

PE – SKILLS, KNOWLEDGE AND VOCABULARY PROGRESS MAP

	<u>FS1</u>	<u>FS2</u>	<u>YEAR 1</u>	<u>YEAR 2</u>	<u>YEAR 3</u>	<u>YEAR 4</u>	<u>YEAR 5</u>	<u>YEAR 6</u>
<u>Context of study</u>	Mixed-up Chameleon, Dear Zoo, Owl Babies, LRRH, Rumble in the Jungle, Kitchen Disco, Pirates, Dave, Three Billy Goats Gruff, Every Bunny Dance/Little Rabbit Foo Foo, Funny Bones, The Gingerbread Man, Supertato, Bear Hunt, Farmer Duck, Trouble at the Dinosaur Café, Shark in the Park		Gymnastics Dance Striking and invasion games Running and jumping Multi-skills		Swimming Dance Gymnastics Athletics Cricket Handball Tag Rugby Tennis		Dance Gymnastics Athletics Basketball Cricket Dodgeball Tag Rugby Tennis	
<u>National Curriculum</u>	<p>DM Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills (PD)</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet. (PD)</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues. (PD)</p> <p>Use large-muscle movements to wave flags and streamers, paint</p>	<p>ELG Negotiate space and obstacles safely, with consideration for themselves and others. (PD)</p> <p>Demonstrate strength, balance and coordination when playing. (PD)</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. (PD)</p>	<p>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.</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p> <p>Perform dances using simple movement patterns.</p>	<p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>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.</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</p> <p>Perform dances using a range of movement patterns.</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>Compare their performances with previous ones and demonstrate</p>	<p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>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.</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</p> <p>Perform dances using a range of movement patterns.</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>Compare their performances with previous ones and demonstrate</p>			

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	<p>and make marks. (PD)</p> <p>Start taking part in some group activities which they make up for themselves, or in teams. (PD)</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. (PD)</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. (PD)</p>		<p>Holly Hill Salstone Primary School</p>	<p>improvement to achieve their personal best.</p> <p>SWIMMING Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].</p> <p>Perform safe self-rescue in different water-based situations.</p>	<p>improvement to achieve their personal best.</p>
<p><u>Dance</u></p>	<p>I can move to music and express myself.</p>	<p>I can move freely and with pleasure and confidence in a range of ways.</p>	<p><i>Acquiring and developing skills</i> Explore, remember, repeat, and link a range of actions and movements with coordination,</p>	<p><i>Acquiring and developing skills</i> Improvise freely on their own and with a partner, translating ideas from a stimulus movement.</p>	<p><i>Acquiring and developing skills</i> Explore, improvise and combine ideas for dances in different styles, moving fluently and effectively,</p>

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<p>I can respond and move to rhythm and music.</p> <p>I can enjoy joining in dancing and ring games.</p> <p>I can begin to move rhythmically.</p> <p>I can imitate movement in response to music.</p> <p>I can begin to use movement to express feelings.</p> <p>I can create movement in response to music.</p> <p>I can move freely and with pleasure and confidence in a range of ways.</p>	<p>I can use movement to express feelings.</p>	<p>control, and an awareness of the expressive qualities of dance.</p> <p>Move confidently and safely in their own and general space, using changes of speed, levels, and direction.</p> <p><i>Selecting and applying skills, tactics, and compositional ideas</i> Compose and link movement to make simple dances with clear beginnings, middles, and ends, expressing and communicating moods, ideas, and feelings, choosing and varying simple compositional ideas.</p> <p>Perform movement phrases using a range of body actions and body parts.</p> <p><i>Knowledge and understanding fitness and health</i> Recognise and describe how different dance activities make them feel.</p> <p>Understand the importance of warming up and cooling down.</p> <p><i>Evaluating and improving performance</i> Talk about dance ideas inspired by different stimuli. Copy, watch and describe dance movements. Watch and describe dance phrases and dances and use what they learn to improve their own work.</p>	<p>Explore and create characters and narratives in response to a range of stimuli.</p> <p><i>Selecting and applying skills, tactics and compositional ideas</i> Use simple choreographic principles to create motifs and narratives on their own, with a partner and in small groups. Perform dances with an awareness of (rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups. Perform complex dance phrase and dances that communicate character and narrative.</p> <p><i>Knowledge and understanding of fitness and health</i> Keep up activity over a period of time and know they need to warm up and cool down for dance. Know and describe what you need to do a warm up and cool down for dance.</p> <p><i>Evaluating and improving performance</i> Describe, interpret, and evaluate some of the compositional features of dances performed with a partner and in a group, taking into account of characters and narratives. Talk about how they might improve their dances.</p>	<p>working on their own, with a partner or a group.</p> <p><i>Selecting and applying skills, tactics and compositional ideas</i> Compose dances by using adapting and developing steps, formations and patterning. Create and structure motifs, phrases, sections and while dances begin to use basic compositional principles when creating their dances. Perform dances expressively, using a range of performance skills.</p> <p><i>Knowledge and understanding of fitness and health</i> Organise their own warm up and cool down activities to suit the dance. Show an understanding of why it is important to warm up and cool down. Understand why dance is good for their fitness, health and wellbeing prepare effectively for dancing.</p> <p><i>Evaluating and improving performance</i> Describe, analyse, interpret and evaluate dances, showing an understanding of some aspects of style and context. Understand how a dance is formed and performed evaluate, refine and develop their own and others work.</p>
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<p><u>Gymnastics</u></p>	<p>I can control my whole body and am able to negotiate space and objects.</p> <p>I can stand on one foot with support.</p> <p>I can use large muscle movements to wave streamers.</p>	<p>I can stand momentarily on one foot when shown.</p> <p>I can travel with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>I can demonstrate strength, balance and coordination when playing.</p>	<p><i>Acquiring and developing skills</i> Explore gymnastics actions and still shapes. Move confidently and safely in their own and general space, using change of speed and direction. Remember, repeat, and link combinations of gymnastic actions, body shapes and balances with control and precision.</p> <p><i>Selecting and applying skills, tactics, and compositional ideas</i> Copy or create and link movement phrases with beginnings, middles, and ends. Perform movement phrase using a range of body actions and body parts. Choose and use vary simple compositional ideas in the sequences they create and perform.</p> <p><i>Knowledge and understanding fitness and health</i> Know how to carry and place apparatus safely. Recognise and describe what their bodies feel like during different types of activity.</p> <p><i>Evaluating and improving performance</i> Watch, copy and describe what others are doing. Improve their work using information they have</p>	<p><i>Acquiring and developing skills</i> Consolidate and improve the quality of their actions, body shapes and balances, and their ability to link movements. Developing the range of actions, body shapes and balances they include in different situations. Perform skills and actions more accurately and consistently.</p> <p><i>Selecting and applying skills, tactics and compositional ideas</i> Improve their ability to select appropriate actions and use simple compositional ideas. Create gymnastic sequence that meet a theme or set of conditions. Use compositional devices when creating their sequence, such as change in speed, levels and direction.</p> <p><i>Knowledge and understanding of fitness and health</i> Recognise and describe the short term of effects of exercise on the body with different activities.</p> <p>Know the importance of suppleness and strength. Describe how the body reacts during different types of activity and how this affects the way they perform.</p> <p><i>Evaluating and improving performance</i> Describe their own and others' work, making simple judgement about the quality of performances and</p>	<p><i>Acquiring and developing skills</i> Combine and perform gymnastic actions, shapes and balances more fluently and effectively across the activity area.</p> <p><i>Selecting and applying skills, tactics and compositional ideas</i> Choose, develop and apply their own gymnastic sequences by understanding, choosing and applying a range of compositional principles. Adapt sequences according to a new situation.</p> <p><i>Knowledge and understanding of fitness and health</i> Know and understand why warming-up and cooling-down are important. Understand why exercise is good for health, fitness and wellbeing, and how to become healthier themselves, carry out warm ups safely and effectively.</p> <p><i>Evaluating and improving performance</i> Evaluate their own and others' work, suggesting ways of making improvements.</p>
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			gained by watching, listening, and investigating.	suggesting ways they could be improved. Describe and evaluate the effectiveness of a performance. Recognise how their own performance has improved.	
<u>Athletics</u>	<p>I can stop confidently when moving around the environment and can now run safely.</p> <p>I can begin to run skilfully and negotiate space successfully adjusting speed or direction to avoid obstacles.</p> <p>I can run safely on my whole foot.</p>	<p>I can run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.</p> <p>I can negotiate space when playing racing and chasing games, adjusting speed or changing direction to avoid obstacles.</p> <p>I can negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>I can move energetically e.g. running, jumping, dancing.</p>	<p><i>Acquiring and developing skills</i> Remember, repeat, and link combinations of actions. Use their bodies and a variety of equipment with greater control and coordination.</p> <p><i>Selecting and applying skills, tactics, and compositional ideas</i> Use their bodies and a variety of equipment with greater control and coordination.</p> <p><i>Knowledge and understanding fitness and health</i> Recognise and describe what their bodies feel like during different types of activity.</p> <p><i>Evaluating and improving performance</i> Watch, copy and describe what they and others have done.</p>	<p><i>Acquiring and developing skills</i> Consolidate and improve the quality, range and consistency of the techniques they use for particular activities.</p> <p><i>Selecting and applying skills, tactics and compositional ideas</i> Develop their ability to choose and use simple tactics and strategies in different situations.</p> <p><i>Knowledge and understanding of fitness and health</i> Know, measure and describe then short term effects on the body. Describe how the body reacts to different types of activity.</p> <p><i>Evaluating and improving performance</i> Describe and evaluate the effectiveness or performances and recognise aspects of performance that needs improving.</p>	<p><i>Acquiring and developing skills</i> Develop the consistency of their actions in a number of events increase the number of techniques they use.</p> <p><i>Selecting and applying skills, tactics and compositional ideas</i> Choose appropriate techniques for specific events.</p> <p><i>Knowledge and understanding of fitness and health</i> Understand the basic principles of warming up. Understand why exercise is good for fitness, health and wellbeing.</p> <p><i>Evaluating and improving performance</i> Evaluate their own and others' work and suggest ways to improve it.</p>
<u>Games</u>			<p><i>Acquiring and developing skills</i> Be confident and safe in the spaces used to play games. Explore and use skills, actions, and ideas individually and in</p>	<p><i>Acquiring and developing skills</i> Consolidate and improve the quality of their techniques and their ability to link movement. Develop the range and</p>	<p><i>Acquiring and developing skills</i> Develop, choose, combine and perform skills more fluently and effectively in invasion, striking and net games. Develop consistency in their skills.</p>

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		<p>combination to suit the game they are playing. Improve the way they coordinate and control their bodies and a range of equipment.</p> <p>Remember, repeat, and link combinations of skills.</p> <p><i>Selecting and applying skills, tactics, and compositional ideas</i> Choose and use skills effectively for games, and simple tactics.</p> <p><i>Knowledge and understanding fitness and health</i> Recognise and describe what their bodies feel like during different types of activity.</p> <p><i>Evaluating and improving performance</i> Watch, copy and describe what others are doing. Recognise good quality in performance. Use information to improve their work.</p>	<p>consistency of their skills in all games.</p> <p><i>Selecting and applying skills, tactics and compositional ideas</i> Improve their ability to choose and use simple tactics and strategies. Devise and use rules and tactics in different situations. Keep, adapt and make rules for striking and fielding, and net games. Use and adapt tactics in different situations.</p> <p><i>Knowledge and understanding of fitness and health</i> Understand the importance of warming up. Know and describe the short term effects of different exercises on the body. Recognise which activities help their speed, strength and stamina and know when they are important in games. Know and recognise specific activities affect their bodies.</p> <p><i>Evaluating and improving performance</i> Recognise good performance and identify the parts of a performance that needs improving. Explain their ideas and plans. Recognise aspects of their work that needs improving. Suggest practices to improve their play.</p>	<p><i>Selecting and applying skills, tactics and compositional ideas</i> Know, understand, choose and apply a range of tactics and strategies for defence and attack. Use these tactics and strategies more consistently in similar games.</p> <p><i>Knowledge and understanding of fitness and health</i> Know and understand the basic principles of warming up, and understand why it is important for a good-quality performance.</p> <p>Know and understand why exercise is good for their fitness, health and wellbeing. Understand the need to prepare properly for games.</p> <p><i>Evaluating and improving performance</i> Develop their ability to evaluate their own and other's work, and to suggest ways to improve it. Know why warming up and cooling down are important.</p>
OAA			Acquiring and developing skills	Acquiring and developing skills Develop and refine orienteering and

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			<p>Develop the range and consistency of their skills and work with others to solve problems.</p> <p><i>Selecting and applying skills, tactics and compositional ideas</i> Choose and apply strategies and skills to meet the requirements of a task or challenge.</p> <p><i>Knowledge and understanding of fitness and health</i> Know and describe the short term effects of exercise on the body and how it reacts to different types of activity.</p> <p><i>Evaluating and improving performance.</i> Describe and evaluate the quality of swimming and recognise what needs improving.</p> <p>Develop the range and consistency of their skills and work with others to solve problem.</p>	<p>problem-solving skills when working in groups and on their own.</p> <p><i>Selecting and applying skills, tactics and compositional ideas</i> Decide what approach to use to meet the challenge set adapt their skills and understanding as they move from familiar to unfamiliar environments.</p> <p><i>Knowledge and understanding of fitness and health</i> Understand how the challenge of outdoor and adventurous activities can help their fitness, health and wellbeing.</p> <p><i>Evaluating and improving performance</i> See the importance of a group or team plan, and the value of pooling ideas to improve their performance, by changing or adapting their approaches.</p>	
<p><u>Ride a bike</u></p>	<p>I can lift my feet up and balance.</p> <p>I can scoot, stride and glide.</p> <p>I can speed up and slow down.</p> <p>I can scoot and/or stride and stop accurately.</p>	<p>I can set off independently.</p> <p>I can pedal continuously with control without wobbling.</p> <p>I can cruise smoothly between pedalling.</p>			

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	<p>I can scoot or stride in different directions.</p> <p>I can scoot or stride changing direction and stop.</p> <p>I can scoot and stride and look forwards.</p> <p>I can glide and duck.</p>	<p>I can ride with one hand to enable me to change gears, break and give signals.</p> <p>I can slow down and use my brake with control.</p> <p>I am aware of my surroundings and can look over my shoulder as well as steering around static and dynamic obstacles.</p>	
<p><u>Swimming</u></p>			<p><i>Acquiring and developing skills</i> Consolidate and develop the quality of their skills e.g., front crawl, back crawl, breaststroke, floating, survival skills etc. Improve linking movements and actions.</p> <p>Selecting and applying skills, tactics, and compositional ideas Choose and use a</p>

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				variety of skills and strokes, according to task and challenges e.g., swimming without aids, distance, and time challenge.	
<u>Vocabulary and definitions</u>	<p>Space, stretch, partner, pairs, run, walk, balance, throw, catch, hit, kick, pass, ball, cone, net, bean bag, jump, hop, carry, follow, lead, copy, sports, games, rules, move, forwards, backwards, equipment, speed, direction, bounce, push, pull, roll, pedal, glide, brake, direction.</p>	<p>Games Underarm, move, safely, tactics, decide, rules.</p> <p>Gymnastics Curl, tense, stretch, relax, control, travel, sequence, improve, plan, and perform, feedback, hold, and independent.</p> <p>Dance Perform, create, rhythm, control, coordination, linking mood or feeling.</p> <p>General Copy, compare and contrast, repeat, muscle.</p>	<p>Games Control, awareness of space, support, opposition, strike and field, accuracy, rules, possession, adapt tactics.</p> <p>Gymnastics Adapt, apparatus, criteria, strength, suppleness, performance, compare and contrast sequences, stamina, improve.</p> <p>Dance Phrases, plan, repeat, share, communicate.</p> <p>Athletics Overarm, throwing, technique, distance, sprint, accuracy, personal best.</p> <p>Outdoor and Adventurous Follow, Route, appropriate equipment, safely, familiar context, manage risks/problems.</p> <p>Swimming Swim, unaided, basic stroke, movements, coordinate breathing, surface.</p>	<p>Games Forehand, backhand, defending, attacking, techniques, dribble, shoot, striking, implement, umpire, strategy.</p> <p>Gymnastics Complex, extended, combine, consistency, audience, link, vault, spring.</p> <p>Dance Compose, creative, accompaniment, clarity, fluency, accuracy, consistency, style, interpret, precise, posture.</p> <p>Athletics Compete, personal best, stamina.</p> <p>Outdoor and Adventurous Location, compass, navigate, overcome problems, plan, route, safety, danger, leadership.</p>	

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