

EYFS PE	AGILITY	BALANCE	COORDINATION
Vocabulary (T3)	Clockwise, anticlockwise, strike, crouch,		
Vocabulary (T2)	balance, travel, movement, stop, start, hit, control, catch, throw, jump, land, speed, slow, fast, wide, low, hop, shuffle, crawl,		
Knowledge of How	How to transport and store equipment safely Practice safety measures without direct supervision Know how to take turns and share Celebrate other's successes Know rules for small multi-skill team games		
Knowledge of How	Move freely using suitable spaces and speed Experiments with different ways of moving Jumps off an object and lands appropriately Make clockwise and anticlockwise movements	Travel with confidence and skill around, over and under through balancing Stand on one foot Demonstrate good control in large and small movements	Dress with support Shows increasing control over an object in pushing, patting, throwing, catching, kicking Shows a preference for a dominant hand Demonstrate good coordination in large and small movements
Equipment	Floor space, mats, benches, variety of apparatus including boxes, balls, bats, parachutes,		
Skills (End Point Progres- sion)	(Invasion) Move freely using space (Dance and Gymnastics) Experiment with different ways of moving (Net and Wall) Push and pat a ball or object showing control (Striking and Fielding) Show control when throwing and catching (Athletics) Show good coordination in large movements		

Year 1 PE	AGILITY	BALANCE	COORDINATION
Vocabulary (T3)	striking and fielding		
Vocabulary (T2)	Sequences, direction, control, link, start and finish points, apparatus, feelings and emotion, transition,		
Knowledge of How	Know why a warm up is important and how to complete a warm up Know what our bodies do during exercise e.g. breathing heavier How to handle apparatus safely (FS) Recognise how it feels when the body is tense That being active is good for them and fun Know how to express feelings with movement Follow rules and know rules to games		
Knowledge of How	Play a variety of running and avoiding games (FS) Participate in team games Respond to instructions and commands Move between mats and small apparatus and change the speed of movement Travel over, under, through with increasing speed and control (FS) Change direction during movement sequences Jump off objects of varying heights with increased control (FS) Learn basic movements relating to feelings Explore travelling on benches Link travelling moves that change direction and level Explore body patterns to music	Be still in different body shapes and balances (FS) Combine different ways of travelling Land safely when jumping off objects of varying heights (FS) Show clear starting and finishing points during routines Taking off from different balanced starting positions	Explore different ways of using a ball (FS) Explore ways to send a ball or other piece of equipment (FS) Develop simple attacking and defending techniques Pass and receive a ball in different ways Develop control when travelling, jumping, changing direction, shape and size (FS) Respond to different music showing a range of emotions Perform dance movements and simple routines using simple movement patterns Perform fielding techniques with increased control Explore and use skills, actions and ideas individually and in combination to suit the game they are playing Control and link actions together
Equipment	Cones, floor markers, mats, floor space, apparatus, larger apparatus, boxes, benches, frames, music player, variety pf different sized balls, parachute, nets, bats, rackets,		
Skills (End Point Progression)	(Invasion) Participate in team games using simple attacking and defending techniques (Dance and Gymnastics) Combine different ways of travelling and moving on mats and small apparatus (Net and Wall) Pass and receive a ball in different ways (Striking and Fielding) Perform striking and fielding techniques with increased control (Athletics) Develop control when running, jumping and throwing		

Year 2 PE	AGILITY	BALANCE	COORDINATION
Vocabulary (T3)	coordination, tactics, score, prolonged time		
Vocabulary (T2)	Phrases, patterns, techniques, apparatus, stillness, timing, routine, rehearse and perform, imagination, individual, repeat, evaluate, explain, success,		
Knowledge of How	How to work with a partner or part of a team to score points and stop points being scored Use different rules for team games Know when someone or a team has been successful and explain why (FS) Say when a routine was successful and explain why Evaluate and improve a dance performance (FS) Describe the moods which different dances create (Y1)		
Knowledge of How	Keep the ball and find the best places to score Participate in a wider variety of team games including relay games(Y1) Perform short sequences individually (Y1) Use imagination to find different ways of using apparatus Form simple sequences of different actions using floor and apparatus (Y1) Repeat simple dance phrases Play end to end games (FS,Y1) Explore movement techniques with increased control (Y1) Run over short distances with increased control and coordination Explore travelling on larger apparatus Perform simple dance phrases	Develop balance through travelling, stillness, timing, changing direction, shape and size Have a clear, start, middle and end to sequences and routines (Y1) Jump and land with increased control and coordination (FS,Y1) Balance on isolated parts of the body Hold balances for a prolonged time Hold strong body shapes while dancing	Score points during team games and stop points being scored Describe what they see and ask to copy other's ideas, skills and tactics Understand and develop tactics for attacking and defending (Y1) Rehearse and perform dance routines involving simple movement patterns Use ability to solve problems and make decisions Watch others and describe what is happening (Y1) Pass and receive a ball in different ways with increased control and accuracy (Y1) Perform fielding techniques with increased control and coordination (Y1) Throw balls and other objects with increased control and coordination (Y1) Create movements that show rhythm and control
Equipment	Cones, floor markers, mats, floor space, apparatus, larger apparatus, boxes, benches, frames, music player, variety pf different sized balls, parachute, nets, bats, rackets, goals, tracks,		

Year 3 PE	Invasion Games	Gymnastics	Dance	Net and Wall Games	Striking and Fielding	Athletics
Vocabulary (T3)	possession, tactics, defend, accuracy,	Tucks, transfer weight, combination, contrasting action,	narrative,	Strokes	Field, strike, hand-eye coordination, grip, fielder, batsperson	Stationery, relay, baton, lead leg, trail leg, stamina,
Vocabulary (T2)	Send, receive, score, control, travel, attack, position, patterns of play, communicate	Feedback, rolls, , slides, technique,	Routine, sequence, dance piece, expression, rhythm,	receive, ready position,		technique, angle, strength, power,
Knowledge of How	Tactics to keep possession for longer Which passes are best to keep possession Know what to think about when team has/hasn't got the ball Understand patterns of play e.g. if a ball is in a certain position where should players be Practice passing to a partner using a number of sending and receiving techniques (FS - Y2) Improve accuracy of passes and use space to keep possession better Remain in control of a ball while travelling (Y2) Use communication skills to help others know where they are going Look when travelling and what happens when they have passed a ball Play games that involve keeping possession and scoring in targets (2vs1, 3vs1 games) Find space to receive and support Organise roles dependent on the game	Know what was good about a sequence and explain why using the given criteria (Y2) Know how to improve a sequence and give constructive feedback Develop and perform a range of gymnastic movements e.g. rolls, tucks, slides, skips, (Y1,2) Practice and concentrate on the quality of the movement Explore jumping techniques and link these with other gymnastic actions (Y2) Link different balances, moving in and out of positions of stillness (Y2) Transfer weight smoothly from one part of the body to another Use actions on floor and over, through, across and along apparatus (FS - Y2) Vary and apply actions on floor and apparatus Copy a partners sequence on floor and apparatus (Y2) Perform easy combinations of contrasting actions Plan and devise sequences (Y2) Choose combinations that work in their sequences Use floor apparatus to create and perform a sequence of contrasting actions	Know the significance of a warm up and cool down (Y1) Improvise freely on their own and with a partner translating ideas from a stimulus to a movement (Y1,2) Sustain a dance/routine/sequence/ activity over a period of time Create movements of pattern individually and with a partner Explore different dance movements (Y1,2) Perform a dance which tells a story Develop precision of movements (Y2) Create a dance piece within a small group Perform a dance with rhythm and expression Perform in front of others with increasing confidence	Decide upon the best throwing/catching technique for the task Know how to make it difficult or easier for an opponent to receive a ball Understand rules of games played (Y1,2) Understand attack and defence tactics (Y2) Practise throwing a variety of balls using different techniques (Y2) Practise catching a variety of different balls using different techniques (Y1,2) Hit the ball with a racket Use different shots to strike a ball Strike a ball in different directions Play games involving throwing and catching over a net and against a wall Vary strength, length and direction of throws (Y2) Stand in ready positions when receiving a ball Play 1vs1 and 2vs2 games	Recognise how specific activities affect their bodies Consolidate and develop the range and consistency of their skills in striking and fielding games including throwing, catching, striking and fielding (Y2) Throw and bowl a ball underarm accurately at the target area Investigate different ways of throwing and know when it is appropriate to use them (Y2) Practice the correct technique for catching a ball Strike a ball off a cone or other piece of equipment between a target area Stop a ball by using different body parts	What happens to their heart, breathing and temperature during different types of athletic activity Choose skills and equipment to meet the challenges they are set e.g. increase the distance thrown Use different techniques, speeds and effort to meet challenges set for running, jumping and throwing Reinforce stationery jumping techniques to jump for length (Y2) Pass a relay baton using the correct technique Develop a good running technique Compete in mini competitions, recording scores Use appropriate technique for hurdling with trail leg and lead leg (Y2) Complete an obstacle course with control and agility (Y2) Throw different objects in a variety of ways
Equipment	Balls, cones, posts, nets, bibs, tags, goals, sticks (hockey/lacrosse)	Mats, floor space, apparatus, boxes, benches frames, music,	Floor space, music, small apparatus, dance equipment e,g, dance balls, ribbons etc	Rackets, balls, posts, nets, courts, cones,	Bats, rackets, cones, balls, stumps, posts, pitches,	Jumping space, mats, hurdles, javelins, shot put discus, batons, bibs, cones, tracks, tunnels,
Skills (End Point Progression)	(Invasion) Pass a ball with accuracy and use space to keep possession and score points (Dance and Gymnastics) Perform a range of dance and gymnastic movements with partners to perform a routine/sequence (Net and Wall) Use a range of different shots to strike a ball in different directions (Striking and Fielding) Field and return balls in different ways. knowing which technique is appropriate					

Year 4 PE	Invasion Games	Gymnastics	Dance	Net and Wall	Striking and Fielding	Athletics
Vocabulary (T3)	Opponent, overhead, sling, drive, lofted,	Devise, elements, counterbalance	Stimuli, interpret, components,	stance, favoured side, forehand, stance,	Long barrier, sportsmanship, names of different strokes e,g pull, drive, cut, bowler	Pace, combinations, slinging,
Vocabulary (T2)	types of pass, inside foot, outside foot, two hand, chest, underarm, long, short, push, control,	perform, compare, contrast, linking movements,	describe, evaluate, levels, dance style,	Strength, receive,	defensive	pushing, pulling
Knowledge of How	Know that rules are needed to make games fair (Y3) Know how to make things difficult for their opponents (Y3) Know what they need to improve their game and what they need to practice Play 3vs1 and 4vs1 games, use the space and help each other (Y3) Score more regularly without making mistakes (Y2,3) Choose and adopt their techniques to keep possession and give their team chance to shoot (Y3) Plan ideas and tactics across a range of invasion games Evaluate how successful their tactics have been Use appropriate language to describe performance Passing and dribbling balls more accurately (Y3) Warm up appropriately for the chosen sport	Know ways to improve the quality of sequences Know which parts of sequence are performed well and areas they still need to practice (Y3) Devise, perform and repeat sequences that include travel, body shapes and balances (Y2,3) Include changes of dynamics in sequences(Y3) Work with a partner Adapt their sequences to include apparatus and to suit a partner or a small group Compare and contrast similar performances Create sequences using balancing and linking movements(Y3) Create floor sequences that involve at least four elements e.g. balance, roll, jump, body shape (Y3) Move more smoothly between shapes and actions (Y3) Incorporate counterbalancing into a sequence of movements	Know what makes a successful dance Know different styles of dance Explore and create characters and narratives in response to a range of stimuli Describe, interpret and evaluate their own and other's dances, taking account of character and narrative Identify patterns of a chosen dance style (Y3) Improvise dances based on the music's rhythm Develop a wider range of dance patterns and movements at different levels (Y2) Create an individual dance that reflects the chosen dancing style (Y3) Create partnered dances that reflect the dancing style and apply the key components of dance (Y3) Perform and evaluate own and other's dances	Know how to make it difficult for their opponent to receive a ball Know the appropriate attack and defence strategies Know and understand the rules of the games Play games using throwing and catching skills (Y3) Vary strength, length and direction of throw/serve (Y3) Hit balls using the favoured side of the body Strike balls over a net into a court Refine strokes using a range of bats (Y3) Ensure the correct stance when receiving Discuss how to change the court to make it easier Play 1vs1 and 2vs2 games, keeping score of points (Y3)	Know what good performance is Know how to improve parts of a performance Know what good sporting behaviour is Choose and use a range of simple tactics and strategies Keep, adapt and make rules for striking and fielding games (Y3) Identify areas of a performance that need improving Field a ball by using a long barrier technique (Y3) Strike a ball from dropped position (Y3) Move into appropriate position to catch a ball at varying heights (Y3) Play in competitive games demonstrating appropriate sporting behaviour Bowl a ball overarm from a standing position (Y3)	Know which aspects of performance need improving Know when participating in a throwing activity how to remain safe How to enter and exit water safely How to move around poolside Run for short distances improving on times (Y3) Run over longer distances improving on times Keep a steady pace when running over long distance Practise 5 basic jumps e.g. hop, skip, step, double foot, single to double foot (Y2,3) Combine actions and form simple jump combinations Throw into a target area using slinging, pushing and pulling actions (Y3) Describe and evaluate the effectiveness of performance and recognise aspects that need improving Develop your running technique over short and long distances (Y3) Apply skills learned to competitive situations (Y3) Swimming Develop confidence in water Travel in a vertical or horizontal position using floats Develop push glides and kicks with/without support aids Show breathing control
Equipment	Balls, cones, posts, nets, bibs, tags, goals, sticks (hockey/lacrosse)	Mats, floor space, apparatus, boxes, benches frames, music,	Floor space, music, small apparatus, dance equipment e,g, dance balls, ribbons etc	Rackets, balls, posts, nets, courts, cones,	Bats, rackets, cones, balls, stumps, posts, pitches,	Jumping space, mats, hurdles, javelins, shot put discus, batons, bibs, cones, tracks, tunnels,
Skills (End Point Progress-	(Invasion) Plan, choose and adopt tactics and techniques to maintain possession and give their team a chance to score (Dance and Gymnastics) Devise, perform and repeat sequences and routines to music involving change of dynamics, linking movements and a range of travel movements (Net and Wall) Refine strokes using a racket or bat hitting a ball over a net into a court (Striking and Fielding) Combine movements to catch and field a ball using the correct techniques and strike balls with increasing accuracy using a basic shot (Athletics) Run over a range of distances at an appropriate pace. Throw into target areas at increasing length and perform a variety of jumps					

Year 5 PE	Invasion Games	Gymnastics	Dance	Net and Wall	Striking and Fielding	Athletics
Vocabulary (T3)	dodging, evading, intercepting,	Symmetric, asymmetric, mirroring, bridging, dynamic, extension, body tension	sustained, improvise	backhand, set, dig, spike, fore/backhand, overhead,	hook	push, glides and kicks on front, sustained and consistent breathing control, Submerge under water
Vocabulary (T2)	Accuracy,	Sequence, Perform	Phrasing, rhythmic,	Precision	Points, intercept, participate,	Mark, pace, targets
Knowledge of How	Know which parts of the game are going well Know the more complex rules of a game Show ways to keep the ball away from defenders (Y4) Shield the ball in a range of ways from opponents Change speed and direction with the ball to get away from the defender Shoot accurately in a variety of ways (Y4) Mark an opponent Watch and evaluate the success of the games they play in Play in different positions whilst playing games (Y3,4) Suggest what they need to do to enjoy the game more Suggest changes to pitch sizes to make games better (Y4) Play 5vs3 and 5 vs 4 games Play games with goals of varying size e.g. one large goal and two small goals (Y4) Pass balls in a variety of ways more accurately towards a chosen target area (Y,4) Make space when playing games by moving away , coming back and dodging Perform warm up exercises (Y4)	Know what was performed well and what needs improving (Y3,4) Explore a range of symmetric and asymmetric actions, shapes and balances Control actions and combine them fluently (Y4) Be aware of extension, body tension and control Move from floor to apparatus smoothly (Y4) Change level when performing sequences and move safely Combine movements with others in a group matching and mirroring (Y4) Watch a performance and evaluate its success (Y4) Choose a focus for improvement Identify one or two aspects of their performance to practice and improve Perform a gymnastic sequence involving at least 8 elements including floor, mats, apparatus, level, mirroring, shapes and balances (Y4) Develop skills for movement including rolling, bridging and dynamic movement Perform movements in canon and unison (Y4)	Know why a cool down is just as important as a warm up Increasing knowledge of different dance styles Explore and improvise ideas for dances in different styles working on their own, with a partner and in a group (Y4) Organise their own warm up and cool down activities to suit the dance Identify patterns of dance within a chosen dance style and recreate these (Y4) Demonstrate an awareness of the music’s rhythm and phrasing when improvising (Y4) Create an individual dance over a sustained period of time incorporating a range of dance moves and different levels (Y4) Create a group dance that reflects the dance style Perform and evaluate work suggesting ideas for improvements and identifying success (Y4) Perform to a larger audience (Y4)	Know what they need to do to get better (Y4) Know what they need to practice (Y4) Understand that practice helps with precision and consistency Hold and swing a racket to hit a ball into a court with increasing accuracy (Y3,4) Stand in the correct position when hitting and receiving (Y4) Move around a court with increasing speed and precision Hit the ball on both sides of the body and above head (Y4) Use different types of shots during a game e.g. set, dig, spike, fore/backhand, overhead, Change court sizes to make games easier (Y4)	Know what constitutes a good warm up Know why exercise is good for their fitness and well being Know the names of fielding positions and different strokes Develop the range and consistency of their skills, especially in specific striking and fielding games e.g. hook, ondrive, off drive, (Y4) Perform their own warm ups Field a ball using a two handed intercept (Y4) Field a ball using a two handed pick up and return throw (Y4) Throw balls with increasing accuracy at targets (Y3) Bowl a ball overarm with a few steps run up (Y4) Use a combination of running, throwing and catching Develop a safe and effective overarm throw (Y3) Strike a moving ball with increasing accuracy (Y4) Control batting strokes aiming in specific target areas Participate in mini tournaments (Y4)	Know the correct techniques for throwing jumping and running Choose their favourite ways of running, jumping and throwing (Y4) Choose the best equipment for different activities Plan a long distance run so they can pace themselves (Y4) Plan to cover distances as a team to get the best possible results (Y3) Mark a run up for throwing and jumping Set themselves targets in different athletics events (Y3) Watch a partners athletic performance and identify their strengths (Y4) Suggest improvements and how they can be refined (Y4) Run over different courses e.g. zig zag, circular, back and fourth (Y3) Design mixed relays that use different skills Use the correct technique for running at speed (Y4) Demonstrate good techniques in a competitive situation (Y4) Swimming Travel further using whole strokes Introduction to deep water Treading water Develop push, glides and kicks on front and back with/without support aids Develop a more sustained and consistent breathing control Submerge under water
Equipment	Balls, cones, posts, nets, bibs, tags, goals, sticks (hockey/lacrosse)	Mats, floor space, apparatus, boxes, benches frames, music,	Floor space, music, small apparatus, dance equipment e.g, dance balls, ribbons etc	Rackets, balls, posts, nets, courts, cones,	Bats, rackets, cones, balls, stumps, posts, pitches,	Jumping space, mats, hurdles, javelins, shot put discus, batons, bibs, cones, tracks, tunnels,

Year 6 PE	Invasion Games	Gymnastics	Dance	Net and Wall	Striking and Fielding	Athletics
Vocabulary (T3)	goal keeper	Suppleness	Street dance,	topspin, chop, spike, flat hit, slice, lob, loft,	Runs, bases, deep fielders, , catcher, backstop, wicket keeper,	
Vocabulary (T2)	Formation, support,	Timing, risk assessment,	unison, analyse			Efficiency, combine, wellbeing,
Knowledge of How	Different ways to attack and defend depending upon the game Know how to get ready for a game including a warm up Know what clothing, footwear and equipment is best to wear for desired sport Attack in different ways and in different positions (Y5) Choose right formations and tactics for attacking and defending Support other players with the aim of scoring (Y5) Create own warm up routines and exercises Check the playing area is safe before taking part in a game Play 4vs4 and 5 vs5 games on different sized pitches (Y5) Know how to stop a goal being scored (goalkeepers) Organise and compete in a mini competition	Know that gymnastics promotes strength, power and suppleness Know the importance of warming up and cooling down Make up a sequence and adapt it to different apparatus layouts (Y5) Use combinations of dynamics (pathways) to use space effectively (Y5) Perform longer sequences with a variety of moves (Y4,5) Design sequences for partners to complete Plan a sequence and adapt it to limited equipment Work as a group and share roles fairly (Y5) Investigate different ways of working with a partner or small group Use compositional ideas e.g. contrasts in variation in shape, level, timing and action (Y3,4,5) Devise effective warm ups for gymnastics Complete risk assessments on apparatus (FS,Y1,2)	Know how a dance is formed and performed Explore, improvise and combine movement ideas fluently and effectively (Y5) Evaluate, refine and develop their own and other’s dances (Y5) Identify and practise the patterns and actions in a street dance style Improvise dances based on music, rhythm and phrasing (Y4,5) Create a dance that represents street dance style (Y3,4,5) Use street dance moves in unison to create a group dance (Y5) Perform to a wider audience (Y5) Analyse performances suggesting improvements and refinements and identifying success (Y5)	Know what they need to get better at and to practice Devise a scoring system for small games (Y4) Hit the ball in the court away from the opponent (Y5) Know where to stand and move to when hitting and receiving (Y5) Explain why themselves or others are performing well in the games (Y5) Use different types of shots during a game e.g. topspin, chop, spike, flat hit, slice, lob, loft, (Y5) Change court sizes to make games more challenging (Y4)	Know rules for a range of striking and fielding games Know how to hold a ball correctly when bowling Use and adapt rules, strategies and tactics using their knowledge of basic principles of batting and fielding (Y5) Evaluate strengths and weaknesses in their own and others performances and suggest improvements (Y5) Score runs more efficiently and use new strategies to do so (Y5) Field a ball using a one handed intercept, pick up and throw return (Y5) Control batting techniques and hit target areas with increasing accuracy (Y5) Develop the role of the backstop/ wicketkeeper Work as a team using tactics to beat opponents Devise a team tournament to participate in (Y5) Complete games with innings of set lengths Bowl a ball overarm using correct technique with a longer run up (Y5)	Know why exercise is good for wellbeing Know how athletic activities can build strength, power and stamina Water safety and life saving skills (Y4) Develop consistency of their actions across a number of events (Y3,4,5) Increase the number of techniques they use and refine these (Y5) Sustain pace over longer distances e.g. sprint 7 seconds, run for 1 or 2 minutes Throw with greater accuracy, control and efficiency (Y3,4,5) Perform a range of jumps showing power, control, and consistency at take off and landing(Y4,5) Build strength and stamina through a range of athletic activities Combine jumps together Combine running and jumping Measure distances of how far they can run, fast they can run and distance jumped. Design and compete in a large scale athletics event (Y5) Swimming Show more control with a full range of strokes Develop push, glides and kicks without support aids Retrieve objects from the bottom of the pool Use a controlled method of breathing on a count of two or three strokes Swim 25m unaided on front and back
Equipment	Balls, cones, posts, nets, bibs, tags, goals, sticks (hockey/lacrosse)	Mats, floor space, apparatus, boxes, benches frames, music,	Floor space, music, small apparatus, dance equipment e,g, dance balls, ribbons etc	Rackets, balls, posts, nets, courts, cones,	Bats, rackets, cones, balls, stumps, posts, pitches,	Jumping space, mats, hurdles, javelins, shot put discus, batons, bibs, cones, tracks, tunnels,
Skills (End Point Progression)	(Invasion) Choose the right tactics and positions for attacking and defending, supporting players to score goals and preventing teams from scoring (Dance and Gymnastics) Plan, design and perform their own innovative routines and sequences using different apparatus and floor space layouts (Net and Wall) Strike balls away from an opponent during game situations by knowing the best place to stand and receive the ball (Striking and Fielding) Use rules, strategies and tactics to game situations using their knowledge of batting and fielding scoring runs more efficiently and applying tactics to beat opponents (Athletics) Perform a range of throw, jumps and runs using the correct techniques during athletic events (Swimming) Swim 25m on front and back using a correct swimming stroke					