



A Guide to Progression in Physical Education

Year 1-6

(In line with the National Curriculum)



DIGITAL DOWNLOAD

A Guide to Progression in Physical Education

ABOUT THE AUTHORS: TT EDUCATION

We're the UK's leading school improvement organisation, working with schools, academies and trusts in the UK and beyond to improve the quality of children's education. Founded in January 2013 by David Maytham, everything we do is underpinned by the belief that every child has the right to an excellent education.



We're dedicated to enhancing life chances for all pupils by empowering teachers and leaders to create sustainable improvement in their schools through engaged learning and inspirational leadership. We help teachers and leaders make progress through our outstanding CPD courses, INSET days, consultancy, resources, digital solutions and longer-term school improvement support.

TT Education has won the School Improvement Provider of the Year award for four consecutive years (2018, 2019, 2020 and 2021) underlining our position as a leading provider of school improvement services, classroom materials and digital resources.

ABOUT THIS DOCUMENT

Our highly acclaimed Guide to Progression in **Physical Education** document provides teachers with a clear framework for teaching and assessing primary **Physical Education**. Written by current practitioners, for current practitioners, this document is fully aligned with the objectives and expectations of the National Curriculum.

A Guide to Progression in Physical Education

SKILLS OR KNOWLEDGE?

There has been much debate in primary schools about the main focus of 'curriculum'. Is our job to pass on knowledge to children, or should we focus on developing skills? Our skills progression series should not imply that TT Education is taking sides in this debate; in fact, we believe that skills and knowledge are inseparable at the point of curriculum delivery. The next two pages explore a handful of key quotations which will hopefully clarify our views.

In their 2019 Framework, Ofsted make it clear that knowledge is the starting point for a 'curriculum', which they define as:

"A framework for setting out the aims of a programme of education, including the knowledge and understanding to be gained at each stage (intent)...

...for translating that framework over time into a structure and narrative, within an institutional context (implementation)...

...and for evaluating what knowledge and understanding pupils have gained against expectations (impact)."

Ofsted presentation on the new EIF (2018), emphasis mine

However, in 2021 they reworded the first bit of this as:

"The framework for setting out the aims of a programme of education, including the knowledge and skills to be gained at each stage."

Ofsted presentation on the new EIF (May 2021), emphasis theirs

Knowledge certainly seems to be the priority in Ofsted's definition of 'cultural capital', which draws on the National Curriculum wording of "essential knowledge that pupils need to be educated citizens" (EIF Handbook 2019 and NC 2014). To emphasise this further, Ofsted's chief inspector says that

"Twelve years of education should give children a lot more than a disposition to learn and some ill-defined skills. Yet the evidence is... that the focus on substance, on the knowledge that we want young people to acquire, is often lost..."

"If their entire school experience has been designed to push them through mark-scheme hoops, rather than developing a deep body of knowledge, they will struggle in later study."

Amanda Spielman (2018), emphasis hers

Notes about Physical Education Progression

- (1) On **terminology**: we have used the word performance for any 'piece' of PE, e.g. a move/skill, full piece/sequence, or a game/match. In our vocabulary section we do not include every sport/pursuit, listing specifics for football only, because it is our culturally dominant sport; you should extrapolate from this to create your school-specific progress in other sports/pursuits (see also note 3, below).
- (2) On **'sporting behaviour'** (sportsmanship): the Relationships and Health Education (RHE) guidance gives a useful list of "individual character traits and positive personal attributes (sometimes referred to as 'virtues'): achievement orientation, perseverance, resilience, self-respect and self-worth, honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice". Some of these are not listed separately because they appear throughout the guide (e.g. in the 'sensitivity' shown when giving feedback to peers).
- (3) On **precision**: this guide cannot contain quantifying statements for everything, not least because some schools will focus on just a few contexts (e.g. sports) to reach higher standards in them, while other schools will try to broaden their children's experience by offering more contexts. Their children will therefore reach a less sophisticated standard in each specific area, so those schools may wish to omit some of our Y5/Y6 criteria. For some specific areas you may also need to extrapolate from our statements, for instance adapting the 'hit' criteria to get statements for 'kick' in football. Finally, it is worth noting that some of our specific examples are not meant to be used prescriptively, but more as a 'ball-park' context for the skill in question (e.g. in aiming a ball).
- (4) On **'adventurous activity'** in KS2: we have not included a separate section for this, as the skills can be extrapolated from the rest of the guide (collaboration, planning, coordination etc). However, if your school offers orienteering, we recommend you consult our geography progression for its overview of map and compass skills and vocabulary.

- (5) You may also wish to consult our Science and PSHE guides (for body parts, health education and so on), our DT guide (for food), and our music guide (for dance`

Notes on swimming

- (1) Swimming is statutory in 'either KS1 or KS2' and is often done in just one school year; for this approach we have entered simple end-of-KS1 vs end-of-KS2 suggestions. However, in our view schools will struggle to achieve the statutory requirements in just one year of KS1: children will lack the stamina and strength, and their learning skills will be insufficient to progress far enough in such a short time. Swim England says "using an ineffective stroke and just managing to swim 25 metres does not meet the minimum requirement. Nor does it provide the skills necessary for pupils to be able to self-rescue if they get into difficulty." They define the National Curriculum's 'competent, confident and proficient' as:

- continuous and without touching the side or floor;
- without stress;
- without swimming aids;
- using a stroke that's recognisable to an onlooker;
- using a stroke that is still strong at the end of the 25m;
- swimming in water that's greater than shoulder depth.

We include an alternative - and more extensive - skills progression for schools that offer swimming in every year.

- (2) On **self-rescue**: It may be difficult to practise these strategies, so it is important that children at least discuss and learn the theory. Swim England has useful guidance on what to think about, including:

- planning ahead (risk assessment);
- types of water environment;
- water temperature and the 'H.E.L.P.' position;
- clothing/shoes;
- potential hazards (underwater, or edges);
- do you move, or tread water and shout for help?

A Guide to Progression in Physical Education

TT EDUCATION'S LEARNING PATHWAYS: THE PATH TO SUCCESS

What is it?

A forward thinking, innovative approach to teaching and learning in the 21st century classroom, which can be applied across all subjects to support all schools in achieving outstanding results through engaged learning. Developed by education expert David Maytham, The Path to Success is grounded in the latest educational research and first-hand experience of current teaching of real children in the primary classroom.

How is it different?

We are not advocating a scheme that schools, children and teachers have to follow in a particular order or predetermined way. In our experience, a predetermined scheme is unable to take account of all the various factors at play in any one classroom; including, but not limited to the skill set of the teacher and the ability range of the children.

The Path to Success is a circular methodology with talk, collaboration and active approaches at its heart. Its process can be applied across the curriculum, as the core techniques it embodies can be used to teach any skill or operation. Once teachers internalise this process, it has the potential to transform their practice and have a significant impact on standards.

What does it look like?

Teachers who utilise the Path to Success will develop and enrich children's ability to problem-solve, think creatively, improve their skills as learners and consequently make accelerated progress.

The Power of Talk:

"Talk is thought. It is only when you talk something through that you realise whether you have fully understood it. Talking allows us to develop our thinking, internally question our understanding and, ultimately, learn."

The Power of Active Approaches: Gamification of Learning

"In the natural world, young animals learn through play. We are familiar with this as a concept with babies and toddlers; why, then, do we reject this as children begin to grow? When an idea or concept is made into a game – something which children recognise and respond to – children begin to engage with it and take ownership over it. Gamifying learning allows children to generate ideas for themselves, cultivate their creativity, and lay the foundations for fluent learning."

The Power of Collaboration:

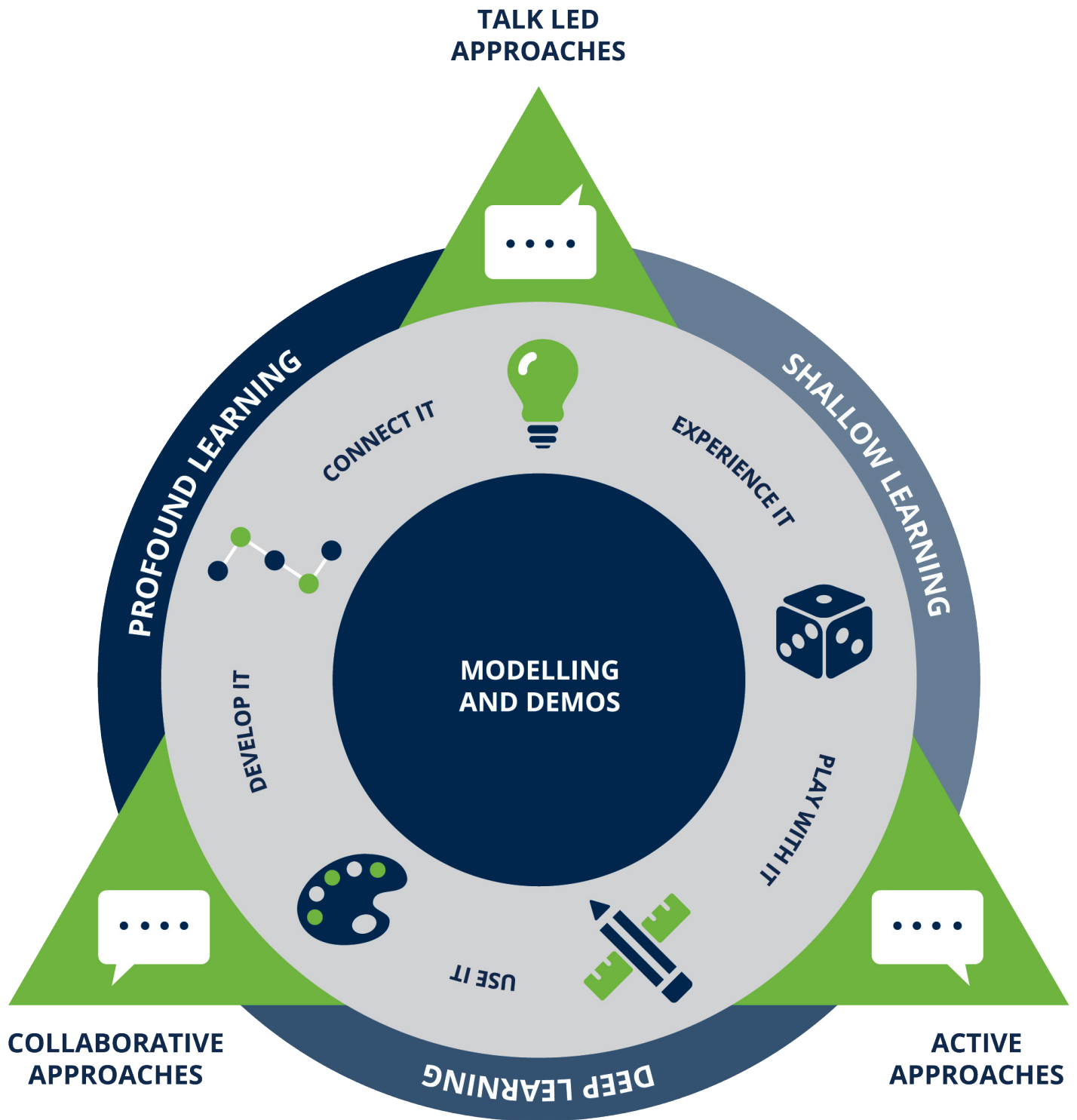
"Creating a classroom climate of collaboration is crucial for the long term sustainability of learning. If we share a common purpose, we are incentivised to work together to develop our collective understanding. The barriers created by fear of personal failure are destroyed and we begin to recognise the power of our own contributions to the learning of the whole group. Not only does this create feelings of self-worth, excitement and engagement with the learning, but it also stimulates creativity and, in the discussion and development of ideas with peers, creates a deeper level of understanding."



David Maytham
Chief Executive Officer

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TT EDUCATION'S LEARNING PATHWAYS: THE PATH TO SUCCESS



A Guide to Progression in Physical Education

Stage 1: Experience it

Children need **rich experiences** which they can relate to in order to support them in developing a particular skill set. For example, how can you expect a child to use relative clauses in a newspaper report if they have never really experienced this before in any type of meaningful context? The challenge for us as teachers is to find a way to replicate this meaningful experience and practical application in the classroom.

“**Hook, Experience, Context and Purpose**” is a mantra we use a lot when working with schools. We ask teachers to think back to the last unit or topic they taught and then to consider the four elements of the mantra. What was the hook you used to engage, inspire and excite your children? What experiences did children bring to the activity, or how were you able to replicate experiences to make the learning link to the real world? Did you choose a context which was relevant and did all the children have a clear purpose for their learning, or was it simply ‘complete the activities on page 10’?

Stage 2: Play with it

This refers to the **Gamification of Learning**. The power of playing short burst games to practise key skills on a daily basis should not be underestimated. Not only do they act as a hook to excite, engage and challenge the children but they also support children in developing fluency in a particular skill: procedural efficiency alongside conceptual understanding.

Stage 3: Use It

Once children have experienced a particular skill and had an opportunity to play with it in order to fully assimilate the technique, they then move on to use it in context. Practical application in context is key to successful outcomes for children.

“**Tell me and I’ll forget; show me and I may remember; involve me and I’ll understand.**” Chinese proverb

Stage 4: Develop it

Children continue to develop the skill in context. It is absolutely crucial that all adults within the classroom, and within the school at large, position themselves alongside the children as learners, actively engaging in the learning process. High-quality modelling and demonstration should be underpinned by an **active, talk-led, collaborative learning climate**, in which children move from learners to teachers. If a child can teach a particular skill, it means they must have learnt it and are more likely to remember it. As practitioners, we should be aiming to move all our children into becoming teachers. If a child can confidently demonstrate the level of understanding necessary for them to be able to explain and teach a concept, idea or approach to another child, then in doing so they are demonstrating that their initial learning has been internalised and embedded. By this stage they are demonstrating a move from shallow surface-level learning to deeper learning and understanding.

Step 5: Connect It

This refers to children making connections across the curriculum. With a deeper understanding, children will begin to make links and connections in terms of how they could apply the skill or concept they have just learnt across the curriculum and in the wider world. Making these connections and exploring possible connections moves the child from deep learning into profound learning, which will stay with them forever.

This circular approach then repeats as new skills, concepts and ideas are added. This whole approach is underpinned by talk-led, active and collaborative approaches, which provide the foundation for success.

INTRODUCTION



We live in a world where sedentary entertainment is easily accessible, unhealthy food is widely available, and physical and mental health seem to be on the decline. Conversely, we can now watch inspiring sportsmen and women across the world, and science and technology have brought quality leisure facilities closer than ever before. How do we prepare our children for that world, whether it's to join the ranks of elite athletes, gymnasts and dancers; to watch and support them; or to care and protect our own physical and mental health? How do we use PE skills and knowledge to inform and develop our learning and wellbeing elsewhere? How do we ensure our pupils are progressing?

This skills progression guide from TT Education is aimed at ensuring teachers have clarity and consistency in helping pupils in Physical Education – what does it take to be a swimmer, athlete, sportsperson, gymnast or dancer? We have taken the National Curriculum for PE and, having applied our experiences and understanding of learning and progression, provided you with a guide that will help structure learning effectively – and help pupils to add knowledge to their long-term memories... it will help them learn.

The national curriculum states that “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.” [National Curriculum 2014]

The following booklet breaks down all of the elements of skills that pupils are required to develop as part of the national curriculum – and beyond, supported by our Path to Success.

We hope you enjoy this guide and find it useful in supporting your teachers understand progression in skills in PE more deeply.

A Guide to Progression in Physical Education

Connect it...

- Drawing on physical experiences in writing, e.g. for vivid characterisation
- Specific links to maths (statistics), geography (leisure), history etc
- Linking PE to health education and relationships education
- Discussion of representations of PE in the media (e.g. body image, gender)
 - 'Topic'-based or other subject-based PE activities (e.g. 'mathscercise')

Experience it...

- Provide children with a rich context for physical education around the school (e.g. posters, assemblies)
- Trips, visits and workshops
- Ensuring children see a wide range of role models: by age, gender, ethnicity and more
- Focusing on pursuits that are most relevant to the children (e.g. football, cricket or rugby?)
- Staff demonstrating / sharing own experiences
- Using technology etc to ensure access for all, irrespective of age, gender or disability

Develop it...

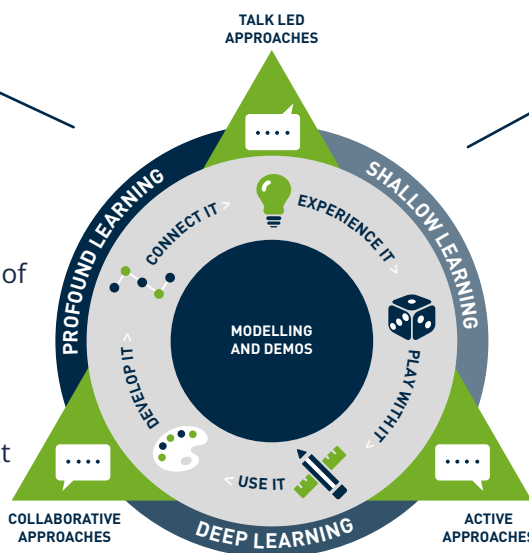
- Collaborate!
- Challenge!
- Making space for academic aspects of PE, not just the physical
- Discussions of tactics/strategy, evaluation and review
- Framing PE in a wider health context (PSHE), e.g. diet and mental health
- Use activities to enhance vocabulary application
- Setting tasks that require pupils to 'teach' aspects of PE

Play with it...

- Chance to experiment and create, as well as formal competition
- Breaking skills down into short-burst games for practice
- Adults willing to join in / 'play' alongside children
- Using songs and rhymes to inform or structure physical activity
- Every session is playful!

Use it...

- Minimum requirement in timetable
- Opportunities for PE-based activities outside formal lesson time
- Physicality as key approach in other areas ('active learning')
- Using 'sporting behaviour' concepts as metacognitive support for other learning (e.g. resilience, teamwork, good grace)



BASIC SKILLS, SHAPE AND MOVEMENT

Agility

Run

Run at different speeds (e.g. walk, jog, run, sprint)

Jump

Jump with some travel/wobble on landing

Roll

'Pencil' roll; basic 'egg' roll (side to side / knee to knee)

Coordination

Throw

Throw underarm with e.g. foam ball

Bounce

Bounce using fingers not palm

Hit

Confidently hit e.g. foam ball with a tennis racket

Catch

Two-handed catch of e.g. bean bag thrown gently/ from a short distance

Balance

Walk along marked line

Stand on one leg for several seconds

EXPRESSION, TALK AND TACTICS

Expression

Move in time with music

Perform and copy simple movement patterns

Talk

Question

Ask and answer simple questions about what they have seen or heard

Compare

Make simple comparisons

Evaluate

Make simple comments

Tactics

Plan

Make comments about what they are going to do

Working with space: use simple words like long and short

Adapt

With support, discuss tactics during a performance

SWIMMING

1 year approach

Swim 25 metres competently

Use front crawl, backstroke and breaststroke

Demonstrate simple self-rescue strategies

6 year approach

Confidence

Cope with splashing onto face

Safety

Enter and exit the water safely

Identify hazards in water environments

Use the H.E.L.P. position and (with help) the huddle position

Distance

Move 5m forward, backwards and sideways (feet on or off the floor)

TEAMWORK AND SPORTING BEHAVIOUR

Teamwork

Collaborate

Start to play with others, rather than alongside them

Negativity

Recognise that resorting to violence is never right

Recognise when people are being unkind to them or others

Take advice

Follow advice (critique, feedback) from others

Sporting behaviour

Self-worth

List some positives about themselves

Resilience & Perseverance

With support, tackle a challenge until it is resolved

Competition & Enjoyment

Show signs of enjoyment (e.g. in winning)

Integrity & Sense of justice

With support, make choices based on an understanding of right and wrong (e.g. follow the rules of a game)

VOCABULARY

General

Use common words and phrases relating to PE

Locational

<i>More/less</i>	<i>Centre</i>	<i>Far</i>
<i>Larger</i>	<i>Guess</i>	<i>Further</i>
<i>Smaller</i>	<i>Position</i>	<i>Higher</i>
<i>Most</i>	<i>Direction</i>	<i>Longer</i>
<i>Least</i>	<i>Area</i>	<i>Quarter/half turn</i>
<i>Half</i>	<i>Point</i>	<i>Anti-clock-wise</i>
<i>Whole</i>	<i>Corner (noun)</i>	<i>Close to</i>
<i>Group</i>	<i>Object</i>	<i>Pitch</i>
<i>Forward</i>	<i>Floor (i.e. of a pool)</i>	<i>Court</i>
<i>Backward</i>	<i>Poolside</i>	<i>Track</i>
<i>Sideways</i>	<i>Short</i>	<i>Racetrack</i>
<i>Above</i>	<i>Long</i>	<i>Field</i>
<i>Below</i>	<i>Distance</i>	<i>Ring</i>
<i>Underneath</i>	<i>Near</i>	<i>Lane</i>

Time

<i>Seconds</i>	<i>Last</i>	<i>First/Second (etc)</i>
<i>Then</i>	<i>Next</i>	<i>Whistle</i>
<i>When</i>	<i>Before</i>	<i>Event</i>
<i>Now</i>	<i>After</i>	

Shape & Movement

<i>Travel</i>	<i>Throw</i>	<i>One-handed</i>
<i>Walk</i>	<i>Bounce</i>	<i>Two-handed</i>
<i>Jog</i>	<i>Hit</i>	<i>Star jumps</i>
<i>Run</i>	<i>Catch</i>	<i>Press-up</i>
<i>Skip</i>	<i>Kick</i>	<i>Sit-up</i>
<i>Sprint</i>	<i>Balance</i>	<i>Pull-up</i>
<i>Speed</i>	<i>Twist</i>	<i>Squat</i>
<i>Race</i>	<i>Spin</i>	<i>Warm-up</i>
<i>Jump</i>	<i>Forward roll</i>	<i>Cool down</i>
<i>Land</i>	<i>Backward roll</i>	<i>Stretch</i>
<i>Underarm</i>	<i>Rhythm</i>	
<i>Overarm</i>	<i>Handstand</i>	

VOCABULARY continued

Specifics		
<i>Athletics</i>	<i>Diving</i>	<i>Goal</i>
<i>Dance</i>	<i>Horse racing</i>	<i>Basket</i>
<i>Gymnastics</i>	<i>Sailing</i>	<i>Net</i>
<i>Football</i>	<i>Shooting</i>	<i>Water sports</i>
<i>Basketball</i>	<i>Sword-fighting</i>	<i>Adventure sports</i>
<i>Baseball</i>	<i>Rounders</i>	<i>Ball sports</i>
<i>Rounders</i>	<i>Cycle</i>	<i>Motor sports</i>
<i>Rugby</i>	<i>Bike</i>	<i>Mountain sports</i>
<i>Tennis</i>	<i>Motorbike</i>	<i>Olympics</i>
<i>Table tennis</i>	<i>Climing</i>	<i>Paralympics</i>
<i>Cricket</i>	<i>Chess</i>	<i>Medal</i>
<i>Snooker</i>	<i>Rafting</i>	<i>Record</i>
<i>Boxing</i>	<i>Player</i>	<i>Score</i>
<i>Wrestling</i>	<i>Swimmer</i>	<i>Racket</i>
<i>Weightlifting</i>	<i>Racer</i>	<i>Block</i>
<i>Trampoline</i>	<i>Ball</i>	<i>Point</i>
<i>Skiing</i>	<i>Bat</i>	<i>Run</i>
<i>Rowing</i>	<i>Hoop</i>	<i>Umpire</i>

More from dance		
<i>Piece</i>	<i>Quiet</i>	<i>Tune</i>
<i>Performance</i>	<i>Notes</i>	<i>Loud</i>
<i>Beat</i>	<i>Ballet</i>	<i>Soft</i>
More from football		
<i>Mark</i>	<i>Midfield</i>	<i>Throw in</i>
<i>Man-on</i>	<i>Centre spot</i>	<i>(In) touch</i>
<i>Linesman</i>	<i>Box</i>	<i>Pass</i>
<i>Referee</i>	<i>Goal/penalty area</i>	<i>Dribble</i>
<i>Attacker</i>	<i>Corner</i>	
<i>Defender</i>	<i>Pitch</i>	
Sporting behaviour & Tactics etc		
<i>Manners</i>	<i>Feeling</i>	<i>Traditional</i>
<i>Dream</i>	<i>Behaviour</i>	<i>Disabled</i>
<i>Idea</i>	<i>Setting</i>	<i>Impression</i>
<i>Imagination</i>	<i>Background</i>	<i>Sporting behaviour</i>
<i>Enjoy</i>	<i>Team</i>	<i>Challenge</i>
<i>Choice</i>	<i>Polite</i>	
<i>Rule</i>	<i>Group</i>	

BASIC SKILLS, SHAPE AND MOVEMENT



Agility
Run
Increased range of running movements (e.g. side-stepping and backwards but safely and with control)
Run with/around obstacles (e.g. cones)
Jump
Some control in landing (e.g. without travelling)
Jumping to and from non-dominant foot
Link jumps (e.g. skip) or jump with turn(s)
Roll
With help, and from a stationary start with head tucked under, perform a forward roll
Controlled knee-to-knee 'egg' roll; start turning (knee-shoulder-back-etc)
Coordination
Throw
Throw different objects (underarm)
Start to adjust for different objects thrown (e.g. through speed, height etc)
Bounce
Bounce a ball to different heights
Hit
Confidently hit e.g. tennis ball or shuttlecock with appropriate racket
Aim
Hit a c.4m wide target from about 10m with e.g. foam ball and tennis racket
Catch
Move to catch e.g. bean bag with both hands
Use both hands to catch harder-to-control object (e.g. tennis ball) thrown from short distance
One-handed catch e.g. bean bag thrown gently/from a short distance

Balance

Jog along marked line

Stand on one leg without difficulty

Bridge

Start from flat to form a bridge

Handstand

Lunge kick

SWIMMING



1 year approach

- Swim 25 metres competently
- Use front crawl, backstroke and breaststroke
- Demonstrate simple self-rescue strategies

6 year approach

Confidence

Jump in safely and exit without steps

Submerge face

Safety

Identify a range of hazards and explain some self-rescue solutions

Use floatation, basic treading of water, the H.E.L.P. position and huddling

Distance

Swim (move) 10m with feet off floor and without equipment

Movement

Move from flat (front and back) to standing (e.g. with support)

Push and glide (front or back), arms at side or above head

EXPRESSION, TALK AND TACTICS

TEAMWORK AND SPORTING BEHAVIOUR

Expression

Make deliberate choices about how to respond to a stimulus

Reproduce a simple sequence of movements

Reproduce some movement patterns from memory

Talk

Question

Show curiosity by voluntarily asking questions about what they have seen, heard or read

Compare

Make comparisons between more complex pieces

Evaluate

Express opinions (e.g. likes/dislikes for pieces as a whole)

Make comments about the 'feel' of a piece

Accept that other people may have different views

Tactics

Plan

Give a broad overview of plans or tactics, using some PE vocabulary

Working with space: use words like space and mark

Adapt

Start to volunteer comments about tactics during a performance

Teamwork

Collaborate

Cooperate with others

Negativity

Recognise bullying and start to recognise other harmful behaviours

Take advice

Willingly accept advice, but start to appreciate that some advice might not be so useful

Sporting behaviour

Self-worth

List positives about themselves, and explain how they are unique

Resilience & Perseverance

Demonstrate a willingness to tackle problems/challenges until they are resolved/achieved

Competition & Enjoyment

Express enjoyment in a variety of ways (e.g. appreciating others' desire to win, but perhaps simplistically, like "letting them win")

Integrity & Sense of justice

Recognise what is fair and unfair, or kind and unkind; make choices based on these

VOCABULARY

General		
Use a wide range of everyday PE terms		
Locational		
<i>Compare</i>	<i>Environment</i>	<i>Height</i>
<i>Order</i>	<i>Surroundings</i>	<i>Target</i>
<i>Rank</i>	<i>Beyond</i>	<i>Deep</i>
<i>Left/right</i> (from own perspective)	<i>Obstacle</i>	<i>Depth</i>
Time		
<i>Later</i>	<i>Since</i>	<i>Period</i>
<i>Earlier</i>	<i>Hold</i>	<i>Session</i>
Shape & Movement		
<i>Rhythm</i> (spelled)	<i>Backstroke</i>	<i>Lunge kick</i>
<i>Control</i>	<i>Stroke</i> (in swimming)	<i>Split</i>
<i>Strike</i>	<i>Breaststroke</i>	<i>Tuck</i>
<i>Route</i>	<i>Float</i> (verb and noun)	<i>Cartwheel</i>
<i>Sidestep</i>	<i>Submerge</i>	<i>Tumble</i>
<i>Stationary</i>	<i>Self-rescue</i>	<i>Arch</i>
<i>Symmetrical</i>	<i>Space</i>	
<i>Push and glide</i>	<i>Bridge</i>	
<i>Front crawl</i>	<i>Lunge</i>	
More from dance		
<i>Relationships</i>	<i>Melody</i>	<i>Chorus</i>
<i>Counts</i>	<i>Harmony</i>	<i>Street dance</i>
<i>Compose</i>	<i>Unison</i>	<i>Hip-hop</i>
<i>Solo</i>	<i>Scale</i>	<i>Tap</i>
<i>Call and response</i>	<i>Ensemble</i>	
More from football		
<i>Back pass</i>	<i>Spot kick</i>	<i>Goal kick</i>
<i>Possession</i>	<i>Penalty spot</i>	<i>Kick off</i>
<i>Cross</i>	<i>Foul</i>	<i>Header</i>
<i>Penalty kick</i>	<i>Red card</i>	<i>Hand ball</i>
<i>Free kick</i>	<i>Yellow card</i>	

Specifics		
<i>Coach</i>	<i>Deck</i>	<i>Pitcher</i>
<i>Trainer</i>	<i>Card</i> (and common children's card games, e.g. snap, happy families, top trumps, solitaire)	<i>Defeat</i>
<i>Tournament</i>		<i>Victory</i>
<i>Competition</i>		<i>Pocket</i>
<i>Archery</i>		<i>Long jump</i>
<i>Golf</i>	<i>Kart racing</i>	<i>High jump</i>
<i>Judo</i>	<i>Parkour</i>	<i>Replay</i>
<i>Snowboarding</i>	<i>Winter/Summer</i>	<i>Play/do/go</i> (used appropriately)
<i>Surfing</i>	<i>sports</i>	
<i>Karate</i>	<i>Extreme sports</i>	
<i>Skateboarding</i>	<i>Mind sports</i>	
<i>Cross-country</i>	<i>Stick</i>	
<i>Dominoes</i>	<i>Catcher</i>	
Sporting behaviour & Tactics etc		
<i>Persistence</i>	<i>Action</i>	<i>Respect</i>
<i>Creative</i>	<i>Environment</i>	<i>Bullying</i>
<i>Enjoyment</i>	<i>Surrounding</i>	<i>Feedback</i>
<i>Rights</i>	<i>Cooperate</i>	<i>Strategy</i>
<i>Responsibilities</i>	<i>Worry</i>	<i>Gender</i>
<i>Guideline</i>	<i>Disability</i>	<i>Focus</i>

BASIC SKILLS, SHAPE AND MOVEMENT

Agility

Run

Switch between movements (e.g. from side-step into backwards run)

Run at speed with/round obstacles

Jump

Steady landing e.g. without much wobble or swinging of arms

Jump between different heights

Link run with jump (e.g. hurdle, long jump)

Roll

Forward roll without help

Backward roll on incline mat

Egg' roll in complete turns; start using straight legs ('teddybear' roll)

Cartwheel

Cartwheel from stationary start (e.g. with legs not going much higher than their hips)

Coordination

Throw

Start to apply to a context

Underarm accuracy with small ball (e.g. catchable for partner at 5m)

Start using overarm throws

Bounce

Bounce a ball to more specified heights

Bounce-pass a ball

Hit

Confidently hit soft balls with e.g. hockey stick or cricket bat

Volley a tennis ball with tennis racket

Aim

Hit a c.2m wide target from about 10m with e.g. tennis ball/racket

Catch

Travel to catch e.g. tennis ball with both hands; catch range of objects with both hands (e.g. plastic, foam)

Move to catch e.g. bean bag with one hand

Use one hand to catch harder-to-control object (e.g. tennis ball) thrown from short distance

Balance

Confidently stand on one leg while moving the other

Bridge

Hold a bridge for several seconds

Handstand

Handstand with support

Lunge kick along a marked line

SWIMMING

EXPRESSION, TALK AND TACTICS

1 year approach

- Swim 25 metres proficiently
- Use and adapt strokes (e.g. face down for racing, head up or vertical in water polo)
- Explain/perform self-rescue strategies

6 year approach

Confidence

Jump in and submerge

Safety

Competence in most self-rescue skills

Ability to explain some beach flag meanings

Tread water (see below)

Distance

Swim 25m with some technique

Kick 10m with accurate front crawl, backstroke and breaststroke

Movement

Move from flat (back and front) to standing (without support)

Do a log roll (front to back and vice versa)

Hold a tuck float for 3 seconds

Tread water for at least 15 seconds

Push and glide 10m (front and back) with arms extended

Push and glide and swim 10 metres (any stroke)

Expression

Make and explain choices about how to respond to a stimulus

Reproduce sequences of movement with support (e.g. call and response)

Some dynamics

Talk

Question

Start to frame questions and answers in subject-valid ways (e.g. about difference)

Compare

Start to link performances to their context (cultural, historical, etc)

Evaluate

Start to identify themes, and how they might be represented by the 'feel' of the piece

Use terminology to describe their (dis)likes

Tactics

Plan

Verbally explain their plans, linking to techniques and some specific vocab

Working with space: start to estimate distance, start to understand area (e.g. creating space)

Adapt

Willingness to alter tactics and/or restart performances

TEAMWORK AND SPORTING BEHAVIOUR

Teamwork

Collaborate

Work as part of a team, showing an awareness of conflict and how it might be resolved

Negativity

Explain the meaning of harmful behaviours like bullying, or stereotypes and discrimination

Take advice

Start to seek advice and/or feedback and make choices about whether to follow it

Sporting behaviour

Self-worth

Describe positives about themselves and how these make them who they are; celebrate their achievements

Resilience & Perseverance

Tackle a problem/challenge until it is resolved/achieved

Competition & Enjoyment

Identify experiences (of collaborating, competing, winning) that they like and dislike

Integrity & Sense of justice

Explain the difference between fair/unfair, kind/unkind, right/wrong

VOCABULARY

General

Use some specialist vocabulary in PE discussions

Locational

Estimate *Deep* *Stadium*

Left/right *Down the line* *Arena*
(from another's perspective) *Cross court* *Green*

Cross *Parallel* *Wicket*

Square (as verb, i.e. a pass) *Region* *Crease*

Time

Several *Repetition* *Preparation*

Approximate *Recovery* *Process*

Shape & Movement

Rotate *Forehand* *Tuck float*

Extended *Stroke (i.e. hit)* *Log roll*

Submerge *Shot* *Tread water*

Backstep *Serve* *Pike*

Sequence *Receive* *Straddle*

Force *Rally* *Force*

Function *Footwork* *Muscle*

Hollow *Game* *Navigate*

Assist *Set*

Dynamics *Match*

Peak *Matchpoint*

Pace *Volley*

Backhand *Lob*

VOCABULARY

Specifics

<i>Synchronised swimming</i>	<i>Canoeing</i>	<i>Aquatic sports</i>
<i>Water polo</i>	<i>Scuba diving</i>	<i>Paddle</i>
<i>Pool</i>	<i>Formula 1</i>	<i>Cue</i>
<i>Volleyball</i>	<i>Grand Prix</i>	<i>Club</i>
<i>Darts</i>	<i>Parachuting</i>	<i>Racquet</i>
<i>Marathon</i>	<i>American football</i>	<i>Draw</i>
<i>Hockey</i>	<i>Hiking</i>	<i>Tie</i>
<i>Ice hockey</i>	<i>Draughts</i>	<i>Fixture</i>
<i>Long jump</i>	<i>Checkers</i>	<i>Puck</i>
<i>Invasion games</i>	<i>Baton</i>	<i>Rank</i>
<i>Kayaking</i>	<i>Triathlon</i>	<i>Leisure</i>

More from dance

<i>Phrase</i>	<i>Theme</i>	<i>Soloist</i>
<i>Stimulus</i>	<i>Cadence</i>	<i>Unison</i>
<i>Space</i>	<i>Coda</i>	<i>Canon</i>
<i>Time</i>	<i>Motif</i>	<i>Technique</i>
<i>Weight</i>	<i>Movement</i>	<i>Ballroom</i>
<i>Flow</i>	<i>Improvise</i>	

More from football

<i>Chip shot</i>	<i>Clean sheet</i>	<i>Position</i>
<i>Bend</i>	<i>Off-side</i>	<i>Striker</i>
<i>Hat-trick</i>	<i>Obstruction</i>	<i>Winger</i>
<i>Brace</i>	<i>6 yard box</i>	<i>Goal-keeper</i>
<i>Treble/double</i>	<i>18 yard box</i>	<i>Goalie</i>

Sporting behaviour & Tactics etc

<i>Achieve</i>	<i>Principles</i>	<i>Conflict</i>
<i>Confidence</i>	<i>Positive</i>	<i>Antisocial</i>
<i>Appreciate</i>	<i>Negative</i>	<i>Sensitive</i>
<i>Consequence</i>	<i>Criticise</i>	<i>Concern</i>
<i>Collaborate</i>	<i>Discrimination</i>	<i>Principle</i>
<i>Creativity</i>	<i>Climate</i>	<i>Compete</i>
<i>Self-confidence</i>	<i>Contribute</i>	
<i>Reflect</i>	<i>Adjust</i>	
<i>Ambition</i>	<i>Resolve</i>	

BASIC SKILLS, SHAPE AND MOVEMENT

Agility

Run

Increasing control and timing, e.g. with obstacles (hurdles) or with others (relay)

Jump

Steady landing without wobbling

Start to make more complex links between running and jumps (e.g. triple jump)

Roll

Start from standing to forward roll in one smooth movement, and with some control over finish

With assistance, backward roll on flat

Controlled 'teddybear' roll in full circles

Cartwheel

Cartwheel from a walking start and with legs going nearly vertical

Coordination

Throw

Overarm with some precision (e.g. catchable for partner at 5m)

Throw while moving with some accuracy (e.g. catchable for a skilled partner)

Bounce

Bounce between hands

Hit

Confidently hit hard balls with e.g. hockey stick or cricket bat

Use a range of striking actions (e.g. serve, backhand, forehand)

Aim

Hit a 1m wide target from about 10m with e.g. hockey stick and soft ball

Catch

Run or jump to catch bean bag or tennis ball with both hands; catch bouncy and harder balls with both hands when they are thrown with more force

Move to catch e.g. tennis ball with both hands

Use one hand to catch range of objects (e.g. plastic, foam)

Balance

Hop along a marked line

Cycle (e.g. 10m)

Bridge

Bridge walk

Handstand

Handstand without assistance

Handstand from moving start (with support)

SWIMMING

1 year approach

- Swim 25 metres proficiently
- Use and adapt strokes (e.g. face down for racing, head up or vertical in water polo)
- Explain/perform self-rescue strategies

6 year approach

Confidence

Fully submerge to pick up an object

Safety

Explain beach flag meanings

Explain the 'float to live' approach

Distance

Swim 25m with accurate front crawl, backstroke and breaststroke

Swim 10m with accurate butterfly (front and back)

Movement

Perform a tuck-roll to rotate from flat to flat (front to back and vice versa) and then to standing

Travel and log roll in a continuous movement (front to back and vice-versa)

Hold an extended tuck float

Sink then push and glide; push and glide towards the pool floor

Push and glide and travel at least 15m with accurate stroke (back and front)

Push and glide with arms extended, then log roll between front/back

EXPRESSION, TALK AND TACTICS

Expression

Improvise around a theme and/or for an audience

Reproduce longer and more complex sequences (e.g. with dynamic range)

Talk

Question

Ask and answer valid questions (e.g. about cause and effect, reliability, change)

Compare

Link performances, themes and conventions to their context

Evaluate

Identify themes within and between pieces; start to describe structure

Precise description of what they (dis)like, able to verbalise the opinions of others

Start to distinguish between subjective and objective (e.g. a lucky shot vs an intended shot)

Tactics

Plan

Explain their plans in some detail, perhaps using sketches/diagrams

Working with space: make reasonable estimations of distance; start to estimate angle

Adapt

Desire to alter tactics and/or restart performances

TEAMWORK AND SPORTING BEHAVIOUR

Teamwork

Collaborate

Use their knowledge of others' personal qualities and social skills to work successfully in a team

Negativity

Realise the consequences of anti-social, aggressive and harmful behaviours and start to help each other

Take advice

Make informed choices about seeking and following advice and/or feedback

Sporting behaviour

Self-worth

Celebrate their achievements; start to reflect about areas for improvement and personal goals

Resilience & Perseverance

Demonstrate persistence in tackling a challenge (e.g. by overcoming setbacks)

Competition & Enjoyment

Describe experiences (of collaborating, competing, winning) that they (dis)like and start to describe the same for others; listen to the opinions / feelings of others

Integrity & Sense of justice

Start to reason (e.g. by putting rules, beliefs or ideas into a religious, cultural or ethical context)

VOCABULARY

General

Use specialist PE vocabulary, often appropriately

Locational

Increase *Origin* *Zone*

Decrease *Base* (i.e. of an object) *Incline*

Time

Continuous *Former* *Phase*

Continuity *Latter* *Abrupt*

Occasion

Shape & Movement

Receive *Demonstrate* *Accelerate*

Tuck roll *Medium* *Endurance*

Bridge walk *Non-dominant* *Intensity*

Spin (on a ball) *Light "spot"* *Agility*

Specifics

Badminton *Abseil* *Javelin*

Squash *Gliding* *Hurdle*

Pool (the game) *Paragliding* *Blade*

Fencing *Parasailing* *Drive*

Snorkelling *Kitesurfing* *Smash*

Body-building *Skydiving* *Chop*

Kick-boxing *Windsurfing* *Drop*

Taekwondo *Bodyboarding* *Flick*

Kung fu *Dodgeball* *Ace/kill*

Sumo *Pole vault* *Let*

*Race-walking/
speed-walking* *Triple Jump*

Orienteering

VOCABULARY

More from dance

<i>Reproduce</i>	<i>Choreography</i>	<i>Bhangra</i>
<i>Structure</i>	<i>Crescendo</i>	<i>Contemporary</i>
<i>Convention</i>	<i>Tempo</i>	
<i>Improvisation</i>	<i>Latin</i>	

More from football

<i>Dive</i>	<i>Feint</i>	<i>Sliding tackle</i>
<i>Dummy run</i>	<i>Near/far post</i>	<i>Campaign</i>

Sporting behaviour & Tactics etc

<i>Aspiration</i>	<i>Tolerate</i>	<i>Personal quality</i>
<i>Intense</i>	<i>Tolerance</i>	<i>Critique</i>
<i>Mindfulness</i>	<i>Sympathy</i>	<i>Evaluate</i>
<i>Resilience</i>	<i>Empathy</i>	<i>Integrity</i>
<i>Perseverance</i>	<i>Sensitivity</i>	<i>Self-worth</i>
<i>Ethic</i>	<i>Modify</i>	<i>Constructive</i>
<i>Code</i>	<i>Recognise</i>	
<i>Consider</i>	<i>Typical</i>	
<i>Verbalise</i>	<i>Characteristic</i>	

BASIC SKILLS, SHAPE AND MOVEMENT

Agility

Run

Make and explain choices about style/ technique for running

Jump

Complex links between running and jumps (e.g. triple jump)

Roll

Forward roll from walking, in one smooth movement & with controlled finish

Backward roll on flat

Cartwheel

Cartwheel from moving start, in one smooth movement and with controlled finish

Cartwheel along a marked line (from stationary start)

Coordination

Throw

Catchable for partner at 10m

Confident in range of throwing techniques (e.g. overarm throw, bowling, two-handed throw-in, chest pass)

Hit

Confidently hit e.g. table tennis ball with paddle, or golf ball with club

Confidently hit e.g. airborne hockey ball with hockey stick

Aim

Hit a 1m wide target from about 25m (tennis court length) with e.g. hockey ball/stick, where the ball is stationary or under control at the start

Catch

Run or jump to catch bean bag or tennis ball with both hands

Run or jump to catch e.g. bean bag with one hand

Start to catch (with one hand) bouncy and harder balls thrown with more force

Balance

Jog backwards along marked line

Cycle without difficulty

Bridge

With help perform a standing bridge

Handstand

Move into a handstand and hold for a few seconds without assistance

SWIMMING

1 year approach

- Swim 25 metres proficiently
- Use and adapt strokes (e.g. face down for racing, head up or vertical in water polo)
- Explain/perform self-rescue strategies

6 year approach

Confidence

Dive into deep end and swim forwards in a continuous movement

Safety

Demonstrate the 'float to live' approach (see stationary scull, Y6 below)

Distance

Swim 25m (any stroke) with increasing speed and sophistication (e.g. some rhythmic breathing)

Movement

Travel 5m on front, tuck and rotate to back, then return to front

Perform a sequence of changing shapes (minimum of three) whilst floating on the surface

Perform a head-first sculling action (flat on back) for 5m

Tread water for more than 30 seconds

Push and glide and swim more than 25m with a sophisticated stroke

EXPRESSION, TALK AND TACTICS

Expression

Choreograph and prepare to perform for a given audience

Reproduce sequences of movement and start to improvise on them

Show sensitivity to fellow dancers

Talk

Question

Ask and answer valid questions (e.g. about relevance and perspective)

Compare

Start to suggest reasons for linking performance, convention & culture

Evaluate

Make inferences from performed pieces

Start to respond sensitively to other people's artistic/aesthetic tastes

Start to challenge other peoples' inappropriately subjective opinions (e.g. "he's useless")

Tactics

Plan

Plan in detail using sketches/diagrams, techniques and accurate vocabulary

Working with space: estimate distance and angle; start to estimate area

Adapt

Make reasonable suggestions to their peers about tactical changes

TEAMWORK AND SPORTING BEHAVIOUR

Teamwork

Collaborate

Relate to other people's personal qualities/skills and start to work towards consensus (e.g. by respecting others' points of view, giving feedback and support, explaining decisions)

Negativity

Recognise and challenge stereotypes, bullying and discrimination, and where appropriate other people's points of view

Take advice

Start discerning validity of feedback (e.g. explain about skill-levels and authority of advice-givers)

Sporting behaviour

Self-worth

Celebrate and reflect on their achievements, strengths and areas for improvement; set themselves goals

Resilience & Perseverance

Persist in tackling challenges, and start to help others do so in sensitive ways

Competition & Enjoyment

Start to alter their behaviour to accommodate others' (dis)likes e.g. sensitivity in victory, or compromising on choices

Integrity & Sense of justice

Explain how moral codes may differ from person to person

VOCABULARY

General

Use specialist PE vocabulary appropriately

Locational

Average

Distribution

Range

Velodrome

Time

Enduring

Dominate

Context

Shape & Movement

Scull

Outcome

Velocity

Maximum

Friction

Rigorous

Minimum

Resistance

Specifics

Slalom

Discus

Spin (back-spin, sidespin, topspin, flat/dead, curve ball/ loop, push)

Bowls

Hammer

Starting blocks

Seed

Shot put

Rating

VOCABULARY

More from dance

<i>Light/strong</i> (for weight)	<i>Sustained/quick</i> (for time)	<i>Genre</i>
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<i>Direct/indirect</i> (for space)	<i>Bound/free</i> (for flow)	
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More from football

<i>Bicycle kick</i>	<i>One-touch</i>	<i>Hoof</i>
<i>One-two/give-and-go</i>	<i>Flick-on</i>	<i>Nutmeg</i>
	<i>Hit the woodwork</i>	<i>Back heel</i>

Sporting behaviour & Tactics etc

<i>Perspective</i>	<i>Aesthetic</i>	<i>Effective</i>
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<i>Inform</i>	<i>Compassion</i>	<i>Crucial</i>
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<i>Considerate</i>	<i>Compensate</i>	<i>Pivotal</i>
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BASIC SKILLS, SHAPE AND MOVEMENT

Agility

Roll

Move into forward roll at speed, with controlled finish

Forward roll without using hands

Backward roll on flat, with controlled finish

Cartwheel

Move into cartwheel at speed

Cartwheel along a marked line (from stationery start)

Coordination

Throw

Throw while running with some accuracy (e.g. catchable for skilled partner)

Hit

Confidently hit rounders ball with appropriate bat

Aim

Successfully target e.g. a table tennis paddle at the opposite end of the table

Hit a ball that's already moving and target something 1m wide from about 25m

Catch

Run and jump to catch small balls with both hands (of any material, e.g. foam ball, cricket ball)

Run and jump to catch e.g. bean bag and harder balls with one hand

Balance

Cycle with one hand (briefly, e.g. to signal)

Bridge

Perform a standing bridge without help

Handstand

Exit a handstand into a forward roll

SWIMMING

1 year approach

- Swim 25 metres proficiently
- Use and adapt strokes (e.g. face down for racing, head up or vertical in water polo)
- Explain/perform self-rescue strategies

6 year approach

Confidence

Perform a surface dive

Distance

Swim more than 25m with an effective turn and rhythmic breathing

Movement

Perform three different shaped jumps into deep water

Perform a 3 second handstand and a forward somersault

Perform a 45 second sculling sequence, with a partner, incl rotation

Perform a feet-first sculling action for 5m in a flat position on back

Perform a flat stationary scull on the back

EXPRESSION, TALK AND TACTICS

Expression

Move with increasing accuracy, confidence and creativity

Talk

Question

Regularly ask and answer perceptive questions in valid ways

Compare

Analyse their and others' responses, extrapolating and justifying with evidence

Evaluate

Make inferences from performed pieces and justify their views

Explain how their own behaviour might affect the enjoyment of others

Sensitively/politely challenge subjective opinions in more complex areas (e.g. "that formation was stupid")

Tactics

Plan

Plan in detail, linking to evaluations of previous experiences, and explaining their choices

Working with space: make reasonable estimations of distance, angle and area

Adapt

Constructively critique their peers' tactics and performances, helping them adjust if possible

TEAMWORK AND SPORTING BEHAVIOUR

Teamwork

Collaborate

Relate to others and work towards consensus (e.g. by negotiation, compromise, by giving rich and constructive feedback and support, and by adapting behaviour and speech where appropriate)

Negativity

Show a confidence and sensitivity in constructively challenging other people's harmful behaviours and points of view, where appropriate and/or safe

Take advice

Distinguish where it is or is not appropriate to seek advice/feedback

Sporting behaviour

Self-worth

Celebrate/reflect on their achievements, strengths, areas for improvement, aspirations and goals (short and long term)

Resilience & Perseverance

Demonstrate persistence and help others do so in a sensitive way

Competition & Enjoyment

Explain how their own enjoyment might affect that of others

Integrity & Sense of justice

Make reasoned judgments on moral dilemmas in and out of context, and reassess their own values in the light of this

VOCABULARY

General

Start to apply PE vocabulary in sophisticated ways (e.g. 'dynamics' in a non-dance context)

Locational

Diameter *perimeter*

Circumference *Intersecting*

Time

Simultaneous *Cumulative*

Shape & Movement

Anticipate *Anaerobic*

Specifics

Steeplechase *Curling*

Biathlon *Lacrosse*

Pentathlon *Hurling*

Heptathlon *Other footballs*

Decathlon (e.g. Gaelic, Ozzy rules, Canadian)

Equestrian

Dressage *Go*

Billiards *Mahjong and some*

Polo *common card games* (e.g. poker, pontoon, blackjack, rummy, bridge, canasta etc)

Figure skating

Luge/skeleton/ bobsleigh

VOCABULARY

More from dance

Syncopation	Upbeat	Swing
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Anticipation	Off-beat	
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Downbeat	Cross-rhythm	
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More from football

Ball to hand	Sitter	Toe poke
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Play on	Howler	Minnows
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Run it off (of injury)	Switch Play	Scalp
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Sporting behaviour & Tactics etc

Prejudice	Values	Characterise
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Bias	Controversy	Concept
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Facilitate	Analyse	
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Dilemma	Epitomise	
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Progression in Physical Education

BASIC SKILLS, SHAPE AND MOVEMENT

Year 1	Year 2	Year 3
Agility	Agility	Agility
Run	Run	Run
Run at different speeds (e.g. walk, jog, run, sprint)	Increased range of running movements (e.g. side-stepping and backwards but safely and with control) Run with/around obstacles (e.g. cones)	Switch between movements (e.g. from side-step into backwards run) Run at speed with/round obstacles
Jump	Jump	Jump
Jump with some travel/wobble on landing	Some control in landing (e.g. without travelling) Jumping to and from non-dominant foot Link jumps (e.g. skip) or jump with turn(s)	Steady landing e.g. without much wobble or swinging of arms Jump between different heights Link run with jump (e.g. hurdle, long jump)
Roll	Roll	Roll
'Pencil' roll; basic 'egg' roll (side to side / knee to knee)	With help, and from a stationary start with head tucked under, perform a forward roll Controlled knee-to-knee 'egg' roll; start turning (knee-shoulder-back-etc)	Forward roll without help Backward roll on incline mat Egg' roll in complete turns; start using straight legs ('teddybear' roll)
		Cartwheel
		Cartwheel from stationary start (e.g. with legs not going much higher than than hips)

Progression in Physical Education

BASIC SKILLS, SHAPE AND MOVEMENT

Year 4	Year 5	Year 6
Agility	Agility	Agility
Run	Run	
Increasing control and timing, e.g. with obstacles (hurdles) or with others (relay)	Make and explain choices about style/ technique for running	
Jump	Jump	
Steady landing without wobbling Start to make more complex links between running and jumps (e.g. triple jump)	Complex links between running and jumps (e.g. triple jump)	
Roll	Roll	Roll
Start from standing to forward roll in one smooth movement, and with some control over finish With assistance, backward roll on flat Controlled 'teddybear' roll in full circles	Forward roll from walking, in one smooth movement & with controlled finish Backward roll on flat	Move into forward roll at speed, with controlled finish Forward roll without using hands Backward roll on flat, with controlled finish
Cartwheel	Cartwheel	Cartwheel
Cartwheel from a walking start and with legs going nearly vertical	Cartwheel from moving start, in one smooth movement and with controlled finish Cartwheel along a marked line (from stationery start)	Move into cartwheel at speed Cartwheel along a marked line (from stationery start)

Progression in Physical Education

BASIC SKILLS, SHAPE AND MOVEMENT CONTINUED

Year 1	Year 2	Year 3
Coordination	Coordination	Coordination
Throw	Throw	Throw
Throw underarm with e.g. foam ball	Throw different objects (underarm) Start to adjust for different objects thrown (e.g. through speed, height etc)	Start to apply to a context Underarm accuracy with small ball (e.g. catchable for partner at 5m) Start using overarm throws
Bounce	Bounce	Bounce
Bounce using fingers not palm	Bounce a ball to different heights	Bounce a ball to more specified heights Bounce-pass a ball
Hit	Hit	Hit
Confidently hit e.g. foam ball with a tennis racket	Confidently hit e.g. tennis ball or shuttlecock with appropriate racket	Confidently hit soft balls with e.g. hockey stick or cricket bat Volley a tennis ball with tennis racket
	Aim	Aim
	Hit a c.4m wide target from about 10m with e.g. foam ball and tennis racket	Hit a c.2m wide target from about 10m with e.g. tennis ball/racket
Catch	Catch	Catch
Two-handed catch e.g. bean bag thrown gently/from a short distance	Move to catch e.g. bean bag with both hands Use both hands to catch harder-to-control object (e.g. tennis ball) thrown from short distance One-handed catch e.g. bean bag thrown gently/from a short distance	Run and jump to catch small balls with both hands (of any material, e.g. foam ball, cricket ball) Move to catch e.g. bean bag with one hand Use one hand to catch harder-to-control object (e.g. tennis ball) thrown from short distance
Balance	Balance	Balance
Walk along marked line Stand on one leg for several seconds	Jog along marked line Stand on one leg without difficulty	Confidently stand on one leg while moving the other
	Bridge	Bridge
	Start from flat to form a bridge	Hold a bridge for several seconds
	Handstand	Handstand
	Lunge kick	Handstand with support Lunge kick along a marked line

Progression in Physical Education

BASIC SKILLS, SHAPE AND MOVEMENT CONTINUED

Year 4	Year 5	Year 6
Coordination	Coordination	Coordination
Throw	Throw	Throw
Overarm with some precision (e.g. catchable for partner at 5m) Throw while moving with some accuracy (e.g. catchable for a skilled partner)	Catchable for partner at 10m Confident in range of throwing techniques (e.g. overarm throw, bowling, two-handed throw-in, chest pass)	Throw while running with some accuracy (e.g. catchable for skilled partner)
Bounce		
Bounce between hands		
Hit	Hit	Hit
Confidently hit hard balls with e.g. hockey stick or cricket bat Use a range of striking actions (e.g. serve, backhand, forehand)	Confidently hit e.g. table tennis ball with paddle, or golf ball with club Confidently hit e.g. airborne hockey ball with hockey stick	Confidently hit rounders ball with appropriate bat
Aim	Aim	Aim
Hit a 1m wide target from about 10m with e.g. hockey stick and soft ball	Hit a 1m wide target from about 25m (tennis court length) with e.g. hockey ball/stick, where the ball is stationary or under control at the start	Successfully target e.g. a table tennis paddle at the opposite end of the table Hit a ball that's already moving and target something 1m wide from about 25m
Catch	Catch	Catch
Run or jump to catch bean bag or tennis ball with both hands; catch bouncy and harder balls with both hands when they are thrown with more force Move to catch e.g. tennis ball with both hands Use one hand to catch range of objects (e.g. plastic, foam)	Run or jump to catch bean bag or tennis ball with both hands Run or jump to catch e.g. bean bag with one hand Start to catch (with one hand) bouncy and harder balls thrown with more force	Run and jump to catch small balls (of any material) with both hands (e.g. foam ball, cricket ball) Run and jump to catch e.g. bean bag and harder balls with one hand
Balance	Balance	Balance
Hop along a marked line Cycle (e.g. 10m)	Jog backwards along marked line Cycle without difficulty	Cycle with one hand (briefly, e.g. to signal)
Bridge	Bridge	Bridge
Bridge walk	With help perform a standing bridge	Perform a standing bridge without help
Handstand	Handstand	Handstand
Handstand without assistance Handstand from moving start (with support)	Move into a handstand and hold for a few seconds without assistance	Exit a handstand into a forward roll

Progression in physical education

SWIMMING

Year 1	Year 2	Year 3
1 year approach	1 year approach	1 year approach
<ul style="list-style-type: none"> Swim 25 metres competently Use front crawl, backstroke and breaststroke Demonstrate simple self-rescue strategies 	<ul style="list-style-type: none"> Swim 25 metres competently Use front crawl, backstroke and breaststroke Demonstrate simple self-rescue strategies 	<ul style="list-style-type: none"> Swim 25 metres proficiently Use and adapt strokes (e.g. face down for racing, head up or vertical in water polo) Explain/perform self-rescue strategies
6 year approach	6 year approach	6 year approach
Confidence	Confidence	Confidence
Cope with splashing onto face	Jump in safely and exit without steps Submerge face	Jump in and submerge
Safety	Safety	Safety
Enter and exit the water safely Identify hazards in water environments Use the H.E.L.P. position and (with help) the huddle position	Identify a range of hazards and explain some self-rescue solutions Use floatation, basic treading of water, the H.E.L.P. position and huddling	Competence in most self-rescue skills Ability to explain some beach flag meanings Tread water (see below)
Distance	Distance	Distance
Move 5m forward, backwards and sideways (feet on or off the floor)	Swim (move) 10m with feet off floor and without equipment	Swim 25m with some technique Kick 10m with accurate front crawl, backstroke and breaststroke
	Movement	Movement
	Move from flat (front and back) to standing (e.g. with support) Push and glide (front or back), arms at side or above head	Move from flat (back and front) to standing (without support) Do a log roll (front to back and vice versa) Hold a tuck float for 3 seconds Tread water for at least 15 seconds Push and glide 10m (front and back) with arms extended Push and glide and swim 10 metres (any stroke)

Progression in physical education

SWIMMING

Year 4	Year 5	Year 6
1 year approach	1 year approach	1 year approach
<ul style="list-style-type: none"> Swim 25 metres proficiently Use and adapt strokes (e.g. face down for racing, head up or vertical in water polo) Explain/perform self-rescue strategies 	<ul style="list-style-type: none"> Swim 25 metres proficiently Use and adapt strokes (e.g. face down for racing, head up or vertical in water polo) Explain/perform self-rescue strategies 	<ul style="list-style-type: none"> Swim 25 metres proficiently Use and adapt strokes (e.g. face down for racing, head up or vertical in water polo) Explain/perform self-rescue strategies
6 year approach	6 year approach	6 year approach
Confidence	Confidence	Confidence
Fully submerge to pick up an object	Dive into deep end and swim forwards in a continuous movement	Perform a surface dive
Safety	Safety	
Explain beach flag meanings Explain the 'float to live' approach	Demonstrate the 'float to live' approach (see stationary scull, Y6 below)	
Distance	Distance	Distance
Swim 25m with accurate front crawl, backstroke and breast-stroke Swim 10m with accurate butterfly (front and back)	Swim 25m (any stroke) with increasing speed and sophistication (e.g. some rhythmic breathing)	Swim more than 25m with an effective turn and rhythmic breathing
Movement	Movement	Movement
Perform a tuck-roll to rotate from flat to flat (front to back and vice versa) and then to standing Travel and log roll in a continuous movement (front to back and vice-versa) Hold an extended tuck float Sink then push and glide; push and glide towards the pool floor Push and glide and travel at least 15m with accurate stroke (back and front) Push and glide with arms extended, then log roll between front/back	Travel 5m on front, tuck and rotate to back, then return to front Perform a sequence of changing shapes (minimum of three) whilst floating on the surface Perform a head-first sculling action (flat on back) for 5m Tread water for more than 30 seconds Push and glide and swim more than 25m with a sophisticated stroke	Perform three different shaped jumps into deep water Perform a 3 second handstand and a forward somersault Perform a 45 second sculling sequence, with a partner, incl rotation Perform a feet-first sculling action for 5m in a flat position on back Perform a flat stationary scull on the back

Progression in Physical Education

EXPRESSION, TALK AND TACTICS

Year 1	Year 2	Year 3
Expression	Expression	Expression
Move in time with music Perform and copy simple movement patterns	Make deliberate choices about how to respond to a stimulus Reproduce a simple sequence of movements Reproduce some movement patterns from memory	Make and explain choices about how to respond to a stimulus Reproduce sequences of movement with support (e.g. call and response) Some dynamics
Talk	Talk	Talk
Question	Question	Question
Ask and answer simple questions about what they have seen or heard	Show curiosity by voluntarily asking questions about what they have seen, heard or read	Start to frame questions and answers in subject-valid ways (e.g. about difference)
Compare	Compare	Compare
Make simple comparisons	Make comparisons between more complex pieces	Start to link performances to their context (cultural, historical, etc)
Evaluate	Evaluate	Evaluate
Make simple comments	Express opinions (e.g. likes/dislikes for pieces as a whole) Make comments about the 'feel' of a piece Accept that other people may have different views	Start to identify themes, and how they might be represented by the 'feel' of the piece Use terminology to describe their (dis)likes
Tactics	Tactics	Tactics
Plan	Plan	Plan
Make comments about what they are going to do Working with space: use simple words like long and short	Give a broad overview of plans or tactics, using some PE vocabulary Working with space: use ideas like space and mark	Verbally explain their plans, linking to techniques and some specific vocab Working with space: start to estimate distance, start to understand area (e.g. creating space)
Adapt	Adapt	Adapt
With support, discuss tactics during a performance	Start to volunteer comments about tactics during a performance	Willingness to alter tactics and/or restart performances

Progression in Physical Education

EXPRESSION, TALK AND TACTICS

Year 4	Year 5	Year 6
Expression	Expression	Expression
Improvise around a theme and/or for an audience	Choreograph and prepare to perform for a given audience	Move with increasing accuracy, confidence and creativity
Reproduce longer and more complex sequences (e.g. with dynamic range)	Reproduce sequences of movement and start to improvise on them	
	Show sensitivity to fellow dancers	
Talk	Talk	Talk
Question	Question	Question
Ask and answer valid questions (e.g. about cause and effect, reliability, change)	Ask and answer valid questions (e.g. about relevance and perspective)	Regularly ask and answer perceptive questions in valid ways
Compare	Compare	Compare
Link performances, themes and conventions to their context	Start to suggest reasons for linking performance, convention & culture	Analyse their and others' responses, extrapolating and justifying with evidence
Evaluate	Evaluate	Evaluate
Identify themes within and between pieces; start to describe structure	Make inferences from performed pieces	Make inferences from performed pieces and justify their views
Precise description of what they (dis)like, able to verbalise the opinions of others	Start to respond sensitively to other people's artistic/aesthetic tastes	Explain how their own behaviour might affect the enjoyment of others
Start to distinguish between subjective and objective (e.g. a lucky shot vs an intended shot)	Start to challenge other peoples' inappropriately subjective opinions (e.g. "he's useless")	Sensitively/politely challenge subjective opinions in more complex areas (e.g. "that formation was stupid")
Tactics	Tactics	Tactics
Plan	Plan	Plan
Explain their plans in some detail, perhaps using sketches/diagrams	Plan in detail using sketches/diagrams, techniques and accurate vocabulary	Plan in detail, linking to evaluations of previous experiences, and explaining their choices
Working with space: make reasonable estimations of distance; start to estimate angle	Working with space: estimate distance and angle; start to estimate area	Working with space: make reasonable estimations of distance, angle and area
Adapt	Adapt	Adapt
Desire to alter tactics and/or restart performances	Make reasonable suggestions to their peers about tactical changes	Constructively critique their peers' tactics and performances, helping them adjust if possible

Progression in Physical Education

TEAMWORK AND SPORTING BEHAVIOUR

Year 1	Year 2	Year 3
Teamwork	Teamwork	Teamwork
Collaborate	Collaborate	Collaborate
Start to play with others, rather than alongside them	Cooperate with others	Work as part of a team, showing an awareness of conflict and how it might be resolved
Negativity	Negativity	Negativity
Recognise that resorting to violence is never right Recognise when people are being unkind to them or others	Recognise bullying and start to recognise other harmful behaviours	Explain the meaning of harmful behaviours like bullying, or stereotypes and discrimination
Take advice	Take advice	Take advice
Follow advice (critique, feedback) from others	Willingly accept advice, but start to appreciate that some advice might not be so useful	Start to seek advice and/or feedback and make choices about whether to follow it
Sporting behaviour	Sporting behaviour	Sporting behaviour
Self-worth	Self-worth	Self-worth
List some positives about themselves	List positives about themselves, and explain how they are unique	Describe positives about themselves and how these make them who they are; celebrate their achievements
Resilience & Perseverance	Resilience & Perseverance	Resilience & Perseverance
With support, tackle a challenge until it is resolved	Demonstrate a willingness to tackle problems/challenges until they are resolved/achieved	Tackle a problem/challenge until it is resolved/achieved
Competition & Enjoyment	Competition & Enjoyment	Competition & Enjoyment
Show signs of enjoyment (e.g. in winning)	Express enjoyment in a variety of ways (e.g. appreciating others' desire to win, but perhaps simplistically, like "letting them win")	Identify experiences (of collaborating, competing, winning) that they like and dislike
Integrity & Sense of justice	Integrity & Sense of justice	Integrity & Sense of justice
With support, make choices based on an understanding of right and wrong (e.g. follow the rules of a game)	Recognise what is fair and unfair, or kind and unkind; make choices based on these	Explain the difference between fair/unfair, kind/unkind, right/wrong

Progression in Physical Education

TEAMWORK AND SPORTING BEHAVIOUR

Year 4	Year 5	Year 6
Teamwork	Teamwork	Teamwork
Collaborate	Collaborate	Collaborate
Use their knowledge of others' personal qualities and social skills to work successfully in a team	Relate to other people's personal qualities/skills and start to work towards consensus (e.g. by respecting others' points of view, giving feedback and support, explaining decisions)	Relate to others and work towards consensus (e.g. by negotiation, compromise, by giving rich and constructive feedback and support, and by adapting behaviour and speech where appropriate)
Negativity	Negativity	Negativity
Realise the consequences of anti-social, aggressive and harmful behaviours and start to help each other	Recognise and challenge stereotypes, bullying and discrimination, and where appropriate other people's points of view	Show a confidence and sensitivity in constructively challenging other people's harmful behaviours and points of view, where appropriate and/or safe
Take advice	Take advice	Take advice
Make informed choices about seeking and following advice and/or feedback	Start discerning validity of feedback (e.g. explain about skill-levels and authority of advice-givers)	Distinguish where it is or is not appropriate to seek advice/feedback
Sporting behaviour	Sporting behaviour	Sporting behaviour
Self-worth	Self-worth	Self-worth
Celebrate their achievements; start to reflect about areas for improvement and personal goals	Celebrate and reflect on their achievements, strengths and areas for improvement; set themselves goals	Celebrate/reflect on their achievements, strengths, areas for improvement, aspirations and goals (short and long term)
Resilience & Perseverance	Resilience & Perseverance	Resilience & Perseverance
Demonstrate persistence in tackling a challenge (e.g. by overcoming set-backs)	Persist in tackling challenges, and start to help others do so in sensitive ways	Demonstrate persistence and help others do so in a sensitive way
Competition & Enjoyment	Competition & Enjoyment	Competition & Enjoyment
Describe experiences (of collaborating, competing, winning) that they (dis)like and start to describe the same for others; listen to the opinions / feelings of others	Start to alter their behaviour to accommodate others' (dis)likes e.g. sensitivity in victory, or compromising on choices	Explain how their own enjoyment might affect that of others
Integrity & Sense of justice	Integrity & Sense of justice	Integrity & Sense of justice
Start to reason (e.g. by putting rules, beliefs or ideas into a religious, cultural or ethical context)	Explain how moral codes may differ from person to person	Make reasoned judgments on moral dilemmas in and out of context, and reassess their own values in the light of this

Progression in Physical Education

VOCABULARY

Year 1	Year 2	Year 3
General	General	General
Use common words and phrases relating to PE	Use a wide range of everyday PE terms	Use some specialist vocabulary in PE discussions
Locational	Locational	Locational
<i>More/less</i> <i>Larger</i> <i>Smaller</i> <i>Most</i> <i>Least</i> <i>Half</i> <i>Whole</i> <i>Group</i> <i>Forward</i> <i>Backward</i> <i>Sideways</i> <i>Above</i> <i>Below</i> <i>Underneath</i> <i>Centre</i> <i>Guess</i> <i>Position</i> <i>Direction</i> <i>Area</i> <i>Point</i> <i>Corner (noun)</i> <i>Object</i>	<i>Floor</i> (i.e. of a pool) <i>Poolside</i> <i>Short</i> <i>Long</i> <i>Distance</i> <i>Near</i> <i>Far</i> <i>Further</i> <i>Higher</i> <i>Longer</i> <i>Quarter/half turn</i> <i>Anti-clockwise</i> <i>Close to</i> <i>Pitch</i> <i>Court</i> <i>Track</i> <i>Racetrack</i> <i>Field</i> <i>Ring</i> <i>Lane</i>	<i>Compare</i> <i>Order</i> <i>Rank</i> <i>Left/right</i> (from own perspective) <i>Environment</i> <i>Surroundings</i> <i>Beyond</i> <i>Obstacle</i> <i>Height</i> <i>Target</i> <i>Deep</i> <i>Depth</i>
		<i>Estimate</i> <i>Left/right</i> (from another's perspective) <i>Cross</i> <i>Square</i> (as verb, i.e. a pass) <i>Deep</i> <i>Down the line</i> <i>Cross court</i> <i>Parallel</i> <i>Region</i> <i>Stadium</i> <i>Arena</i> <i>Green</i> <i>Wicket</i> <i>Crease</i>
Time	Time	Time
<i>Seconds</i> <i>Then</i> <i>When</i> <i>Now</i> <i>Last</i> <i>Next</i> <i>Before</i> <i>After</i> <i>First/second (etc)</i> <i>Whistle</i> <i>Event</i>	<i>Later</i> <i>Earlier</i> <i>Since</i> <i>Hold</i> <i>Period</i> <i>Session</i>	<i>Several</i> <i>Approximate</i> <i>Repetition</i> <i>Recovery</i> <i>Preparation</i> <i>Process</i>

Progression in Physical Education

VOCABULARY

Year 4	Year 5	Year 6
General	General	General
Use specialist PE vocabulary, often appropriately	Use specialist PE vocabulary appropriately	Start to apply PE vocabulary in sophisticated ways (e.g. 'dynamics' in a non-dance context)
Locational	Locational	Locational
<i>Increase</i> <i>Decrease</i> <i>Origin</i> <i>Base</i> (i.e. of an object) <i>Zone</i> <i>Incline</i>	<i>Average</i> <i>Range</i> <i>Distribution</i> <i>Velodrome</i>	<i>Diameter</i> <i>Circumference</i> <i>Perimeter</i> <i>Intersecting</i>
Time	Time	Time
<i>Continuous</i> <i>Continuity</i> <i>Occasion</i> <i>Former</i> <i>Latter</i> <i>Phase</i> <i>Abrupt</i>	<i>Enduring</i> <i>Dominate</i> <i>Context</i>	<i>Simultaneous</i> <i>Cumulative</i>

Progression in Physical Education

VOCABULARY

Year 1		Year 2		Year 3	
Shape & Movement		Shape & Movement		Shape & Movement	
<i>Travel</i>	<i>Twist</i>	<i>Rhythm (spelled)</i>	<i>Bridge</i>	<i>Rotate</i>	<i>Rally</i>
<i>Walk</i>	<i>Spin</i>	<i>Control</i>	<i>Lunge</i>	<i>Extended</i>	<i>Footwork</i>
<i>Jog</i>	<i>Forward roll</i>	<i>Strike</i>	<i>Lunge kick</i>	<i>Submerge</i>	<i>Game</i>
<i>Run</i>	<i>Backward roll</i>	<i>Route</i>	<i>Split</i>	<i>Backstep</i>	<i>Set</i>
<i>Skip</i>	<i>Rhythm</i>	<i>Sidestep</i>	<i>Tuck</i>	<i>Sequence</i>	<i>Match</i>
<i>Sprint</i>	<i>Handstand</i>	<i>Stationary</i>	<i>Cartwheel</i>	<i>Force</i>	<i>Matchpoint (etc)</i>
<i>Speed</i>	<i>One-handed</i>	<i>Symmetrical</i>	<i>Tumble</i>	<i>Function</i>	<i>Volley</i>
<i>Race</i>	<i>Two-handed</i>	<i>Push and glide</i>	<i>Arch</i>	<i>Hollow</i>	<i>Lob</i>
<i>Jump</i>	<i>Star jumps</i>	<i>Front crawl</i>		<i>Assist</i>	<i>Tuck float</i>
<i>Land</i>	<i>Press-up</i>	<i>Backstroke</i>		<i>Dynamics</i>	<i>Log roll</i>
<i>Underarm</i>	<i>Sit-up</i>	<i>Stroke (in swimming)</i>		<i>Peak</i>	<i>Tread water</i>
<i>Overarm</i>	<i>Pull-up</i>	<i>Breaststroke</i>		<i>Pace</i>	<i>Pike</i>
<i>Throw</i>	<i>Squat</i>	<i>Float (verb and noun)</i>		<i>Backhand</i>	<i>Straddle</i>
<i>Bounce</i>	<i>Warm-up</i>	<i>Submerge</i>		<i>Forehand</i>	<i>Force</i>
<i>Hit</i>	<i>Cool down</i>	<i>Self-rescue</i>		<i>Stroke (i.e. hit)</i>	<i>Muscle</i>
<i>Catch</i>	<i>Stretch</i>	<i>Space</i>		<i>Shot</i>	<i>Navigate</i>
<i>Kick</i>	<i>H.E.L.P. position</i>			<i>Serve</i>	
<i>Balance</i>				<i>Receive</i>	
Specifics		Specifics		Specifics	
<i>Athletics</i>	<i>Chess</i>	<i>Coach</i>	<i>Stick</i>	<i>Synchronised swimming</i>	<i>Draw</i>
<i>Dance</i>	<i>Rafting</i>	<i>Trainer</i>	<i>Catcher</i>	<i>Water polo</i>	<i>Tie</i>
<i>Gymnastics</i>	<i>Player</i>	<i>Tournament</i>	<i>Pitcher</i>	<i>Pool</i>	<i>Fixture</i>
<i>Football</i>	<i>Swimmer</i>	<i>Competition</i>	<i>Defeat</i>	<i>Volleyball</i>	<i>Puck</i>
<i>Basketball</i>	<i>Racer</i>	<i>Archery</i>	<i>Victory</i>	<i>Darts</i>	<i>Rank</i>
<i>Baseball</i>	<i>Ball</i>	<i>Golf</i>	<i>Pocket</i>	<i>Marathon</i>	<i>Leisure</i>
<i>Rounders</i>	<i>Bat</i>	<i>Judo</i>	<i>Long jump</i>	<i>Hockey</i>	
<i>Rugby</i>	<i>Hoop</i>	<i>Snowboarding</i>	<i>High jump</i>	<i>Ice hockey</i>	
<i>Tennis</i>	<i>Goal</i>	<i>Surfing</i>	<i>Relay</i>	<i>Long jump</i>	
<i>Table tennis</i>	<i>Basket</i>	<i>Karate</i>	<i>Play/do/go (used appropriately)</i>	<i>Invasion games</i>	
<i>Cricket</i>	<i>Net</i>	<i>Skateboarding</i>		<i>Kayaking</i>	
<i>Snooker</i>	<i>Water sports</i>	<i>Cross-country</i>		<i>Canoeing</i>	
<i>Boxing</i>	<i>Adventure sports</i>	<i>Dominoes</i>		<i>Scuba diving</i>	
<i>Wrestling</i>	<i>Ball sports</i>	<i>Deck</i>		<i>Formula 1</i>	
<i>Weightlifting</i>	<i>Motor sports</i>	<i>Cards (and common children's card games, e.g. snap, happy families, top trumps, solitaire)</i>		<i>Grand Prix</i>	
<i>Trampoline</i>	<i>Mountain sports</i>	<i>Kart racing</i>		<i>Parachuting</i>	
<i>Skiing</i>	<i>Olympics</i>	<i>Parkour</i>		<i>American football</i>	
<i>Rowing</i>	<i>Paralympics</i>	<i>Winter/summer sports</i>		<i>Hiking</i>	
<i>Diving</i>	<i>Medal</i>	<i>Extreme sports</i>		<i>Draughts</i>	
<i>Horse racing</i>	<i>Record</i>	<i>Mind sports</i>		<i>Checkers</i>	
<i>Sailing</i>	<i>Score</i>			<i>Baton</i>	
<i>Shooting</i>	<i>Racket</i>			<i>Triathlon</i>	
<i>Sword-fighting</i>	<i>Block</i>			<i>Aquatic sports</i>	
<i>Rounders</i>	<i>Point</i>			<i>Paddle</i>	
<i>Cycle</i>	<i>Run</i>			<i>Cue</i>	
<i>Bike</i>	<i>Umpire</i>			<i>Club</i>	
<i>Motorbike</i>				<i>Racquet</i>	
<i>Climbing</i>					

Progression in Physical Education

VOCABULARY

Year 4	Year 5	Year 6
Shape & Movement	Shape & Movement	Shape & Movement
<i>Receive</i> <i>Tuck roll</i> <i>Bridge walk</i> <i>Spin (on a ball)</i> <i>Demonstrate</i> <i>Medium</i> <i>Non-dominant</i> <i>Light "spot"</i> <i>Accelerate</i> <i>Endurance</i> <i>Intensity</i> <i>Agility</i>	<i>Scull</i> <i>Maximum</i> <i>Minimum</i> <i>Outcome</i> <i>Friction</i> <i>Resistance</i> <i>Velocity</i> <i>Rigorous</i>	<i>Anticipate</i> <i>Anaerobic</i>
Specifics	Specifics	Specifics
<i>Badminton</i> <i>Smash</i> <i>Squash</i> <i>Chop</i> <i>Pool (the game)</i> <i>Drop</i> <i>Fencing</i> <i>Flick</i> <i>Snorkelling</i> <i>Ace/kill</i> <i>Body-building</i> <i>Let</i> <i>Kick-boxing</i> <i>Taekwondo</i> <i>Kung fu</i> <i>Sumo</i> <i>Race-walking/</i> <i>speed-walking</i> <i>Orienteering</i> <i>Abseil</i> <i>Gliding</i> <i>Paragliding</i> <i>Parasailing</i> <i>Kitesurfing</i> <i>Skydiving</i> <i>Windsurfing</i> <i>Bodyboarding</i> <i>Dodgeball</i> <i>Pole vault</i> <i>Triple jump</i> <i>Javelin</i> <i>Hurdle</i> <i>Blade</i> <i>Drive</i>	<i>Slalom</i> <i>Bowls</i> <i>Starting blocks</i> <i>Shot put</i> <i>Discus</i> <i>Hammer</i> <i>Seed</i> <i>Rating</i> <i>Spin</i> (backspin, sidespin, topspin, flat/dead, curve ball/loop, push)	<i>Steeplechase</i> <i>Biathlon</i> <i>Pentathlon</i> <i>Heptathlon</i> <i>Decathlon</i> <i>Equestrian</i> <i>Dressage</i> <i>Billiards</i> <i>Polo</i> <i>Figure skating</i> <i>Luge/skeleton/bobsleigh</i> <i>Curling</i> <i>Lacrosse</i> <i>Hurling</i> <i>Other footballs</i> (e.g. Gaelic, Ozzy rules, Canadian) <i>Go</i> <i>Mahjong and some common card games</i> (e.g. poker, pontoon, blackjack, rummy, bridge, canasta etc)

Progression in Physical Education

VOCABULARY

Year 1		Year 2		Year 3	
More from dance		More from dance		More from dance	
<i>Piece</i> <i>Performance</i> <i>Beat</i> <i>Tune</i> <i>Loud</i> <i>Quiet</i> <i>Notes</i> <i>Ballet</i>		<i>Relationships</i> <i>Street dance</i> <i>Counts</i> <i>Hip-hop</i> <i>Compose</i> <i>Tap</i> <i>Solo</i> <i>Call and response</i> <i>Melody</i> <i>Harmony</i> <i>Unison</i> <i>Scale</i> <i>Ensemble</i> <i>Chorus</i>		<i>Phrase</i> <i>Improvise</i> <i>Stimulus</i> <i>Soloist</i> <i>Space</i> <i>Unison</i> <i>Time</i> <i>Canon</i> <i>Weight</i> <i>Technique</i> <i>Flow</i> <i>Ballroom</i> <i>Theme</i> <i>Cadence</i> <i>Coda</i> <i>Motif</i> <i>Movement</i>	
More from football		More from football		More from football	
<i>Mark</i> <i>Goal/penalty area</i> <i>Man-on</i> <i>Corner</i> <i>Linesman</i> <i>Pitch</i> <i>Referee</i> <i>Throw in</i> <i>Attacker</i> <i>(In) touch</i> <i>Defender</i> <i>Pass</i> <i>Midfield</i> <i>Dribble</i> <i>Centre spot</i> <i>Box</i>		<i>Back pass</i> <i>Yellow card</i> <i>Possession</i> <i>Goal kick</i> <i>Cross</i> <i>Kick off</i> <i>Penalty kick</i> <i>Header</i> <i>Free kick</i> <i>Hand ball</i> <i>Spot kick</i> <i>Penalty spot</i> <i>Foul</i> <i>Red card</i>		<i>Chip shot</i> <i>18 yard box</i> <i>Bend</i> <i>Position</i> <i>Hat-trick</i> <i>Striker</i> <i>Brace</i> <i>Winger</i> <i>Treble/double</i> <i>Goal-keeper</i> <i>Clean sheet</i> <i>Goalie</i> <i>Off-side</i> <i>Obstruction</i> <i>6 yard box</i>	
Sporting behaviour & Tactics etc		Sporting behaviour & Tactics etc		Sporting behaviour & Tactics etc	
<i>Manners</i> <i>Group</i> <i>Dream</i> <i>Tradition</i> <i>Idea</i> <i>Disabled</i> <i>Imagination</i> <i>Impression</i> <i>Enjoy</i> <i>Sporting behaviour</i> <i>Choice</i> <i>Challenge</i> <i>Rule</i> <i>Feeling</i> <i>Behaviour</i> <i>Setting</i> <i>Background</i> <i>Team</i> <i>Polite</i>		<i>Persistence</i> <i>Respect</i> <i>Creative</i> <i>Bullying</i> <i>Enjoyment</i> <i>Feedback</i> <i>Rights</i> <i>Strategy</i> <i>Responsibilities</i> <i>Gender</i> <i>Guideline</i> <i>Focus</i> <i>Action</i> <i>Environment</i> <i>Surroundings</i> <i>Cooperate</i> <i>Worry</i> <i>Opinion</i> <i>Disability</i>		<i>Achieve</i> <i>Discrimination</i> <i>Confidence</i> <i>Climate</i> <i>Appreciate</i> <i>Contribute</i> <i>Consequence</i> <i>Adjust</i> <i>Collaborate</i> <i>Resolve</i> <i>Creativity</i> <i>Conflict</i> <i>Self-confidence</i> <i>Antisocial</i> <i>Reflect</i> <i>Sensitive</i> <i>Ambition</i> <i>Concern</i> <i>Principles</i> <i>Minority</i> <i>Positive</i> <i>Principle</i> <i>Negative</i> <i>Compete</i> <i>Criticise</i>	

Progression in Physical Education

VOCABULARY

Year 4	Year 5	Year 6
<p>More from dance</p> <p><i>Reproduce</i> <i>Structure</i> <i>Convention</i> <i>Improvisation</i> <i>Choreography</i> <i>Cresendo</i> <i>Tempo</i> <i>Latin</i> <i>Bhangra</i> <i>Contemporary</i></p>	<p>More from dance</p> <p><i>Light/strong</i> (for weight) <i>Direct/indirect</i> (for space) <i>Sustained/quick</i> (for time) <i>Bound/free</i> (for flow) <i>Genre</i></p>	<p>More from dance</p> <p><i>Syncopaction</i> <i>Anticipation</i> <i>Downbeat</i> <i>Upbeat</i> <i>Off-beat</i> <i>Cross-rhythm</i> <i>Swing</i></p>
<p>More from football</p> <p><i>Dive</i> <i>Dummy run</i> <i>Feint</i> <i>Near/far post</i> <i>Sliding tackle</i> <i>Campaign</i></p>	<p>More from football</p> <p><i>Bicycle kick</i> <i>One-two/give-and-go</i> <i>One-touch</i> <i>Flick-on</i> <i>Hit the woodwork</i> <i>Hoof</i> <i>Nutmeg</i> <i>Back heel</i></p>	<p>More from football</p> <p><i>Ball to hand</i> <i>Play on</i> <i>Run it off</i> (of injury) <i>Sitter</i> <i>Howler</i> <i>Switch play</i> <i>Toe poke</i> <i>Minnows</i> <i>Scalp</i></p>
<p>Sporting behaviour & Tactics etc</p> <p><i>Aspiration</i> <i>Intense</i> <i>Mindfulness</i> <i>Resilience</i> <i>Perseverance</i> <i>Ethic</i> <i>Code</i> <i>Consider</i> <i>Verbalise</i> <i>Tolerate</i> <i>Tolerance</i> <i>Sympathy</i> <i>Empathy</i></p> <p><i>Sensitivity</i> <i>Modify</i> <i>Recognize</i> <i>Typical</i> <i>Characteristic</i> <i>Personal quality</i> <i>Critique</i> <i>Evaluate</i> <i>Integrity</i> <i>Self-worth</i> <i>Constructive</i></p>	<p>Sporting behaviour & Tactics etc</p> <p><i>Perspective</i> <i>Inform</i> <i>Considerate</i> <i>Aesthetic</i> <i>Compassion</i> <i>Compensate</i> <i>Effective</i> <i>Crucial</i> <i>Pivotal</i></p>	<p>Sporting behaviour & Tactics etc</p> <p><i>Prejudice</i> <i>Bias</i> <i>Facilitate</i> <i>Controversy</i> <i>Analyse</i> <i>Epitomise</i> <i>Characterise</i> <i>Concept</i></p>



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