



Digging Deep, Aiming High!

Individuality, Kindness, Pride, Equality, Integrity, Resilience

Subject Progression Map

In EYFS, children have access to the outdoors throughout the day where there are different areas of provision to support them in physical development, moving and handling and health and self-care. Enhancements are made to provision throughout the term to allow different challenges to the children. In Nursery, there is also an indoor movement area which further supports the child's development. Children in reception begin PE in the summer term and play simple games with different equipment allowing them to further work on the movement skills.

Linked to PSHE, pupils develop an understanding of why we need to exercise and across school, pupils are involved in physical activities every day.

Skills progression - areas highlighted are agreed end of phase outcomes across the BLP PE leaders.

Subject Area - PE - Dance							
Intent	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills / Knowledge From NC	<p>Explore and copy basic body actions and rhythms. To be able to negotiate space confidently, using appropriate strategies. To be able to use their bodies to imitate motifs from stories and topics such as animals, trees, etc...</p> <p>To begin to respond with their bodies to different types of music.</p> <p>30-50 months Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Can stand momentarily on one foot when shown</p> <p>40-60+ months Experiments with different ways of moving.</p> <p>ELG Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p>	<p>Demonstrate 2 different jumps. Demonstrate 3 travelling actions. Hold 3 different balances.</p> <p>Copy a dance pattern Remember a simple phrase with support Create own actions.</p> <p>Perform simple actions with support. Dance alongside others. Perform to music. Identify different jumps Identify something I liked.</p>	<p>Demonstrate a range of jumps. Demonstrate a range of travelling actions. Demonstrate coordination.</p> <p>Copy and remember a simple phrase or motif. Create a series of actions. Demonstrate spatial awareness (directions). Perform simple actions from memory. Perform using set counts. Perform confidently. Identify a range of jumps and travelling actions. Identify something I liked and explain why.</p> <p>Repeat simple movement patterns with control</p>	<p>Demonstrate all key actions, gestures, travel, jump, turn and stillness. Demonstrate a variety of actions with some control. Demonstrate actions with some coordination and strength. Create a sequence of actions to be performed in unison. I can use my imagination creating original ideas. Perform a variety of actions from memory. I can perform using spatial awareness. Perform in time with others. Name key actions. Identify something that needs to be improved and explain why with support.</p>	<p>Control the majority of key actions. Demonstrate the variety of key actions showing co-ordination and strength. Create a sequence of actions using canon. Create a sequence using different dynamics. Create actions using different stimuli. Perform competently with an awareness of audience. Perform using a variety of styles. Understand that dance has a structure - beginning, middle and end. Use dance vocabulary to identify strengths and weaknesses and suggest improvements.</p> <p>Move in time when performing short sequences Choreograph short sequences using mirror, canon and unison</p>	<p>Demonstrate all key actions with control and strength, Attempt more complex actions using flexibility and balance. Create a sequence of actions using change in formation and level. Choreograph dances that communicate feelings and emotions. Perform with confidence with audience awareness. Perform in more than 1 style of dance. Perform with expression. Evaluate a performance using key vocabulary and giving suggestions on how to improve without prompting.</p>	<p>Competently demonstrate all key actions with strength and stamina. Repeatedly demonstrate more complex actions with flexibility and co-ordination. Create movement demonstrating changes in rhythm, speed and formations. Create a dance showing awareness of all aspects of choreography (unison, canon, spatial awareness etc) Perform confidently to a range of audience with expression and focus. Perform confidently in a range of styles being aware of dynamics. Completely evaluate a performance.</p> <p>Perform and choreograph small group sequences Choose when to use skills and techniques including mirror, canon, unison to make sequences have impact</p>

Intent	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills / Knowledge From NC	22-36 months Run safely on whole foot Climb confidently on equipment	<u>Locomotion</u> To travel in different ways, showing clear transitions between movements Move with control and care. To travel in different directions (side to side, up and down) with control and fluency. To develop balance, agility and co-ordination. Stop on command Explore footwork patterns. Begin to hurdle small objects. <u>Running</u> Vary their pace and speed when running. Run with a basic technique over different distances. Show good posture and balance. Jog in a straight line. Change direction when jogging. Sprint in a straight line. Change direction when sprinting. Maintain control as they change direction when jogging or sprinting. <u>Jumping</u> Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Perform a short jumping sequence. Jump as high as possible. Jump as far as possible. Land safely and with control. Work with a partner to develop the control of their jumps. <u>Throwing</u> Throw underarm and overarm. Throw a ball towards a target with increasing accuracy. Improve the distance they can throw by using more power. <u>Compete/Perform</u> Begin to perform learnt skills with some control. Engage in competitive activities and team games. <u>Evaluate</u> Watch and describe performances. Begin to say how they could improve.	<u>Locomotion</u> Skip with a rope varying the type of skip. Gallop, side gallop Hurdle a small obstacle and continuing moving afterwards. <u>Running</u> Run at different paces, describing the different paces. Use a variety of different stride lengths. Travel at different speeds. Begin to select the most suitable pace and speed for distance. Complete an obstacle course. Vary the speed and direction in which they are travelling. Run with basic techniques following a curved line. Be able to maintain and control a run over different distances. <u>Jumping</u> Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Combine different jumps together with some fluency and control. Jump for distance from a standing position with accuracy and control. Investigate the best jumps to cover different distances. Choose the most appropriate jumps to cover different distances. Know that the leg muscles are used when performing a jumping action <u>Throwing</u> Throw different types of equipment in different ways, for accuracy and distance. Throw with accuracy at targets of different heights. Investigate ways to alter their throwing technique to achieve greater distance. <u>Compete/Perform</u> Perform learnt skills with increasing control. Compete against self and others. <u>Evaluate</u> Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others. Sprint 50m Run continuously for four minutes Land a two footed jump	<u>Locomotion</u> Link running and jumping activities with some fluency, control and consistency. <u>Running</u> Identify and demonstrate how different techniques can affect their performance. Focus on their arm and leg action to improve their sprinting technique. Begin to combine running with jumping over hurdles. Focus on trail leg and lead leg action when running over hurdles. Understand the importance of adjusting running pace to suit the distance being run. Begin to develop skills for relay races and baton passes. <u>Jumping</u> Use one and two feet to take off and to land with. Develop an effective take-off for the standing long jump. Develop an effective flight phase for the standing long jump. Land safely and with control. <u>Throwing</u> Throw a variety of different objects. Throw with greater control and accuracy. Show increasing control in their overarm throw. Perform a push throw. Continue to develop techniques to throw for increased distance. <u>Compete/Perform</u> Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner, Compete in mini competitions recording scores. <u>Evaluate</u> Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.	<u>Locomotion</u> Combine running and jumping activities with improved control. <u>Running</u> Confidently demonstrate an improved technique for sprinting. Carry out an effective sprint finish. Perform a relay, focusing on the baton changeover technique. Speed up and slow down smoothly. <u>Jumping</u> Learn how to combine a hop, step and jump to perform the standing triple jump. Land safely and with control. Begin to measure the distance jumped. <u>Throwing</u> Perform a pull throw. Measure the distance of their throws. Continue to develop techniques to throw for increased distance. <u>Compete/Perform</u> Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities. <u>Evaluate</u> Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result. Sprint 100m Run continuously for 10 minutes Run and jump from one foot to two feet	<u>Running</u> Accelerate from a variety of starting positions and select their preferred position. Identify their reaction times when performing a sprint start. Continue to practise and refine their technique for sprinting, focusing on an effective sprint start. Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run. Identify and demonstrate stamina, explaining its importance for runners. <u>Jumping</u> Improve techniques for jumping for distance. Perform an effective standing long jump. Perform the standing triple jump with increased confidence. Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight. Land safely and with control. Measure the distance and height jumped with accuracy. Investigate different jumping techniques <u>Throwing</u> Perform a fling throw. Throw a variety of implements using a range of throwing techniques. Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance. <u>Compete/Perform</u> Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition. <u>Evaluate</u> Choose and use criteria to evaluate own and others' performance. Explain why they have used particular skills or techniques, and the effect they have had on their performance.	<u>Running</u> Recap, practise and refine an effective sprinting technique, including reaction time. Build up speed quickly for a sprint finish. Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern. Accelerate to pass other competitors. Work as a team to competitively perform a relay. Confidently and independently select the most appropriate pace for different distances and different parts of the run. Demonstrate endurance and stamina over longer distances in order to maintain a sustained run. <u>Jumping</u> Develop the technique for the standing vertical jump. Maintain control at each of the different stages of the triple jump. Land safely and with control. Develop and improve their techniques for jumping for height and distance and support others in improving their performance. Perform and apply different types of jumps in other contexts. Set up and lead jumping activities including measuring the jumps with confidence and accuracy. <u>Throwing</u> Perform a heave throw. Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance and support others in improving their personal best. Develop and refine techniques to throw for accuracy. <u>Compete/Perform</u> Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition. <u>Evaluate</u> Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements. Sprint 100m with good technique Run competitively in a sprint and distance race Combine different jumps such as hop, step, jump
	30-50 months Move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.						
	40-60+ months Jump off an object and lands appropriately Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing and climbing equipment						
	ELG Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.						

Intent	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills / Knowledge From NC				<p>Develop basic pool safety skills and confidence in water.</p> <p>Develop travel in vertical or horizontal position and introduce floats.</p> <p>Develop push and glides, any kick action on front and back with or without support aids.</p> <p>Develop entry and exit, travel further, float and submerge.</p> <p>Develop balance, link activities and travel further on whole stroke.</p> <p>Show breath control.</p> <p>Tread water.</p> <p>Swim front crawl for 25m.</p> <p>Expected outcomes for all:</p> <p>swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>perform safe self-rescue in different water-based situations</p>			

Subject Area - Skills for learning in PE

Intent	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills / Knowledge From NC	Begin to recognise equipment which may be dangerous and harmful. Show how to handle equipment for play and activities safely.	Work cooperatively with a partner or in a small group. Follow simple instructions. Begin to collect equipment and organise an activity. Know how to carry and place equipment with adult input and supervision. Know how to stay safe in different PE activities.	Work independently, with a partner and small group. Follow a series of simple instructions. Begin to collect and organise more challenging activities. Lift, move and place equipment/apparatus safely following instruction of an adult.	Follow more complex instructions to set up an activity using equipment. Begin to lead small warm up activities in groups. Confidently and safely move equipment.	Begin to work in teams for PE lessons following a sport ed model where all children can show aspects of leadership.	Begin to develop their own activities under instruction of an adult. Continue to develop leadership roles following a sport ed model in lessons. Begin to design their own activities to develop skills and lead these.	Be secure in all roles of the sport ed model. Support others in roles they are less secure in. Design, set up and lead a variety of activities for warm up and skill development. Lead peers and younger pupils in activities.
Subject Area - Fundamental movement skills							

Intent	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills / Knowledge From NC	<p>Recognise that the body changes during exercise. Use simple words and phrases to describe how the body feels after exercise. Children can briefly talk about ways to stay safe when being active.</p> <p>Children begin to understand the importance of healthy eating and exercise.</p>	<p>Describe how the body feels when still, before, during and after an activity Show how to exercise safely. Know and understand that being active is good for the body and can be fun.</p>	<p>Recognise and describe what their bodies feel like during different paced activities. Understand the basic importance of warm up and cool down. Know and understand that being active is good for the body and can be fun. Begin to suggest some reasons why being active is important.</p>	<p>Recognise and describe the short term effects of exercise on the body during different activities. Explain why it is important to warm-up and cool-down. Begin to understand the importance of suppleness and strength Begin to improve stamina.</p>	<p>Know and describe what an effective warm up and cool down is, and how to do this safely Explain why keeping fit is good for my health. Describes how the body reacts during different types of activity and how this affects the way they perform. Recognise which activities help their speed, strength and stamina and know when they are important in games. Recognise how specific activities/games can affect specific parts of the body. Know, measure and describe the short term effects of exercise on the body</p>	<p>Explain some important safety principles when preparing for exercise. Explain why exercise is important. Choose appropriate warm ups and cool downs. Organise their own warm up and cool down activities, to suit the activity. Show a more in-depth understanding of the importance of warm up/cool down and how to do this safely. Know and understand the basic principles of warming up and why it is important to lead to a good quality performance. Understand and explain why physical activity is good for their health and well-being.</p>	<p>Explain how the body reacts to different kinds of exercise. Explain why we need regular and safe exercise. Understand and talk about why exercise is good for health, fitness and wellbeing and how to become healthier themselves. Take necessary and detailed steps to prepare for exercise, using accurate and appropriate warm up and cool down strategies, independently. Carry out warm up and cool down exercises confidently and accurately supporting all parts of the body. Understand and explain the need to prepare properly for activities/games and to understand that preparation may differ dependent on activity.</p>

		Area Of PE - Dance	
Area of dance	Vocabulary	Definition	Year group
Technique - Dance Actions	Travel	Movement of a person/group of people Could be - run, skip, hop, crawl, walk, creep, slide, shuffle, gallop etc	
	Jump	Push off a surface into the air using both feet Could be - turning, star, tuck, pencil etc	
	Leap	Push off a surface into the air using 1 foot Could be - hop, split leap, stag leap, cat leap etc	
	Turn	Move in a circular direction Could be - spin, roll, pivot, turning jumps, cartwheel etc	
	Gesture	a movement of part of the body, especially a hand or the head, to express an idea or meaning Could be - stamp, wave, punch, reach, nod, shoulder shrug etc	
	Stillness	No movement (or sound) Could be - wait, pause, hold, freeze, suspend	
Technique - Key Physical Skills	Alignment	Correct placement of body	
	Balance	Steady or held position	
	Control	Ability to start/stop movement, change direction and hold shape efficiently	
	Co-ordination	Efficient combination of body parts	
	Extension	Lengthening of one or more muscles or limbs	
	Flexibility	Range of movement within joints involving muscles, tendons and ligaments	
	Posture	The way the body is held	
	Stamina	To maintain physical and mental energy over a period of time	
	Strength	Muscular power	
Choreography	Choreography	The art of creating a dance	
	Motif	A phrase of movement that can be developed	
	Repetition	Performing the same action or phrase again	
	Phrase	A short sequence or linked action	
	Sequence	A set of related movements that follow in an order	
	Directions	Where the movement faces	
	Unison	When 2 or more dancers perform at the same time	
	Canon	Performing the same movements one after the other (like a Mexican wave)	
	Stimuli	Inspiration or an idea for movement	
	Formation	Shapes and patterns - this is the shape or pattern the dancers are stood in, lines, circle	
	Levels	Distance from the ground - low, medium, high	
	Space	A dancer's personal space is the area directly around the body, it can also refer to the space area which is used by a group.	
Performance	Movement memory	Ability to remember movement	

	Spatial awareness	Being aware of surroundings	
	Dynamics	Quality of the actions, strength, speed and flow	
	Timing	Use of counts and time	
	Facial Expressions	Showing the mood, feeling and character	
	Focus	Where the dancers are looking	
Evaluation	Strength	What was good about the performance - this should come from the success criteria and use specific vocabulary from above	
	Improvement	What could be done better next time - this should come from the success criteria and use specific vocabulary from above	

		Subject Vocabulary	
		Area Of PE - Gymnastics	
Area of Gymnastics	Vocabulary	Definition	Year group
Technique -	Shape	The shape that the body makes Could be - tuck, pike, straddle, star, straight, stretch, dish, arch, squat, wide, narrow	
	Balance	Steady or held position Could be - standing, kneeling, front support, back support, alone or with a partner,	
	Contrasting partner balance	Doing a different balance to your partner Combine different elements with your partner - high/low, stretched/curled, different shapes	
	Weight partner balances	Once of the partners holds the weight or some of the other partner	
	Counterbalance	Using the weight of both/all people to create a balance The weights balance each other	
	Group formation	The way the group is stood, doing the action or the balance - circle, line, back to back etc	
	Travelling	Movement of a person/group of people Could be - run, skip, hop, walk, gallop, hop, hopscotch, bunny hop, front support walk,	
	Chassis step	step, close feet together and step again.	
	Leap	Push off a surface into the air using 1 foot Could be - hop, split leap, stag leap, cat leap etc	
	Cat leap	Lift of the floor, bend one knee up to the chest and then the other	
	Split leap	A leap forward from one foot to the other, performing the splits position while in the air.	
	Stag leap	A leap made with one leg bent and toes touching the knee of the other leg, which is straight.	
	Turn	Move in a circular direction Could be - spin, roll, pivot, turning jumps, cartwheel etc	
	Pivot	A turn made on the ball of the foot.	
	Roll	Move in a particular direction by turning over and over on an axis	
	Jump	Push off a surface into the air using both feet Could be - turning, star, tuck, pencil etc	
	Lunge	Step forwards with one foot.	
	Hurdle step	A single skip into an aggressive lunge. The hop will occur on the leg that you kick when kicking into handstand.	
	Hurdle to 2 feet	This hurdle does not involve a skip; instead, it is a long low jump from one foot to two.	
	Static balance	Maintaining balance while holding a pose or remaining motionless (balance on one foot)	
	Dynamic balance	maintaining balance when in motion, starting, and stopping (balancing while walking on a balance beam)	

	Tense	Holding the body stretched and tight.	
	Relaxed	Holding the body less tight.	
	Stretched	straighten or extend the body or a part of the body to its full length, typically to tighten the muscles or in order to reach something:	
	Curled	Form the body into a curved shape.	
	Control	Ability to start/stop movement, change direction and hold shape efficiently	
	Co-ordination	Efficient combination of body parts	
	Extension	Lengthening of one or more muscles or limbs	
	Flexibility	Range of movement within joints involving muscles, tendons and ligaments	
	Posture	The way the body is held	
	Stamina	To maintain physical and mental energy over a period of time	
	Strength	Muscular power	
Routine/sequence	Routine	A sequence of actions that are followed.	
	Sequence	A set of related movements that follow in an order	
	Movement Phrase	A short sequence or linked action	
	Control	Ability to start/stop movement, change direction and hold shape efficiently	
	Co-ordination	Efficient combination of body parts	
	Timing	Use of counts and time	
	Repetition	Performing the same action or phrase again	
	Speed	The rate at which someone or something moves	
	Directions	Where the movement faces	
	Unison	When 2 or more dancers perform at the same time	
	Levels	Distance from the ground - low, medium, high	
Performance	Control	Ability to start/stop movement, change direction and hold shape efficiently	
	Confidence	The feeling or belief that you can do it.	
	Partner matching	Doing the same action/movement as your partner at the same time.	
	Mirroring	Imitating a partner's actions whilst facing them (could be done back to back as well).	
	Accuracy	Being precise in your actions	
	Precision	Being exact and accurate in movements	
	Movement memory	Ability to remember movement	
	Spatial awareness	Being aware of surroundings	
Evaluation	Strength	What was good about the performance - this should come from the success criteria and use specific vocabulary from above	
	Improvement	What could be done better next time - this should come from the success criteria and use specific vocabulary from above	

		Subject Vocabulary	
		Area Of PE - Invasion Games	
Area of Games	Vocabulary	Definition	Year group
Skill	Control	Ability to start/stop movement, change direction and hold shape efficiently	
	Accuracy/ accurate	Successful in reaching the intended target (person, hoop, net etc)	
	Underarm	Throw with the arm or hand below shoulder level	
	Overarm	Throw with the arm or hand above the shoulder	
	Catch	To intercept and hold the object (ball, bean bag etc)	
	Bounce	Rebound a ball or other object off the floor or wall	
	Throw	Propel with force through the air by using the arm and hand	
	Travel	Go from one place to another	
	Direction	The course along which someone or something is moving	
	Co-ordination	Efficient combination of body parts and objects when used	
	Hand eye co-ordination	the way that one's hands and sight work together to be able to do things that require speed and accuracy (such as catching or hitting a ball)	
	Distances	How far it is from one place to another	
	Pass/send	To move the ball or object (to someone else)	
	Trapping	Trapping the ball involves using the feet, thighs or chest to bring the ball to the ground while keeping it in the player's possession. It can include stopping the ball completely or redirecting the ball in a controlled manner.	
	Kick	Strike or propel forcibly with the foot	
	Move	Go in a specified direction or manner; change position	
	Dribbling	Moving the ball around the field by use of the feet, unassisted by other players.	
	Gathering	Collecting things up and putting them in one place	
	Confidence	The feeling or belief that you can do it.	
	Shoot	Move or cause to move suddenly and rapidly in a particular direction towards a net, goal, place to score.	
Application	Game	An activity which individuals take part in, following some rules, to score points or achieve an objective.	
	Pass	To move the ball or object (to someone else)	
	Player	a person taking part in a sport or game	
	Speeds	The different rates at which someone or something moves	
	Directions	The course along which someone or something is moving	
	Space	An area which is free; there are no other players there	
	Support	Help another member of the same team	
	Problems	Something which has gone wrong and needs resolving	

	Opposition	The members of the other team/s; the people you are playing against	
	Possession	Having the object/s needed to play the game	
	Receive	Getting the ball or object from another player; it may be kicked or thrown to you.	
Participation	Rules	Agreed regulations which must be followed within the game	
	Team game	A game played with groups of players (usually 2 groups, but could be more)	
	Opposition	The members of the other team/s; the people you are playing against	
	Attacking	You or your team, making an attempt to score or progress in the game.	
	Defending	Protecting the goal rather than attempting to score against the opponents, stopping the other team from making progress.	
	Defensive skills	The skills which are used by the individual or team to defend (stop the other team making progress).	
	Marking	To stand near and follow a member of the opposing team to prevent them from getting the ball/object and progressing in the game. Done by the defending team.	
	Defending a space	The defending team players will prevent the opposition getting into a space in the game play area.	
	Dodging	Avoid someone by quick sudden movements.	
	Cooperate	Working together.	
	Team mate	Someone who is playing on the same team as you.	
	Goal/points	The way in which you score in a game. Maybe into a net, bucket, hoop etc	
	Tactics	The plan a team uses to either attack or defend in a game.	
	Invasion game	Any game where the objective is to attack the opposition's territory and score a goal or point	
	Competitive	Playing against each other with the aim of winning	
	Communicate	Speaking or using gestures to make your intentions/tactics known to other members of your team.	
Evaluation	Watch	Look closely at what others are doing.	
	Describe	Give a detailed account in words.	
	Improve/ improvements	Make or become better, give suggestions to be able to do this.	
	Evaluate	Make a judgement on the performance of others; good/bad and why?	
	Differences	Something that is not the same as others	
	Effectiveness	How good the use of the skill is	
	Modify	Change	
	Criteria	An agreed list of things which must be done in order to be successful.	
	Explain	Make (an idea or situation) clear to someone by describing it in more detail or revealing relevant facts	

		Subject Vocabulary	
		Area Of PE - Net and Wall & Striking and Fielding Games	
Area of Games	Vocabulary	Definition	Year group
Skill	Control	Ability to start/stop movement, change direction and hold shape efficiently	
	Accuracy/ accurate	Successful in reaching the intended target (person, hoop, net etc)	
	Underarm	Throw with the arm or hand below shoulder level	
	Overarm	Throw with the arm or hand above the shoulder	
	Catch	To intercept and hold the object (ball, bean bag etc)	
	Bounce	Rebound a ball or other object off the floor or wall	
	Throw	Propel with force through the air by using the arm and hand	
	Hitting	To cause (something, such as a ball) to move by hitting it forcefully with a bat, racket, etc.	
	Rolling	To move across the ground or another surface by turning over and over	
	Strike/Striking	To hit something in a forceful way	
	Direction	The course along which someone or something is moving	
	Co-ordination	Efficient combination of body parts and objects when used	
	Hand eye co-ordination	the way that one's hands and sight work together to be able to do things that require speed and accuracy (such as catching or hitting a ball)	
	Distances	How far it is from one place to another	
	Pass/send	To move the ball or object (to someone else)	
	Trapping	Trapping the ball involves using the feet, thighs or chest to bring the ball to the ground while keeping it in the player's possession. It can include stopping the ball completely or redirecting the ball in a controlled manner.	
	Receive/Receiving	To get or be given an object	
	Object	The piece of equipment (ball, bean bag etc) being used	
	Return	To send something back to where it needs to go (the object for the game)	
	Gathering	Collecting things up and putting them in one place	
	Confidence	The feeling or belief that you can do it.	
	Fielding	To catch or stop and throw a ball that has been hit by the batting team.	
	Batting	To hit (something, such as a ball) with a bat, club, etc., or with your hand	
	Serve/Serving	To throw a ball/object into the air and hit it over a net to start play in tennis, volleyball, etc.	
	Rally	An exchange of strokes in a court game such as tennis or volleyball, ending when one side fails to make a good return and resulting in a point or the loss of service	
	Shots	an act of hitting or throwing an object to a particular place.	
	Stationary	Not moving	

	Backhand	Hitting a ball in tennis and similar games in which the back of the hand holding the racket is turned in the direction of the ball	
	Forehand	Hitting a ball in tennis and similar games in which the palm of the hand holding the racket is turned in the direction of the ball	
	Overhead	Above someone's head	
	Bowl	To throw (a ball) to the batsman	
	Precision	The quality of being precise : exactness or accuracy	
Application	Game	An activity which individuals take part in, following some rules, to score points or achieve an objective.	
	Pass	To move the ball or object (to someone else)	
	Player	a person taking part in a sport or game	
	Speeds	The different rates at which someone or something moves	
	Directions	The course along which someone or something is moving	
	Space	An area which is free; there are no other players there	
	Support	Help another member of the same team	
	Problems	Something which has gone wrong and needs resolving	
	Opposition	The members of the other team/s; the people you are playing against	
	Possession	Having the object/s needed to play the game	
	Receive	Getting the ball or object from another player; it may be kicked or thrown to you.	
	Challenge	To test the ability, skill, or strength of (someone or something)	
Participation	Rules	Agreed regulations which must be followed within the game	
	Team game	A game played with groups of players (usually 2 groups, but could be more)	
	Opposition	The members of the other team/s; the people you are playing against	
	Attacking	You or your team, making an attempt to score or progress in the game.	
	Defending	Protecting the goal rather than attempting to score against the opponents, stopping the other team from making progress.	
	Defensive skills	The skills which are used by the individual or team to defend (stop the other team making progress).	
	Fairly	In a way that is right or proper : in a fair way	
	Sporting manner	Done or behaving in a way that treats the other people in a sport or competition fairly	
	Cooperate	Working together.	
	Team mate	Someone who is playing on the same team as you.	
	Goal/points	The way in which you score in a game. Maybe into a net, bucket, hoop etc	
	Tactics	The plan a team uses to either attack or defend in a game.	
	Modified	Changed	
	Competitive	Playing against each other with the aim of winning	
	Communicate	Speaking or using gestures to make your intentions/tactics known to other members of your team.	

Evaluation	Watch	Look closely at what others are doing.	
	Describe	Give a detailed account in words.	
	Improve/ improvements	Make or become better, give suggestions to be able to do this.	
	Evaluate	Make a judgement on the performance of others; good/bad and why?	
	Differences	Something that is not the same as others	
	Effectiveness	How good the use of the skill is	
	Modify	Change	
	Criteria	An agreed list of things which must be done in order to be successful.	
	Explain	Make (an idea or situation) clear to someone by describing it in more detail or revealing relevant facts	

		Subject Vocabulary	
		Area Of PE - Moving in different ways & Athletics	
Area of Games	Vocabulary	Definition	Year group
Skill - General	Accuracy/ accurate	Successful in reaching the intended target (person, hoop, net etc)	
	Confidence	The feeling or belief that you can do it.	
	Control	Ability to start/stop movement, change direction and hold shape efficiently	
	Co-ordination	Efficient combination of body parts and objects when used	
	Direction	The course along which someone or something is moving	
	Distances	How far it is from one place to another	
	Endurance	The ability to withstand stress over prolonged periods of time	
	Gallop	Run fast with both feet off the ground in each stride.	
	Hand eye co-ordination	the way that one's hands and sight work together to be able to do things that require speed and accuracy (such as catching or hitting a ball)	
	Object	The piece of equipment (ball, bean bag etc) being used	
	Precision	The quality of being precise : exactness or accuracy	
	Skip	Move along lightly, stepping from one foot to the other with a hop or bounce	
	Speed	The rate at which someone moves	
	Stamina	The ability to sustain prolonged physical or mental effort	
	Accelerate	Begin to move more quickly	
	Field event	Events that take place on the field and not the track (throwing and jumping)	
	Track event	Events that take place on the track (running, hurdles)	
Running	Crouch start	The body being held in a crouched pose before springing off of the back foot.	
	Standing start	A position used before running where the contender is stood up.	
	Hurdling	A track event that involves running and jumping over obstacles at speed. The obstacles or barriers are known as hurdles.	
	Lead leg	The leg which clears the hurdle first when hurdling.	
	Trail Leg	The leg that follows the lead leg over the hurdle is called the trail leg.	
	Sprinting	Trying to cover a short distance in the fastest possible time	
	Jogging	The activity of running at a steady, gentle pace as a form of physical exercise	
	Pace	Speed in walking, running, or moving	
	Stride length	The distance covered when you take two steps, one with each foot.	
	Relay	A running activity where a team pass on a baton to the next person	
	Sprint finish	The end of a long race in which competitors speed up as they approach the finish line	
	Baton changeover	When one athlete passes the baton to another athlete in their team	
	Reaction time	The length of time taken for a person or system to respond to a given stimulus or event	
Jumping	Flight	The part where an athlete is in the air during a jump	
	Landing	The position and place you are in after a jump	

	Standing vertical jump	A 2 footed jump straight up.	
	Take off phase	The part of a jump where an athlete is preparing to jump	
	Long jump	A field event which involves the athlete running down a track and taking off from a special board trying to get the furthest distance possible before landing in a sand pit.	
	Standing long jump	A two-footed horizontal jump from a standing position.	
	Jump	Push off a surface into the air using both feet	
	Triple jump	Performing a hop, a step, and a jump from a running start:	
Throwing	Throw	Propel with force through the air by using the arm and hand	
	Underarm	Throw with the arm or hand below shoulder level	
	Overarm	Throw with the arm or hand above the shoulder	
	Pull throw	A throwing technique (used for javelin)	
	Push throw	A throwing technique (used for shot put)	
	Fling throw	A throwing technique (used for discuss)	
	Heave throw	lift or haul something heavy with great effort	
Application	Game	An activity which individuals take part in, following some rules, to score points or achieve an objective.	
	Pass	To move the ball or object (to someone else)	
	Player	a person taking part in a sport or game	
	Speeds	The different rates at which someone or something moves	
	Directions	The course along which someone or something is moving	
	Space	An area which is free; there are no other players there	
	Support	Help another member of the same team	
	Problems	Something which has gone wrong and needs resolving	
	Opposition	The members of the other team/s; the people you are playing against	
	Possession	Having the object/s needed to play the game	
	Receive	Getting the ball or object from another player; it may be kicked or thrown to you.	
	Challenge	To test the ability, skill, or strength of (someone or something)	
Participation	Rules	Agreed regulations which must be followed within the game	
	Team game	A game played with groups of players (usually 2 groups, but could be more)	
	Opposition	The members of the other team/s; the people you are playing against	
	Attacking	You or your team, making an attempt to score or progress in the game.	
	Defending	Protecting the goal rather than attempting to score against the opponents, stopping the other team from making progress.	
	Defensive skills	The skills which are used by the individual or team to defend (stop the other team making progress).	
	Fairly	In a way that is right or proper : in a fair way	
	Sporting manner	Done or behaving in a way that treats the other people in a sport or competition fairly	

	Cooperate	Working together.	
	Team mate	Someone who is playing on the same team as you.	
	Goal/points	The way in which you score in a game. Maybe into a net, bucket, hoop etc	
	Tactics	The plan a team uses to either attack or defend in a game.	
	Modified	Changed	
	Competitive	Playing against each other with the aim of winning	
	Communicate	Speaking or using gestures to make your intentions/tactics known to other members of your team.	
Evaluation	Watch	Look closely at what others are doing.	
	Describe	Give a detailed account in words.	
	Improve/ improvements	Make or become better, give suggestions to be able to do this.	
	Evaluate	Make a judgement on the performance of others; good/bad and why?	
	Differences	Something that is not the same as others	
	Effectiveness	How good the use of the skill is	
	Modify	Change	
	Criteria	An agreed list of things which must be done in order to be successful.	
	Explain	Make (an idea or situation) clear to someone by describing it in more detail or revealing relevant facts	

		Subject Vocabulary	
		Area Of PE - OAA	
Area of Games	Vocabulary	Definition	Year group
	OAA	OAA stands for Outdoor Adventurous Activities. It usually takes place outdoors and involves: physical activity; adventure and challenge; problem-solving activities; teamwork.	
	Orienteering	an exciting outdoor adventure sport which is similar to a cross-country race, it involves walking or running while navigating around a course, using a detailed map and sometimes a compass.	
Trails & Problem Solving	Accuracy/accurate	Successful in reaching the intended target (person, hoop, net etc)	
	Confidence	The feeling or belief that you can do it.	
	Orienteering	To discover your position in relation to what is around you	
	Trail	A track or path to follow to controls	
	Orienteering course	An orienteering course is composed of a start point, a series of control points, and a finish point.	
	Navigation Equipment	Objects required for finding the way around the trail - map, compass	
	Challenge	To test the ability, skill, or strength of (someone or something)	
	Map	A diagrammatic representation of an area	
	Compass	An instrument containing a magnetized pointer which shows the direction of magnetic north and bearings from it	
	Effective communication	A communication between two or more persons wherein the intended message is successfully delivered, received and understood.	
	Symbols	A mark or character used as a conventional representation of an object	
	Key	A thing that provides a means of achieving or understanding something (the symbols used on a map).	
	Map styles	Different types of maps used for different purposes; in orienteering it is usually a topographic map.	
	Informed decision		
	Conditional instructions	the child must decide if the instruction relates to them and then, they must follow the instruction as directed, e.g. if you have a brother, do five star jumps.	
	Control point	A marked position used in orienteering. They are located in the competition area and then marked on the orienteering map. The aim is for the orienteer to locate the controls by using the map to find them in the fastest possible time.	
	Orienteering map symbols	A set of map symbols used universally and specifically for orienteering. They are also colour specific	
	Orienteering a map	Making sure your map is the right way round	
	Orienteer	The person taking part in the orienteering	

	Scale	The relative size of objects shown on a map	
	Strategy	A plan or action created for completing a task	
	Symbol	A sign, shape or object to represent something else. Usually used to simplify maps.	
	Boundary	The edge of the space being worked in	
	Check point card	A resource which is taken around and checked off at each checkpoint	
	Compass	A tool used to help navigate	
	Control	What the children are looking for, can be a combination of letters and numbers	
	Course	The route chosen for the controls to be visited	
	Linear	All the controls on the map must be visited in the order shown	
Preparation, organisation & Communication	Informed decision	A decision based on facts or information	
	Plan	An intention or decision about what one is going to do	
	Organise		
	Quickest route	The route to go to all control points in the shortest time possible.	
	Navigate	To follow or find a course	
	Communicate	Speaking or using gestures to make your intentions/tactics known to other members of your team.	
	Leadership Skills	The strengths and abilities individuals demonstrate that help the oversee processes, guide initiatives and steer their employees toward the achievement of goals.	
Compete and Perform	Set period of time	The amount of time given to complete the course	
	Personal performance	How well an individual does	
	Improving completion time	Being able to complete a course in less time than before.	
Evaluation	Watch	Look closely at what others are doing.	
	Describe	Give a detailed account in words.	
	Improve/ improvements	Make or become better, give suggestions to be able to do this.	
	Evaluate	Make a judgement on the performance of others; good/bad and why?	
	Differences	Something that is not the same as others	
	Effectiveness	How good the use of the skill is	
	Modify	Change	
	Criteria	An agreed list of things which must be done in order to be successful.	
	Explain	Make (an idea or situation) clear to someone by describing it in more detail or revealing relevant facts	