"> <li>- I can identify basic symbols on a map</li> <li>- I can complete tasks using symbols and maths.</li> </ul> <p>I can work with others to complete simple map reading tasks</p> <ul style="list-style-type: none"> <li>- I can read a simple map</li> <li>- I can create a map for others to use.</li> <li>- I can identify what I need to do to complete a challenge.</li> <li>- I can participate safely, considering others.</li> <li>- I can lead others and I can be led.</li> <li>- I can take part in trust activities</li> </ul>		<ul style="list-style-type: none"> <li>- I can use memory and recall skills to navigate to destinations.</li> <li>- I can solve problems to complete a task</li> <li>- I can work collaboratively to improve</li> <li>- I can perform safely with control</li> <li>- I can compete against others to complete a challenging task</li> <li>- I can use ingenuity and imagination to complete a task.</li> <li>- I can interpret Morse code and use it to communicate</li> <li>-</li> </ul>	<p>I can perform a pyramid balance as part of a group</p> <ul style="list-style-type: none"> <li>- I can work collaboratively to complete in activities</li> </ul> <p>I can work as a team to eliminate opposition.</p> <ul style="list-style-type: none"> <li>- I can use my knowledge of games to design a fun, competitive game</li> </ul> <p>I can problem solve as part of a team.</p>
	Gymnastics	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>- I know examples of how to travel in different ways.</li> <li>- I can show my knowledge of travelling</li> </ul>	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>- I know why we form a shape or balance for 3 seconds.</li> <li>- I know the names of shapes.</li> </ul>	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>- I know the 3 elements of a sequence.</li> </ul> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>- I can plan and perform a sequence of movements.</li> </ul>	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>- I know what rhythm is.</li> <li>- I know what a smooth and continuous transition is.</li> </ul> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>- I can think of more than one way to create a</li> </ul>	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>- I know what unison is and means.</li> </ul> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>- I can adapt sequences to suit different types of apparatus and criteria.</li> <li>- I can explain how strength and suppleness affect performance.</li> </ul>	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>- To know the safety aspects involved when performing a cartwheel.</li> </ul> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>- I can work in a controlled way.</li> <li>- I can include a change of speed and direction.</li> <li>- I can include a range of shapes.</li> </ul>	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>- To know what a counterbalance is.</li> </ul> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>- I make complex extended sequences and adapt my performance.</li> <li>- I can attempt more complex skills in isolation such as round-off.</li> </ul>	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>- To know what the vault it and how to use it safely.</li> </ul> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>- I can combine my own work with that of others.</li> <li>- I sequence to specific timings.</li> </ul>



		<p>in different ways.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"><li>- I can make my body curled, tense, stretched and relaxed.</li><li>- I can control my body when travelling and balancing, moving on, off and over objects with confidence.</li><li>- I can copy a sequence and repeat them using rolling, travelling, climbing, balancing and jumping.</li><li>- I can roll, curl, travel and balance in different ways.</li></ul>	<p>- I know what canon and unison are.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"><li>- I can use words such as rolling, travelling, balancing, climbing.</li><li>- I can safely move and carry basic gym equipment such as mats and benches.</li><li>- I can recognise like actions and link them together.</li><li>- I can perform a simple sequence using rolling, travelling, climbing, balancing and jumping.</li><li>- I can perform in unison and canon</li></ul>	<p>- I can remember and repeat sequences.</p> <ul style="list-style-type: none"><li>- I can improve my sequence based on feedback.</li><li>- I can work to improve my flexibility.</li><li>- I can show contrasts in gymnastic shapes and actions</li></ul>	<p>sequence which follows some rules.</p> <ul style="list-style-type: none"><li>- I can work on my own and with a partner.</li><li>- I can copy and remember actions.</li><li>- I can talk about what is different from what I did and what someone else did in a sequence.</li><li>- I can perform with control at different speeds and on different levels including apparatus work</li></ul>	<p>- I can compare and contrast gymnastic sequences.</p> <ul style="list-style-type: none"><li>- I can comment on others gymnastic sequences and what they did well.</li><li>- I can show strength and flexibility to shapes and actions being performed</li></ul>	<p>- I can work with a partner to create, repeat and improve a sequence with at least three phases.</p> <ul style="list-style-type: none"><li>- I can decide on ways to improve a piece of work using compositional elements and implement changes.</li></ul>	<p>- I can explain the significance of a warm up and how it relates to gymnastics activity.</p> <ul style="list-style-type: none"><li>- I can make a dynamic sequence with contrasting shapes and actions and balances demonstrating smooth transitions.</li><li>- I can combine action, balance and shape.</li><li>- I can perform consistently to different audiences eg teacher, peers, another class.</li></ul>	<p>- I can identify my strengths and weaknesses.</p> <ul style="list-style-type: none"><li>- I can perform increasingly complex sequences.</li></ul>
--	--	--	---	---	---	--	---	---	--



	<p><b>Dance</b></p>	<p><u>Knowledge</u> -I know what mirroring is. - I know that a dance phase has a beginning, middle and an end.</p> <p><u>Skills:</u> -I can move to music. -I copy dance moves. -I move safely in a space. -I can work with a partner.</p>	<p><u>Knowledge</u> -I know what a round is when singing or performing. -I know what formation is.</p> <p><u>Skills:</u> -I perform my own dance moves. -I make up a short dance. -I can recognise that dances can have themes and stories.</p>	<p><u>Knowledge</u> -I know what a soloist is and understand what it means. -I know what a duet is.</p> <p><u>Skills:</u> -I can use dance to show a mood or feeling. -I can show confidence to perform in front of others. -I can use different parts of the body in isolation and combination. -I can dance with control and coordination.</p>	<p><u>Knowledge</u> -I know what entering stage means. -I know what freestyle means in dance.</p> <p><u>Skills:</u> -I can select movements that show a clear understanding of the theme/story/idea of the dance. -I show confidence to perform in front of others. -I can use different parts of the body in isolation and combination -I can perform with control and balance and demonstrating coordination. -I can explore and use basic choreography including levels, speed changes, unison and canon.</p>	<p><u>Knowledge</u> -To know why facial expressions are important in dance. -To know what a jazz square is.</p> <p><u>Skills:</u> -I improvise feely and translate ideas from a stimulus into movement. -I can attempt to perform with a sense of dynamics. -I can contribute ideas to the structure of a dance. -I can express moods and feelings throughout a dance piece. -I can describe the features of dances performed by others using appropriate language. -I repeat, remember and perform phrases. -I can share and create phrases with a partner</p>	<p><u>Knowledge</u> -To know why we need to sequence movements. -To know the a freeze frame is in dance.</p> <p><u>Skills:</u> -I can take the lead when working with a partner or group. -I can use dance to communicate an idea. -I can refine, repeat and remember short dance phrases. -I can perform with increasing musicality with control and confidence.</p>	<p><u>Knowledge</u> -To know why they call the dance move 'all around the world' -To know some of the key characteristics of line dancing.</p> <p><u>Skills:</u> -I compose my own dances in a creative way. -I can Incorporate levels and flight into movement patterns and dances -I perform to an accompaniment. My dance shows clarity, fluency, accuracy, and consistency. -I can refine &amp; improve dances adapting them to include use of space rhythm &amp; expression -I can perform different styles of dance. -I can participate in dances from different cultures/parts of the world.</p>	<p><u>Knowledge</u> -To know the names and identify each composition idea e.g. formations, canons, lifts etc.</p> <p><u>Skills:</u> -I develop sequences in a specific style. -I can use recognised dance actions and adapt to create motifs and movement patterns. -I can work creatively and imaginatively on my own, in pairs and in a group to create. -I can work in groups/pairs and take the lead suggesting ideas and refining actions of others. -I can communicate the intention of a dance clearly, fluently, musically and with control. -I choose my own music and style.</p>
	<p><b>Swimming</b></p>							<p><u>Knowledge</u> <u>Skills:</u> I can swim over a greater distance of 10 and 20</p>	



						<p>metres with confidence in shallow water.</p> <ul style="list-style-type: none"><li>-I can use basic swimming techniques including correct arm and leg action</li><li>-I try to use basic breathing patterns when swimming</li><li>-I can enter and exit the water in a variety of ways</li><li>-I can submerge, sink, roll and rotate underwater</li><li>-I can attempt a surface dive</li><li>-I can bring control and fluency to at least two recognised strokes</li><li>-I can compete as part of a team</li><li>-I have attempted personal survival techniques as an individual and a group with success</li><li>-I can link lengths together with turns and attempt a tumble turn in isolation and during stroke</li><li>-I can surface dive and travel to the bottom of the pool to collect objects.</li><li>-I can work in pairs to refine stroke technique and suggest ways they can improve</li><li>-I can swim competently, confidently and proficiently over a distance of at least 25 metres</li></ul>	
--	--	--	--	--	--	---	--



### Progression in Vocabulary Reception

Speed and Agility Unit 1	Dance Unit 1	Gymnastics Unit 1	Body Management Unit 1	Manipulation and Co-ordination Unit 1	Sports day/Athletics
alternate, balance, stand, stop, reach, stretch, weight, slither, apparatus, low, pause, freeze, high, low, switch, music, beat Challenge: prepare, anticipate, agility,	Dance, twist, turn, rhythm, beat, stretch, curl, high, low, fast, slow.	Balance, control, fast, high, jump, link, low, movement, pattern, roll, sequence, shape, slow, speed, timing, travel.	Climb, alternate, balance, stand, stop, reach, stretch, hold, carry, touch, crawl, jump, roll.	Agility, anticipate, grip, hold, hop, jump, pause, prepare, reach, roll, slide, slither, stretch, switch, touch, weight.	distance speed movement relay javelin

### Progression in Vocabulary Year 1

Gymnastics	Attack, defend, shoot	Send and return	Run, jump, throw	Hit, catch, run	Dance
carry, control, extension, like, link, muscles, rock, sequence, shape, speed, strength, spin, travel, turn.	(Attack, defend shoot) Attack, catch, compete, defend, over-arm, receive, rolling, send, throw, under-arm, cooperate, fluency, outwit, pitch.	Backhand, bowl, collect, court, feed, forehand, hitter, net, roll, serve, stop, strike, batter.	Run, hop, skip, step, forwards, backwards, sideways, throw, far, straight, furthest, distance, medium, power, track, relay, tag, partner, sprint.	Batter, bowl, catch, collect, feed, field, hit, hitter, retrieve, roll, stop, strike, throw.	high, low, rhythm, swing, turn, twist, compose, choose, select, emotions, canon, rhyme, theme, character, round, respond.





## Progression in Vocabulary Year 2

Gymnastics	Attack, defend, shoot	Send and return	Run, jump, throw	Hit, catch, run	Dance
body, tension, relaxation, timing, combination	(Attack, defend shoot) Aim, controlling, direction, following, rebound, scoring, speed, tactics.	Front, back, send, receive, feeder, volleyball, tactics, compete, score, umpire, wide, deep, rotate bounce, drop, badminton, tennis, volleyball, squash, shuttlecock, racquet.	Handle, skipping, quick, burpee, obstacle, control, stamina, static, dynamic, collect, lunges, strength, repetition, accuracy, burn, fitness, persevere, tally, develop, lap, cooperate, compete.	Runs, wicket, bats, underarm, over arm, field, hitter, bowler, umpire, posts, stumps	direction, huddle, group, mood, feeling, musicality, galloping, flying, jumping, unison, phrase, links, dynamic, independent, pair, clock face, time, motif, freestyle, formation, mirror, match, copy, repeat, emotion



## Progression in Vocabulary Year 3

Gymnastics	Football	Netball	Handball	Tag Rugby	Cricket	Rounders	Badminton	Tennis	Dance	Athletics	OAA	Swimming
Fluency, contrasting, unison, low, combinations, full turn, half- turn, sustained, explosive, power, control, group, similar, different	control space defend attack dribble pass compete teamwork score shoot intercept touch	space pass accurately mark dodge attack defend footwork possession direction tactics teamwork shooting zones intercept	Shoot defend attack block control pass teamwork score intercept possession movement position	space pass accurately mark dodge attack defend footwork possession direction tactics teamwork zones intercept sidestep send tag	direction, huddle, group, mood, feeling, musicality, galloping, flying, jumping, unison, phrase, links, dynamic, independent, pair, clock face, time, motif, freestyle, formation, mirror, match, copy, repeat, emotion.	batting, fielding, bowling, bat bases ball run batter bowler fielder innings no- ball batting box backstop rounders half rounders	hit return court forehand backhand shuttlecock points score net tactics underarm overarm racquet	hit return court forehand backhand bounce points score net tactics underarm overarm	twist turn rhythm step beat stretch levels fast slow direction huddle group mood feeling musicality emotions facial expression improvisation	Run jump, throw, agility, power, speed, track, force, distance, curve, acceleration, hurdle s, javelins, vortex howler, bounce,	Maps, diagrams, scale, symbols, orienteering, controls, challenges, problems, solving, leading, following, plan, trust	Swim, kick, front, back, breath, splash, jump, bounce, armbands, noodle, floats, support, float, sculling.



Progression in Vocabulary Year 4

Gymnastics	Football	Netball	Handball	Tag Rugby	Cricket	Rounders	Badminton	Tennis	Dance	Athletics	OAA	Swimming
direction, speed, partner, actions.	tactics collaborate possession	Control chest pass compete marking collaborate score foul free pass	control chest pass tactics compete collaborate footwork foul free throw link	space pass accurately mark dodge attack defend footwork possession direction tactics teamwork zones intercept sidestep send tag release passing back feint	batting fielding bowling bat ball wicket stumps crease boundary run batsman bowler wicketkeeper field innings	batting fielding bowling bat bases ball run batter bowler fielder innings no ball batting box backstop rounders half rounders	hit return court forehand backhand shuttlecock points score net tactics underarm overarm racquet	hit return court forehand backhand bounce points score net tactics underarm overarm	twist turn rhythm step beat stretch levels fast slow direction huddle group mood feeling musicality emotions facial expression improvisation rehearse director	Run jump, throw, agility, power, speed, track, force, distance, curve, accelerate hurdles javelins, vortex howler, bounce	Maps, diagram, scale, symbols, orienteering, controls, challenges, problem solving, lead, follow, plan, trust	Swim, kick, front, back, breath, splash, jump, bounce, armbands, noodle, floats, support, float, sculling.



## Progression in Vocabulary Year 5

Gymnastics	Netball	Handball	Tag Rugby	Cricket	Tennis	Dance	Athletics	OAA	Swimming
Symmetry, sequences, combinations, direction, speed, asymmetrical elements, balance, strength, flexibility	landing(foot) pivot possession centre pass contact goal third shooting circle	free pass dribble block screen steps double fault offensive foul pivot blocking goalkeeper	retain contest pressure support pop pass turnover lose pass	stance bail cross defensive offensive.	volley, overhead, singles, doubles umpire	emotions locomotion wall patterns steps dance style	targets, record, set, take over, pass.	compass, solve, cardinal points, remember, team, design, instructions, extend, orient, Morse code, interpret individual	Propel, dive, surface, stroke, meters, distance, back crawl, front crawl, compete, improve, challenge, personal survival



**St Michael's**  
C.E. Primary School



Progression in Vocabulary Year 6

Gymnastics	Football	Netball	Hockey	Tag Rugby	Cricket	Rounders	Badminton	Tennis	Dance	Athletics	OAA	
Flight, vault, partner, control	positions goalkeeper power distance perform consistent fair play goal side defence defender midfield striker Goalkeeper tackle covering supporting	blocking feed offside	positions power distance perform consistent fair play tackle covering supporting	roll ball penalty changeover contact opposition	tactics shots wide no ball	stance box over defensive offensive predict place select tactics	singles cooperative collaborate lunge shuffle skip run backline movement net play smash drive fault shot doubles, offensive attacking defending rally drop shot	ace advantage crosscourt fault love	motif phrase street dance repeat composition collaborate formations stag leap rebound gesture dynamics	strength, judge, trajectory	decipher, extend, knot, orient.	.



**St Michael's**  
C.E. Primary School