

PE Overview

		Autumn	Spring	Summer
FS1 Cycle A and B		Autumn 1 – Who am I? Who Are You? (All About Me) Autumn 2 – Why Do We Celebrate? (Celebrations)	Spring 1 – Who Lives in a Land Far, Far Away? (Traditional Tales) Spring 2 – Do You Fly, Walk or Swim? (Lifecycles & Animals)	Summer 1 – What's Above Me? What's Below Me? (Growing) Summer 2 – Do You Wish You Were Here? (Travel)
FS2 Cycle A and B		PE changing and routines.	Fundamentals Unit 2 Gymnastics Unit 2	Dance Unit 2 Ball skills Unit 2 Games Unit 2
Year 1/2 Cycle A		Gymnastics 1 Team Building 1 Fundamentals 1 Ball Skills Year 1	Dance 1 Invasion 1 Sending and Receiving 1 Fitness 1	Striking and Fielding 1 Net and Wall 1 Athletics 1 Target Games 1
Year 1/2 Cycle B		Gymnastics 2 Team Building 2 Fundamentals 2 Ball Skills 2	Dance 2 Sending and receiving 2 Fitness 2 Invasion 2	Striking and Fielding 2 Net and Wall 2 Athletics 2 Target Games 2
Year 3/4 Cycle A	Pankhurst	OAA – Online scheme/ OAA Unit 3/4 Gymnastics Unit 3 Ball skills 3/4 Fundamentals Unit 3	Tag Rugby Unit 3/4 Dance Unit 3 Basketball Unit ¾ Dodgeball Unit ¾ (taught to year 3 only)	Rounders Unit 3/4 Athletics Unit 3 Tennis Unit 3 Handball ¾
	King	OAA – Online scheme/ OAA Unit 3/4 – all to do Gymnastics Unit 3– all to do Swimming (Year 4 only) Ball skills ¾ (year 3 children only) Fundamentals Unit 3 (Year 3 children only)	Tag Rugby Year 3/4 – all to do Dance Unit 3 – all to do Swimming (Year 4 only) Basketball Year 3/4 (year 3 only) Dodgeball Unit ¾ (taught to year 3 only)	Tennis Unit 3 – all to do Athletics Unit 3 – all to do Swimming (Year 4 Only) Rounders Unit ¾ (year 3 only) Handball ¾ - Year 3 only
	Frank	OAA – Online scheme/ OAA Unit 3/4 Swimming Gymnastics Unit 3	Swimming Dance Unit 3 Tag Rugby Unit ¾	Athletics Unit 3 Tennis Unit 3 Swimming
Year 3/4 Cycle B	Pankhurst	OAA – Online scheme Gym Unit 4 Netball Unit 3/4 Cricket Unit 3/4	Tennis Unit 4 Fitness Unit ¾ Dance Unit 4 (8 lessons) Yoga – unit 3	Athletics Unit 4 Football ¾ Hockey ¾ Golf – unit 3
	King	Gym Unit 4 – all to do Netball Unit 3/4 - all to do Swimming (year 4 only) Cricket Unit ¾ - year 3 only OAA – Online scheme – year 3 only	Tennis Unit 4 – all to do Dance Unit 4 (8 lessons) – all to do Swimming (year 4 only) Fitness Unit ¾ - year 3 only Yoga – unit 3 – year 3 only	Athletics Unit 4 – all to do Football ¾ - all to do Swimming (year 4 only) Hockey ¾ - year 3 only Golf – unit 3 – year 3 only

	Frank	Netball Unit 3/4 Gym Unit 4 Swimming	Tennis Unit 4 Dance Unit 4 Swimming	Athletics Unit 4 Football ¾ Swimming
Year 5/6 Cycle A	Swimmers	Top up swimming		
	Non-swimmers	Football Unit 5/6 Tag Rugby Unit 5/6	Tennis Unit 5 Handball 5/6	Volleyball Unit 5/6 Dodgeball Unit 5
	Other lesson for all children	OAA – Online scheme 5/6 Gym Unit 5	Dance Unit 5 Basketball Unit 5/6	Rounders Unit 5/6 Athletics Unit 5
Year 5/6 Cycle B	Swimmers	Top up swimming		
	Non-swimmers	Fitness Year 5/6 Cricket Unit 5/6	Netball Year 5/6 Yoga – year 5 unit	Hockey Year 5/6 Golf – Year 5 unit
	Other lesson	OAA - Online scheme Dodgeball Unit 6	Dance Unit 6 Tennis Unit 6	Gym Unit 6 Athletics Unit 6



Dalestorth Primary and Nursery School Subject Progression Overview
Subject: Physical Education



Area	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gymnastics Objectives	Explore jumps safely. Explore rocking and rolling. Explore shapes in stillness using different parts of their bodies. Show contrast with their bodies including wide/narrow, straight/curved and recognise when these different shapes are used.	Explore shape jumps including jumping off low apparatus. Explore and name barrel, straight and forward rolls. Perform balances making their body tense, stretched and curled. Explore basic and still shapes, including straight, tuck, pike and straddle. Explain which roll and/or shape you have made.	Explore shape jumps and take off combinations. Explore barrel, straight and forward rolls and implement into sequences. Remember, repeat and link combinations of gymnastic balances. Investigate and demonstrate using shapes in different gymnastic balances.	Demonstrate stepping into shape jumps with control. Develop and compare the straight, barrel and forward roll. Explore and compare point and patch balances and transition smoothly into and out of them. Explore and compare matching and contrasting shapes.	Develop and demonstrate control in performing and landing rotation jumps. Develop and demonstrate the straight, barrel, forward and straddle roll and perform with increased control. Develop and demonstrate control and fluency in individual and partner balances. Develop and demonstrate the range of shapes they use in a sequence. Develop and demonstrate strength in bridge and shoulder stand.	Decide a range of jumps to use in sequence work. Demonstrate control and fluency in the straight, barrel, forward, straddle and backward roll. Investigate and compare symmetrical and asymmetrical balances. Perform and develop shapes consistently and fluently to a high standard, sometimes linked with other gymnastic actions. Explore and explain progressions of a cartwheel.	Combine and perform a range of gymnastic jumps more fluently and effectively. Develop fluency and consistency when performing the straddle, forward and backward roll. Explore and compare counter balances and counter tension balances. Combine and perform gymnastics shapes more fluently and effectively. Develop control in progressions of a cartwheel and a handstand.
Key Vocabulary	Move, copy, over, rock, shape, space, around, safely, sideways, forwards, travel, backwards	Action, jump, roll. Level, direction, speed, point, balance	Link, pathway, sequence, tuck, straddle, speed, star, pike	Flow, explore, create, matching, interesting, control contrasting	Technique, quality, apparatus, perform, extension, inverted	Symmetrical, rotation, aesthetics, canon, progression, synchronisation, asymmetrical	Formation, momentum, counter balance, fluency, counter tension, stability
Sticky Knowledge	To stay still you need to squeeze your muscles tight. A balance is held for 5 seconds. You can travel using lots of different body parts. You can roll in different directions.	A sequence is a range of movements linked together. Travelling can happen at high and low levels. To safely jump you have to land with your knees bent. You need to point your toes and hands to make gymnastics work look higher quality.	Sequences can be performed individually or in a pair/group. You can balance on a wide range of body parts. You can use strong body tension to make quality shapes and balances. Star, straddle, pike, straight, tuck and back support are all gymnastics shapes we can perform. Travelling can happen in different directions.	Points are small body parts (hands, feet, knees and elbows). Patches are large body parts (stomach, back, bottom). A sequence needs a clear starting and finishing position. To jump safely you need soft knees, head up and chest out. Straight, tuck and star are types of jump. Straight, barrel and forward are types of rolls.	Rotation jumps can be a quarter, half or full turn. Straddle is a type of roll. An inverted movement is an action where your hips go above your head. Examples are bridge and shoulder stand.	Symmetrical shapes have both sides are exactly the same. Asymmetrical shapes are when both sides are different. Strength and flexibility will help improve the quality of a performance. Canon is when performers move one after the other. Synchronisation is when performers perform the same skills and actions at the same time.	Counter balance is any balance where a person uses another person's weight to stay balanced by pushing against them. Counter tension is any balance where a person uses another person's weight to stay balanced by pulling away from them. Cartwheel and handstands are types of inverted movements.
School Busy Bees Be a friend	Move carefully around the room, performing actions safely near your friends.	Help friends when they need a hand learning a new action.	Work together happily on a paired sequence.	Support others to practice and perform the different rolls and jumps.	Take turns sharing ideas and perform together.	Support your peers to enable your group to complete synchronised sequences.	Work together with trust when completing counterbalances.
Be you	Happily join in activities and try new things.	Try new things and include your own ideas happily.		Be proud of your work and share it with others.		Perform with confidence and include elements personal to you.	
Be honest	Say what your favourite and least favourite moves are.	Give honest but kind feedback.		Give thoughtful feedback on strengths and areas to improve.		Support each other when designing sequences and give constructive feedback.	
Be brave	Follow and copy new movements and actions.	Perform a sequence in front on an audience.		Try new actions including inverted movements and jumps from higher apparatus.		Trust others and work as a team to include counter balance elements in work.	

Be kind	Give kind feedback	Give kind feedback noting points for improvement	Listen to your partner and make joint decisions.	Take turns making decisions within your group.			
Dance							
Objectives	Explore how their body moves. Copy and name basic body actions and rhythms. Explore actions in response to music and an idea. Explore pathways and the space around them in relation to others. Perform their work in front of others.	Copy, remember and repeat actions to represent a theme. Explore creating their own actions in relation to a theme. Explore and show varying speeds to represent an idea. Explore pathways within their performances. Begin to use counts within their performance. Begin to explore actions and pathways with a partner.	Accurately remember, repeat and link actions to express an idea. Develop an understanding of dynamics. Develop and demonstrate the use of pathways and travelling to include different levels. Develop and demonstrate the use of facial expressions in their performance. Explore and demonstrate working with a partner using unison, matching and mirroring.	Create actions in response to a stimulus individually and in groups. Use dynamics effectively to express an idea. Use direction to transition between formations. Perform short, self-choreographed phrases showing and awareness of timing. Develop and demonstrate an understanding of formations.	Respond imaginatively to a range of stimuli related to character and narrative. Change dynamics confidently within a performance to express changes in character. Confidently use changes in level, direction and pathway. Perform complex dances that communicate narrative and character well, performing clearly and fluently. Use action and reaction to represent and idea.	Choreograph planned dances using, adapting and developing actions and steps in different dance styles. Confidently use dynamic to express different dance styles and justify choices. Use direction and patterning to express different styles. Perform dances expressively, using a range of performance skills, showing accuracy and fluency. Confidently use canon and unison to express a dance idea and justify choices.	Develop controlled movements which express emotion and feeling. Explore, improvise and combine movement dynamics to express ideas fluently, effectively on their own, with a partner and in a small group. Demonstrate a clear understanding of timing in relation to music and other dances throughout their performances. Combine a variety of basic compositional principles when creating their own dances.
Key Vocabulary	Move, copy, shape, space, safely, around, travel, sideways, forwards, backwards	Count, pose, level, slow, fast, balance, action, travel, jump, direction, roll, point, shape, speed	Mirror, action, pathway, direction, speed, timing, link, sequence, straddle, pike, tuck, star, level	Unison, explore, create, feedback, perform, timing, levels, flow, dynamics, expression, actions	Space, action, levels, timing, reaction, performance, dynamics, unison, represent, expression	Levels, actions, formations, timings, relationships, performance, expression, unison, posture, dynamics, canon	Levels, actions, formation, timing, phrase, performance, expression, unison, posture, dynamics, canon, choreograph, contrast, structure
Sticky Knowledge	Dances can be based on different themes. We use counts of 8 to help us stay in time to the music. Dance includes different actions in different directions.	We use counts of 8 to help us stay in time to the music. Different actions can be done on different counts within the '8'. Poses can be added to dances. Dance moves can be done at different speeds. A dance sequence involves a variety of blocks of counts of 8. Dances can be made to respond to music, books and feelings.	Facial impressions are important when dancing to show characters feelings. Pathways are the different directions travelled to make a performance interesting. Moving at exactly the same time is called unison. An extending action is any action where a part of the body moves away from the body.	Choreography is a sequence of dance moves. Dynamics is how you perform each action to help you express your dance. Dance can be performed individual, with a partner or as a group. Shapes, travelling and actions can all be used to create a response to a stimuli.	Action and reaction is when partners do different actions in response to each other. Dynamics can change the way a performance looks. Canon is when performers move one after each other.	Merce Cunningham is an American dancer, who created a style of dance that was by chance, often called 'Dance by Chance'. Relationships can be anything to do with who the dancer performs with and how. A formation is how pupils stand in relation to each other e.g. side by side or one behind the other. It is the same in football.	Props can be incorporated within dances. Actions and dynamics combined convey different meanings in dance. Emotions can be portrayed through the choice of actions in a dance.
School Busy Bees Be a friend	Move carefully around the room, performing actions safely near your friends.	Work together happily on matching and mirroring dances and when learning new routines.	Take turns sharing ideas when creating canon and reaction dance sequences.	Support your peers to enable your group to complete a synchronised dance.			
Be you	Happily join in activities and try new things.	Try new things and include your own ideas happily.	Be proud of your work and share it with others.	Perform with confidence and include elements personal to you.			
Be honest	Talk about which moves you like and dislike.	Give honest but kind feedback noting points for improvement in you partners performance.	Give thoughtful feedback on strengths and areas to improve.	Ensure your feedback is honest, useful and purposeful, but is kind too.			
Be brave	Perform happily in front of others.	Perform a sequence in front on an audience .	Try out new elements within work and perform this to others.	Include props, facial expressions to show emotions and different formations within work happily			
Be kind	Share your movement ideas with all your class.	Use each others ideas when planning mirror and matching sequences,	Listen to your partner and make joint decisions.	Support each other when designing dance motifs and give constructive feedback.			

Team Building/OAA					
Objectives	N/A	Suggest appropriate ideas in response to a given task. Follow a path and lead others. Communicate simple instructions and listen to others. Identify when they were successful and areas they could improve.	Begin to plan, and with some success, apply strategies to overcome a challenge. Understand and explain how to use, follow and create a simple map/diagram. Work cooperatively with a partner and a small group. Explain when they were successful and areas that they could improve.	Plan individually and in a group, implementing strategies to solve problems with increased success. Develop map reading skills by identifying key symbols and use these to navigate around a grid. Follow and give instructions with increased confidence. Be expecting of other people ideas and suggestions. Reflect critically on when and why they were successful at solving challenges.	Explore tactical planning within a team and pool ideas to develop the best method to solve increasingly challenging problems. Orientate a map effectively to navigate around a course. Demonstrate a variety of communication methods, sharing job roles and leading when necessary. Reflect on when they were successful and alter their methods in order to improve.
Key Vocabulary		Solve, teamwork, lead, direction, co-operate, instructions, share, listen, safety, travel	Solve, support, map, direction, co-operate, successful, share, plan, communicate	Navigate, grid, plan, route, discuss, rules, collaborate, symbol, trust, inclusive, effectively, orientate	Tactical, orienteering, leader, control card, navigation, orientate, critical thinking, location, strategy, co-operative, symbol, boundaries.
Sticky Knowledge		When moving, keep your head up and find a safe space to travel into. Communication is talking with others or using signs and signals. Teamwork means ensuring you work together to achieve the aim.	Planning before you carry out an activity will help you to be more successful. A good team - listens to each other, is respectful, communicates, and supports each other. A key is a series of symbols which help explain what is on a map.	Instructions need to be clear and descriptive. Strategies and plans might not work first time, and it is ok to change them. A map needs to be correctly orientated to be able to use it to successfully navigate.	Strong teams have good leadership. Leaders may make a team decision and the rest of the group follow. Physical landscape features can be used to help navigate a map. When working as a team good cooperation, communication and different roles are needed.
School Busy Bees Be a friend		Work together in a pair to achieve a goal.	Support each other and make sure everyone gets a go.	When planning ideas, everyone needs to get a turn to speak.	Take turns to have different roles within your team.
Be you		Give your opinions to others.	Do what you think is right and share ideas with others.	Be confident to have your own opinions and share these with your team.	Be confident to take on the rolls you would like within the team and lead others when needed.
Be honest		Be honest about if you completed a task correctly. Say if you didn't.	Say what was successful and why this might be.	Reflect on what went well and what didn't. Decide what you could change.	Reflect on what you did and how you can improve it for next time.
Be brave		Try something new with encouragement.	Work together to overcome a new challenge.	Understand and appreciate that plans might need changing if they go wrong, and that is ok.	Take on new roles that may be out their comfort zone.
Be kind		Listen to other peoples ideas an opinions.	Have respect when speaking and listening to others.	Except other peopled ideas and be willing to try them out.	When you are leading, remember to be kind and treat others how you wan to be treated.
Games – Striking and Fielding					
Objectives	N/A	Explore striking a ball with their hand and equipment. Develop tracking and retrieving a ball for their team. Begin to use the correct technique when throwing over and underarm. Develop coordination and technique when catching	Develop striking a ball with their hand and equipment with some consistency. Understand that there are different roles within a fielding team. Develop coordination and technique when throwing over and underarm. Catch with two hands with some coordination and technique.	Begin to strike a bowled ball using different equipment. Develop batting technique consistent with the rules of the game being played. Develop bowling and fielding skills with added consistency, including a two-handed pick up and long and short barriers. Use overarm and underarm throwing with increased control and consistency in game situations. Catch with two hands with increased consistency. Begin to catch with one hand and apply in game situations.	Strike a bowled ball with increased accuracy, exploring defensive and driving techniques. Develop over and underarm bowling technique. Select and apply long and short barrier shots appropriate to the situation and justify choices. Demonstrate clear technique when using a variety of throws under pressure. Make consistently good decisions on who to pass to in order to get batters out and justify choices. Develop catching skills, including close/deep and wicket keeping. Demonstrate consistently accurate technique when applying catching skills under pressure.
Key Vocabulary		Striking and fielding Year 1 Key Vocabulary	Striking and fielding Year 2 Key Vocabulary	Cricket Year 3/4 Key Vocabulary	Cricket Year 5/6 - Key Vocabulary

		Throw, points, target, pass, space, score, team, hit, catch, send, batter, bowler, fielder	Track, send, accurate, target, control, release, receive	Runs, technique, wicket keeper, strike, retrieve, bowl, fielding, stumped, two-handed pick up, stance, wicket, short barrier, grip, batting Rounders Year 3/4 Key Vocabulary Strike, batting, bowl, fielding, retrieve, two-handed pick up, stance, stumped, short barrier, technique, backstop, post, rounder.	Strike, batting, wicket keeper, fielding, wicket, tracking, consistently, tracking, retrieve, support, obstruction Rounders Year 5/6 Key Vocabulary Strike, pressure, outwit, fielding, batting, backing up, cooperatively, retrieve, continuous, consecutive, consistently, overtake, obstruction
Sticky Knowledge		Striking and fielding Year 1 Sticky Knowledge Point your hand towards where you want the ball to go. Watch the ball when it is coming towards you. Step forward with your opposite foot to your throwing arm. Strike the ball with the centre of a racket and hit away from fielders. To retrieve a ball, run to overtake the ball, turn to face the ball, crouch down and scoop the ball with two hands.	Striking and fielding Year 2 Sticky Knowledge When catching, meet the ball with hands out ready to catch and bring it into your body. Hitting the ball away from opponents and as far as possible allow you to be more successful. Make sure the person you are throwing too is looking at you.	Cricket Year 3/4 Sticky Knowledge Keep your bowling arm pointing straight so that the bowl travels straight. Point your throwing hand in the direction of your target after release. In cricket, points are called runs and these are scored when the batter hits the ball and runs between the wickets. A short barrier can be made with your feet to stop the ball. Underarm passes are better for a short throw and overarm for a longer throw. Rounders Year 3/4 Sticky Knowledge Fielders: return the ball from the field to the bowler or to a post. Bowler: bowls the ball to the batter. Batters: hit the ball and attempts to score points called rounders. Backstop: stands behind the batter and retrieves the ball if it is missed. Fielders should throw the ball back to the bowler instead of running it back to save time. The nearest person to the ball should collect it.	Cricket Year 5/6 Sticky Knowledge Grip the bat with your dominant hand and the bottom and non-dominant at the top. Ready position is with your knees bent and a shoulder width apart. A wicket keeper protects the wicket and tries to get the batter out. Draw a number 6 with the ball when preparing to do an overarm bowl. Rounders Year 5/6 Sticky Knowledge The bowled ball must be an underarm throw. The bowled ball must be below the top of the head and above the knee of the batter. It cannot bounce. A 'no ball' is called if the ball is not bowled correctly. The batter must carry the bat as they run around the cones. Stumping out is when the fielders get the ball to a stump as the batter is approaching it.
School Busy Bees Be a friend		Help your friend to develop their catching and throwing skills.	Encourage team mates to do their best.	Suggest ways for your team to score more points.	Support team mates when they are batting and fielding.
Be you		Talk about their likes and dislikes in games they play.	Discuss their likes and dislikes when playing in different positions and sports.	Have positive opinions on positions they like to play and be proud of their strengths.	Say which are their favourite games to play and why.
Be honest		Tell the truth when carrying out catching and throwing drills.	Tell the truth when carrying out catching and throwing drills.	Be honest with team mates when fielding and don't try to overtake each situation.	Be truthful when playing in small sided games that you are umpiring yourself.
Be brave		Try new things in striking and fielding sessions.	Have confidence when hitting the ball and catching.	Make your own decisions when fielding based on how you think the situation is best addressed.	Make brace decisions when deciding if to make runs or not.
Be kind		Say kind things to help your friends get better	Give constructive feedback when practising skills in isolation.	Ensure all your team mates have the chance to play in the different rolls.	Make positive constructive comments to team mates during game situations to help them improve their game.
Games - Invasion					
Objectives	Explore sending and receiving with hands and feet using a variety of equipment. Explore dribbling and catching with two hands and moving a ball with their feet. Explore changing direction and getting free in tagging games. Recognise and find their own space.	Explore and show sending and receiving with hands and feet to a partner. Explore and show dribbling with hands and feet. Change direction to move away from a partner when attacking. Begin to track and move to stay with a partner.	Demonstrate how to send and receive a ball with increased control. Demonstrate how to dribble with hands and feet with increased accuracy. Develop moving into space away from defenders. Explore staying close to other players to stop them getting the ball.	Develop passing to a teammate using a variety of techniques appropriate to the game and abiding to the rules. Develop control whilst dribbling under pressure, following the game rules. Develop movement skills to lose a defender. Explore shooting actions in a range of invasion games. Develop decision making skills around when to shoot or pass and justify decisions. Track opponents to limit their scoring opportunities. Develop defending one to one and know when to intercept and win the ball.	Develop control when sending and receiving, making quick decisions about when, how and who to pass too. Select and apply a variety of dribbling techniques consistently under pressure in game situations. Explore creating attacking tactics with others in response to the game situation and justify decisions. Develop tracking and marking with a variety of techniques appropriate to the game and justify decisions. Create and apply tactics in response to the game. Decide when to move to the correct space when transitioning from attack to defence.

		Recognise and show good space when playing games.	Develop moving with a ball towards a goal.	Demonstrate how to move into space to help their team keep possession and move towards the goal with increased accuracy.	
Key Vocabulary	<p>Ball Skills FS Key Vocabulary Run, stop, throw, roll, team, kick, space, catch</p> <p>Games Key Vocabulary FS Pass, team, tag, balance, forwards, backwards, space</p>	<p>Ball Skills Year 1 Key Vocabulary Far, aim, safely, throw, send, roll, catch, direction, balance</p> <p>Invasion Year 1 Key Vocabulary Safety, defender, dribbling, pass, attacker, space, points, score, team</p> <p>Sending and Receiving Year 1 Key Vocabulary Aim, throw, roll, kick, catch, racket, safely</p> <p>Target Games 1 Key Vocabulary Far, aim, team, throw, score, send, points, distance, overarm, underarm, target</p>	<p>Ball Skills Year 2 Key Vocabulary Overarm, collect, target, distance, dribble, underarm</p> <p>Invasion Year 2 Key Vocabulary Possession send, teammate, chest pass, received, goal, dodge, bounce pass</p> <p>Sending and Receiving Year 2 Key Vocabulary Track, send, accurate, target, control, release, receive</p> <p>Target Games 1 Key Vocabulary Release, accuracy, opposite, strike, target, ahead, select, object, distance</p>	<p>Ball Skills Year 3/4 Key Vocabulary Track, overhead, accurate, bounce, receive, persevere, release, chest, technique, consistency, select, control</p> <p>Basketball Year 3/4 Key Vocabulary Travelling, double dribble, possession, v dribble, receiver, playing area, opponent, tracking, rebound, opposition.</p> <p>Tag Rugby Year 3/ 4 Key Vocabulary Defence, receiver, mark, tag, try, dodge, opponent, possession, offside, opposition, onside, score, outwit</p> <p>Netball Year 3/4 Key Vocabulary Footwork, landing foot, attack, pivot, interception, defence, opponent, rebound, contact, opposition, obstruction, mark, receiver, possession</p> <p>Football Year 3/4 Key Vocabulary Goal keeper, attacker, outside, opponent, communicate, possession, opposition, tracking, inside, dribbling, control, available, defender, tackle</p>	<p>Basketball Year 5/6 Key Vocabulary Referee, set shot, opponent, double dribble, possession, rebound, tactics, conceding, outwit, et shot, travelling, foul, jump shot</p> <p>Tag Rugby Year 5/6 Key Vocabulary Defence, onside, offside, opponent, possession, attack, formation, dictate, shut down, pressure, receiver, turnover, support</p> <p>Netball Year 5/6 Key Vocabulary Rebound, possession, attack, contract, obstruction, defend, contrast, conceding, interception, consecutive, consistently, turnover</p> <p>Football Year 5/6 Vocabulary Control, tactics, opponent, interception, possession, tracking, consistently, conceding, outwit, pressure, foul, touch, possession, outwit.</p> <p>Hockey Year 5/6 Vocabulary Obstruction, conceding, block tackle, trapping the ball, possession, attack, support, interception, jab tackle, consistently, bully off, defence</p>
Sticky Knowledge	<p>Ball Skills Sticky Knowledge - FS Tracking a ball means keeping in line with it as it moves. You can throw a ball underarm and overarm. Use soft hands and wide fingers to push a ball. Watch where a ball moves, move your feet towards it and catch it with two hands.</p> <p>Games Sticky Knowledge FS Accuracy means hitting the target. In games points are scored for being accurate. When playing games look for space to move into. Point to where you want the object to be thrown. The harder you hit a ball the further it goes.</p>	<p>Ball Skills Year 1 Sticky Knowledge To keep the ball under control use soft touches and keep your eyes on it at all times. When throwing a ball, use a SWING, STEP, THROW technique. Point to the target you are aiming at. Hands will be in different positions depending on where the ball they are catching is going. Use the sole, toe, heel, inside and outside of the foot to control the ball.</p> <p>Invasion Year 1 Sticky Knowledge Use soft touches to keep a ball close. Always move into a space. Possession is when your team has the ball and they are attacking. The team that doesn't have the ball are defending, and trying to gain possession. You can dribble with one or two hands.</p>	<p>Ball Skills Year 2 Sticky Knowledge When rolling, bend down low and place your opposite foot to rolling arm forward. Use soft touches with feet to keep possession of the ball. Use the inside of the foot to kick the ball and direct this foot towards the target. Stop the ball by placing your foot on the top, before you kick it back. When throwing let go of the ball when your hand is pointing at the target.</p> <p>Invasion Year 2 Sticky Knowledge An invasion games is one where there are two teams and two goals to score in. Goals can be scored by using different equipment and body parts. When marking a player stand side on so you can see them and the ball. Interception is when you control the ball away from an attacker.</p>	<p>Ball Skills Year 3/ 4 Sticky Knowledge Tracking a ball involves following with your eyes before you reach, grab and give. When receiving, use a ready position, scoop the ball with 2 hands and collect in the centre of your body. You can hold the ball for 24 seconds in basketball, 6 in football (GK) and 3 in netball. Step forward as you release the ball to throw it. Dribble the ball using wide fingers and keep it close to your body.</p> <p>Basketball Year 3/4 Sticky Knowledge Dribble the ball at waist height, slightly in front and to the side of you. A V dribble is when the ball is pushed from one hand to the other. Often used to move the ball away from the defender. Protective dribbling is when you turn your back to the defender to create a barrier between the ball and them. You can also hole you other hand out to create space. The main pass used is a chest pass. A bounce pass can be used to get the ball under the defenders arms. A set shot is taken from a standing position, using the Balance, Elbow, Eyes and Follow through principles. Double dribbling and travelling with the ball without bouncing is not allowed.</p> <p>Tag Rugby Year 3/4 Sticky Knowledge Create a W shape when holding the ball and swing your arms back and forth like a pendulum to throw it. Players wear a tag belt, with the two tags on either side of their body. You cannot defend or protect these.</p>	<p>Basketball Year 5/6 Sticky Knowledge Quick decisions are needed, e.g. shall I pass or dribble the ball. Slice defence and interception are ways of defending and gaining possession. A jump shot is the same technique as a set shot, but performed after jumping off both feet. Get into a comfortable, balanced stance before performing either shot. A foul is when you make contact with another player.</p> <p>Tag Rugby Year 5/6 Sticky Knowledge Run unless a defender is coming near you. Attackers must be behind or to the side of the ball carrier so they are in a position to receive a pass. You cannot be tagged while putting a tag back on. If tagged, stop running, you have 3 seconds to pass, then place your tag back on your belt. To score a try, you place the ball down over the line you are running towards using 2 hands.</p> <p>Netball Year 5/6 Sticky Knowledge A player can only hold the ball four 4 seconds. Diagonal drive and straight drive are different ways of getting into good spaces. Passes can throw the ball ahead of runners so that they can catch the ball with outstretched arms. When shooting hold the ball in your dominant hand above your head, place the other hand on the side to guide it where you want it to go. There are five positions in High 5 Netball – GK, GA, C, GD and GK.</p>

		<p>Sending and Receiving Year 1 Sticky Knowledge When sending, finish with your hands where you want the ball to go. Get behind the ball when you want to stop it. Use two hands and wide fingers to catch a ball. Send a ball into a space, away from the opponents.</p> <p>Target Games 1 Sticky Knowledge To throw, stand with your legs split, opposite leg to throwing arm forwards. More power is need to throw further. Underarm and overarm throwing will make objects go different distances. A smaller target area means a greater level of accuracy is needed.</p>	<p>Sending and Receiving Year 2 Sticky Knowledge Hold the ball in one hand and put the opposite foot forward for balance. Place your foot behind the ball to cushion it, before passing. Hold hand in a w shape when bounce passing. Intercepting is when the defender takes the ball away from you.</p> <p>Target Games 1 Sticky Knowledge To create more power, move your arm quicker. To create less power, move your arm slower. Step forward as you throw to create more power. Step next to a ball and kick with the inside of your foot. Use less force if the target is close and more force when the target is further away.</p>	<p>An attacker needs to get close before trying to tag a player, and then must shout TAG and return it to the player before continuing. The ball must be passed backwards, if not the other team gets a free pass. Offside – when a tag is made, all defending players must get in front of the ball carrier.</p> <p>Netball Year 3/4 Sticky Knowledge When catching a ball and landing, do not lift up the first foot you landed on. Pivot on it instead. This is called the footwork rule. A shoulder pass can be used to cover a longer distance than a chest or bounce pass. A defender must be 1m away from the ball carrier. They are allowed one jump to block or intercept the shot/pass. When defending stay close to the attacker so you can see the ball carrier and them. When shooting, begin with feet apart, hold the ball in both hands high above your head, bend knees and elbows and extend as you release the ball.</p> <p>Football Year 3/4 Sticky Knowledge When dribbling, send the ball ahead so you can run onto it. Use all parts of your foot to control the ball. Cushioning the ball is using the first touch to take the power out of it before deciding if to dribble or pass. Only the goal keeper can touch the ball with their hands.</p>	<p>Football Year 5/6 Sticky Knowledge A drag back, inside hook and outside hook are ways of getting the ball to change direction Jockeying/tracking are ways of denying your opponent time and space on the ball. Goal keepers need to adjust their angle to close down the players space for shooting.</p> <p>Hockey Year 5/6 Sticky Knowledge Hold the stick with right hand half way down the stick, left hand at the top. The stick can't be lifted above the waist height. Indian dribbling is when the front and the back of the stick are both used. Trapping the ball is using the stick to make a barrier to prevent it going past you. Only a goalkeeper can use their feet. Only one player can tackle at a time.</p>		
School Busy Bees Be a friend	Work in pairs happily.	Work cooperatively together in pairs to complete activities.	Support peers when playing in small sided games.	Cooperate with team mates when discussing what tactics to apply.			
Be you	Say which are their favourite games to play and why.	Talk about their likes and dislikes in games they play.	Discuss their likes and dislikes when playing in different positions and sports.	Have positive opinions on positions they like to play and be proud of their strengths.			
Be honest	Say honestly if you caught the ball or not.	Say if a ball was in our out and who has possession next.	Score games accurately and play by the rules.	Be truthful when officiating small sided games and stick to the rules.			
Be brave	Use new equipment with confidence.	Have a go at the new sports trying your best.	Select different skills to use even if you don't feel confident with them yet.	Try playing in a wide variety of positions within the team, not just what you feel you are best at.			
Be kind	Help your friend when they need it.	Support your partner or team mates to help them improve their skills.	Give constructive feed back to your team mates	Try to pass to a variety of people to include everyone.			
Games – Net and wall							
	N/A	Explore hitting a dropped ball with a racket. Throw a ball over a net to land into the court area. Explore underarm rallying with a partner. Use the ready position to move towards a ball.	Develop hitting a dropped ball over a net. Accurately underarm throw over a net to a partner. Explore underarm rallying with a partner catching after one bounce. Consistently use the ready position to move towards a ball.	Explore returning a ball using shots such as forehand and backhand. Explore serving from and underarm serve. Begin to rally with a forearm. Consistently use and return to the ready position after each shot.	Demonstrate increased technique when using shots both cooperatively and competitively. Develop technique in serving underarm with increased consistency. Develop rallying use both forearm and backhand techniques.	Demonstrate a full range of shots for the game they are playing. Develop a range of serving techniques with increased accuracy. Use a variety of shots to keep a continuous rally. Apply effective footwork patterns to move around the court.	Demonstrate increased success and technique in selecting and applying the appropriate shot for the situation. Serve accurately and consistently. Begin to apply tactics to their serve. Successfully apply a variety of shots to keep a continuous rally.

					Begin to use appropriate footwork patterns to move around the court.		Demonstrate a variety of footwork patterns relevant to the game they are playing.
Key Vocabulary		Net and Wall Year 1 Key Vocabulary Safety, ready position, partner, score, racket, net, underarm, space, points	Net and Wall Year 2 Key Vocabulary Receive, opponent, quickly, trap, defend, return, collect, against	Tennis Year 3 Key Vocabulary Ready position, racket, track, rally, control, return, opponent, accurately	Tennis Year 4 Key Vocabulary Ready position, return, serve, rally, control, opponent, forehand, backhand	Tennis Year 5/6 Key Vocabulary Ready position, return, serve, outwit, control, opponent, forehand, backhand, volley, co-operatively, continuously. Volleyball Year 5/6 Key Vocabulary Control, serve, consistently, return, dig, volley, set, co-operatively, defence, opponent, deep, ready position, attack Dodgeball 5/6 Key Vocabulary Pressure, tactics, opponent, officiate, referee, fair play, consistently, outwit, sportsmanship, support, cooperative.	
				Dodgeball 3/4 Key Vocabulary Throw, catch, possession, opposition, dodge, rules, court, defend, attack, protect, block, caught, communicate.			
Sticky Knowledge		Net and Wall Year 1 Sticky Knowledge Ready position is when my feet are shoulder width apart and knees slightly bent. Hold a racket near the bottom of the handle and try to keep the ball in the centre to control it. Stand sideways when returning the ball. Finish a hit with your racket pointing at where you want the ball to go	Net and Wall Year 2 Sticky Knowledge Send the ball into spaces away from you opponents. Return to the centre of the playing space after each shot, ready to defend. Always begin in the ready position to allow for changing direction quickly.	Tennis Year 3 Sticky Knowledge Use your strongest grip to hold the racket with. Forehand – stand sideways and swing from low to high with one hand finishing over the shoulder. A rally is a series of passes between players. Back hand – from ready position move the racket backwards, turn sideways and strike from low to high.	Tennis Year 4 Sticky Knowledge Use a backhand shot if the ball comes towards your non-dominant side. Place your dominant hand at the bottom of the racket and your non-dominant hand above, using two hands. I score if my opponent hits the net, hits the ball out, misses the ball or lets the ball bounce more than once.	Tennis Year 5 Sticky Knowledge I Backhand - Swing the racket from low to high, brushing over the top of the ball as you contact it. Underarm serve – hold ball in fingertip and use a straight arm to throw to head height. A volley is a shot where you hit the ball before it hits the ground.	Tennis Year 6 Sticky Knowledge I Forehand stroke – as you make contact the ball, turn your strings face downwards. A volley can be used as an attacking shot, returning it quickly so your opponent has no time to react. Hit the ball downwards. Scoring – the first point won is 15, second 30, third 40 and then game. If both players have the same score it is 15 all, 30 all and 40 all is called deuce. A player must get two points after deuce to win.
				Dodgeball Year 3/4 Sticky Knowledge. A live ball is one that has not bounced or hit a wall/ceiling. The area at the back of the court where the players stand to start the game is called an end zone. You are out if you are hit by a ball before it bounces or if the opposition catches your throw. Jumps, dodges and ducks can be used to avoid being hit.		Volleyball Year 5/6 Sticky Knowledge Shots you can play are called volley, dig, smash and spike. A point is scored when the ball is not returned over the net within three hits, when the ball hits the ground, if a player hits the net and if the returned ball lands outside the boundaries. Place the ball high in the air to allow your teammate time to move to hit it. Players rotate positions on the court in a clockwise direction. Dodgeball Year 5/6 Sticky Knowledge. The dead zone is the two lines in the centre of the court. Only hands are allowed in here. If a player catches a live ball, the thrower is out and one of the catcher's team mates comes back into the game. A game is won when all the opposition's team members are out. Stay on the balls of your feet to be ready to dodge and duck. Block a shot with a ball to keep yourself in the game.	

School Busy Bees Be a friend	Work in pairs happily.	Work cooperatively together in pairs to complete activities.	Support peers when playing in small sided games.	Cooperate with team mates when discussing what tactics to apply.			
Be you	Say which are their favourite games to play and why.	Talk about their likes and dislikes in games they play.	Discuss their likes and dislikes when playing in different positions and sports.	Have positive opinions on positions they like to play and be proud of their strengths.			
Be honest	Say honestly if you caught the ball or not.	Say if a ball was in our out and who has possession next.	Score games accurately and play by the rules.	Be truthful when officiating small sided games and stick to the rules.			
Be brave	Use new equipment with confidence.	Have a go at the new sports trying your best.	Select different skills to use even if you don't feel confident with them yet.	Try playing in a wide variety of positions within the team, not just what you feel you are best at.			
Be kind	Help your friend when they need it.	Support your partner or team mates to help them improve their skills.	Give constructive feedback to your team mates	Try to pass to a variety of people to include everyone.			
Athletic activities							
Objectives	Explore running and stopping. Explore running on the balls of their feet. Explore jumping and hopping safely. Explore throwing at a target.	Explore and show how to run at different speeds. Develop and show balance whilst jumping and landing. Explore and show hopping, jumping and leaping for distance. Explore throwing for distance and accuracy.	Develop the sprinting action. Develop and demonstrate jumping, hopping and skipping actions. Explore safely jumping for distance and height. Develop overarm throwing for distance.	Develop the sprinting technique and apply it to relay events. Develop technique when jumping for distance in a range of approaches and take off positions. Compare the different approaches. Explore the technique for a pull throw. Explore power and technique when throwing for distance in a pull and heave throw.	Develop an understanding of speed and pace in relation to distance. Develop power and speed in the sprinting technique. Develop technique when jumping at distance.	Apply fluency and coordination when running for speed in relay changeovers. Effectively apply speeds appropriate for the event. Develop power, control and consistency in jumping for distance. Explore technique and rhythm in the triple jump. Develop technique and power in javelin and shot put.	Demonstrate a clear understanding of pace and use it to develop their own and others sprinting technique. Develop power, control and technique in the triple jump. Develop power, control and technique when throwing discus and shot put.
Key Vocabulary	Fundamentals Key Vocabulary – FS Run, stop, space, jump, balance, skip	Athletics Year 1 Key Vocabulary Push, stop, jump, space, forwards, backwards, safely, balance, hop, aim, fast, slow, bend, improve, direction, travel, far Fundamentals Year 1 Key Vocabulary Jump, balance, fast, hop, direction, land, safely	Athletics Year 2 Key Vocabulary Sprint, jog, distance, height, take off, landing, overarm, underarm, speed, pace, balance, direction, swing Fundamentals Year 2 Key Vocabulary Dodge, jog, hurdle, speed, steady, sprint, skip,	Athletics Year 3 Key Vocabulary Speed, power, strength, accurately, higher, pace, control, faster, further Fundamentals Year 3/4 Key Vocabulary Distance, control, pace, technique, momentum, rhythm, accelerate, co-ordination, tension, decelerate, stability, transfer	Athletics Year 4 Key Vocabulary Stamina, officiate, perseverance, power, determination, accuracy, personal best	Athletics Year 5 Key Vocabulary Technique, upsweep, rhythm, stride, flight, down sweep	Athletics Year 6 Key Vocabulary Rotation, trajectory, continuous pace, transfer of weight, momentum, compete, force
Sticky Knowledge	Fundamentals Sticky Knowledge – FS Hold your arms out and squeeze your muscles to help you balance. Take big steps to run and small steps to stop. Galloping is leading with the same leg and the other leg trailing behind. Swing arms to help you jump further.	Athletics Year 1 Sticky Knowledge Run using the opposite leg forward to the arm. Take bigger strides if you want to run faster. Use a slower pace for longer distances. When running and wanting to stop, squeeze your muscles to remain stable. Swing your arms forwards when jumping and land with bent knees. Use an underarm throw for a short distance and an	Athletics Year 2 Sticky Knowledge Balance when running by alternating arms and legs. Run on the balls of your feet. Jumping off from two feet will give you more power to jump higher and further. Point your hand towards your target when throwing.	Athletics Year 3 Sticky Knowledge Sprint on the balls of your feet moving your hands from pocket to mouth. Hold the bottom of the relay baton for smooth change overs. Step forward as you throw to create power and to transfer weight from you back to front leg.	Athletics Year 4 Sticky Knowledge Run at a pace appropriate to a distance, and faster near the end. Look straight ahead when jumping to increase the distance you travel. When measuring a jump or throw, measure from the start line to where the object or person first lands.	Athletics Year 5 Sticky Knowledge Steady your breathing by breathing in through your nose and out through your mouth. Run at a slow speed when wanting to receive the baton. Triple jump - Hop: Must take off and land on same foot, drive knee upwards and forwards. Step: Must land on opposite	Athletics Year 6 Sticky Knowledge Use your dominant foot to start triple jump. A discus needs holding so it sits flat against the palm of your hand. Hold a shot put in one hand and place it into the neck with your elbow high.

		overarm throw for a further distance.				foot. As far as you can to gain distance. Jump: Must land two feet. Jump forward and drive hands forward. The pattern is one foot to the same foot, to the other foot, to two feet (same, other, both)
		Fundamentals Year 1 Sticky Knowledge When jumping swing arms and land with soft, bent knees. To run faster move arms quicker and lift knees higher. Focus on one spot when hopping. To skip, move the rope from behind your heels, over your head and towards your feet, then jump.	Fundamentals Year 2 Sticky Knowledge To stop, put weight in the front of feet. Running on the balls of feet, elbows bent taking big steps will increase speed. Sprinting is the fastest you can run, jogging is a lot slower.	Fundamentals Year 3/4 Sticky Knowledge Using good body tension will help maintain balances. Pace can be changed smoothly by using arm speed to increase and decrease leg speeds. Lean the body forward to accelerate and backwards to decelerate. To turn a rope, keep hands wide and in line with the belly button.		
School Busy Bees Be a friend	Work in pairs happily.	Work cooperatively together in pairs to complete activities.	Support peers when practising new events.	Cooperate with peers when completing and measuring activities.		
Be you	Say which are their favourite activity.	Talk about their likes and dislikes in the activities we take part in.	Discuss their likes and dislikes when taking part in the different athletic activities.	Win and lose at activities with grace. Be proud of their achievements.		
Be honest		Work carefully. Following the rules.	Measure jumps and throws carefully, recording a true result.	Follow the correct rules for different events and measure accurately.		
Be brave	Have a go at a new activity.	Try a range of new skills with confidence.	Use new equipment carefully and safely.	Perform different field and track activities confidently and in front of an audience.		
Be kind	Help your friend when they need it.	Support your friends to help them improve their skills.	Give constructive feed back to your team mates	Encourage friends to try their best		
Fitness						
Objectives	N/A	Fitness Year 1 Explore running at different speeds. Explore exercises using their own body weight. Identify how moving for longer periods of time makes them feel. Explore coordination activities through the use of equipment. Demonstrate balancing in more challenging activities with some success. Change direction whilst running.	Fitness Year 2 Demonstrate running at different speeds. Demonstrate increased control in body weight exercises. Show an ability to work for longer periods of time. Demonstrate improved technique when changing direction on the move. Demonstrate increased balance whilst travelling along and over equipment.	Fitness Year 3/4 Explore and demonstrate improved sprinting technique. Identify and explain activities which help to strengthen different muscle groups. Demonstrate using their breath to increase and maintain their work rate. Coordinate their bodies with increased consistency and speed in a variety of activities. Demonstrate control whilst completing activities which challenge balance. Show balance when changing direction at speed.	Fitness Year 5/6 Identify and adapt the best pace for a set distance. Demonstrate body weight exercises with increased repetitions, with control and fluency. Use their breath to increase their ability to move for sustained periods of time. Plan and demonstrate how to coordinate a range of body parts with a fluent action at increased speeds. Show fluency and control when travelling. Landing. Stopping and changing direction, maintaining their centre of gravity. Change direction with a fluent action and can transition smoothly between varying speeds.	
Vocabulary		Heart, lungs, exercise, oxygen, mood, healthy, body	Strong, pace, race, speed, jog, steady, sprint	Strength, distance, balance, accurately, control, healthy, stamina, coordination, muscle, technique, progress	Technique, agility, momentum, drive, rhythm, power, analyse, flexibility, record, measure, continuous, generate force	
Sticky Knowledge		Fitness Year 1 Sticky Knowledge Exercise can make you feel different emotions. Our heart beat increases during exercise.	Fitness Year 2 Sticky Knowledge We breathe differently depending on the speed we have been running at. Skipping is a great exercise to help develop fitness.	Fitness Year 3/4 Sticky Knowledge Agility – how quickly and easy we can move. Speed – how fast we are. When completing fitness exercises they need to be completed slowly and with control to prevent injury. Stamina is being able to continue to exercise over a sustained period of time.	Fitness Year 5/6 Sticky Knowledge Stork test – measuring how long you can stand on one foot for. Stamina can be improved by training over time. Speed is the ability to move your body quickly. Maintain steady breathing whilst completing fitness activities.	

		Our lungs get bigger as we breathe in and smaller when we breathe out.	A circuit is a range of activities you rotate around.		
School Busy Bees		Take turns and share resources kindly	Work together cooperatively when completing different activities.		Support peers to be the best they can be.
Be a friend		Work with confidence and be proud.	Perform activities with confidence and express their personal opinions.		Be confident to express their preferences with fitness activities.
Be you		Work carefully and following the rules.	Measure and record a true result.		Follow the correct rules for different activities and time accurately.
Be honest		Try new activities and give them 100% effort.	Try hard and persevere when things get tricky.		Push yourself to do better than you have before and be the best version of you.
Be brave		Support your friends to help them improve their skills.	Give constructive feed back to your team mates		Encourage friends to try their best
Be kind					

Area Title Swimming	Taught initially in year 3 and 4, with additional swimming lessons provided in year 5 and 6 if needed to meet the standards set out within the National Curriculum.
Objectives	Enter and exit the water safely. Be confident whilst in the water. Swim competently for 25 meters using a variety of strokes. Be able to demonstrate some self -help techniques. Explore the skills of rotation, sculling and treading water.
Key Vocabulary	Submersion, floating, gliding, front crawl, backstroke, breaststroke, kick with legs, pull with arms, rotation, sculling, treading water, handstands, surface dives, H.E.L.P and huddle position,
Sticky Knowledge	Breaststroke, front crawl and backstroke are three types of swimming stroke. Breathe every three strokes for front crawl. When doing backstroke keep our eyes looking up and kick from the hips. You can move forwards and backwards when sculling. Treading water using breaststroke leg action with your body upright to keep your head out the water.

Oracy Objectives in P.E. Subject Progression

Foundation Stage	<p>Physical: Speak clearly with appropriate volume during movement activities; use gestures to explain actions (e.g., pointing during dance or games).</p> <p>Linguistic: Use simple sentences to describe movements (e.g., “I jump high”); begin to use vocabulary like “run,” “stop,” “balance.”</p> <p>Cognitive: Ask simple questions about activities (e.g., “Why do we stretch?”); explain choices in movement (e.g., “I jump because it’s fun”).</p> <p>Social/Emotional: Take turns speaking during group games; listen to instructions and respond appropriately; share ideas about favourite activities.</p>
Key Stage 1	<p>Physical: Use tone and volume appropriately when giving instructions or feedback in games; use gestures naturally (e.g., pointing to space in invasion games).</p> <p>Linguistic: Use key vocabulary (e.g., “balance,” “throw,” “catch”) to describe actions; begin using sentence stems (e.g., “I think we should pass because...”).</p> <p>Cognitive: Ask and answer questions about movement choices; describe sequences in gymnastics or dance using time and direction.</p> <p>Social/Emotional: Participate in group discussions during PE; listen actively to peers; offer kind feedback and encouragement.</p>
Lower Key Stage 2	<p>Physical: Vary tone and use gestures deliberately to support explanations (e.g., demonstrating a roll or jump); consider posture when presenting.</p> <p>Linguistic: Use specialist vocabulary (e.g., “pivot,” “dribble,” “sequence”); build on others’ ideas using structured stems (e.g., “I agree because...”).</p> <p>Cognitive: Ask probing questions (e.g., “What makes a good team strategy?”); justify movement choices with reasoning.</p> <p>Social/Emotional: Speak confidently in front of peers; invite quieter pupils to contribute; reflect on group performance and communication.</p>
Upper Key Stage 2	<p>Physical: Adapt tone, pace, and volume for different audiences (e.g., leading warm-ups or explaining tactics); use gestures naturally.</p> <p>Linguistic: Use sophisticated sentence stems fluently (e.g., “Based on our last game, I suggest...”); vary sentence structure for effect.</p> <p>Cognitive: Justify tactical decisions with evidence (e.g., “We used a V-dribble because...”); construct detailed arguments during team planning.</p> <p>Social/Emotional: Read group dynamics and adapt communication; use humour and empathy effectively; lead discussions and reflect critically.</p>
Cross-Curricular Oracy Skills	<p>Listening: Active listening during instructions, peer feedback, and team planning.</p> <p>Speaking: Clear articulation of movement choices, strategies, and reflections.</p> <p>Reasoning: Making connections between physical actions and outcomes; explaining cause and effect in performance.</p> <p>Presenting: Sharing learning through demonstrations, peer coaching, and assemblies.</p>