

PE	Year 1		Year 2	
<p>Vocabulary: backwards, distance, far, fast, forwards, furthest, high, hop, link, medium, power, run, sideways, skip, skipping, slow, step, straight, throw, track, relay, tag, partner, sprint.</p> <p>For Year 2 add: lunges, strength, repetition, accuracy, burn, stamina, fitness, persevere, tally, develop, lap, cooperate, compete.</p>	Head	<p>Suggest links between types of exercises e.g. training speed for different jumping activities.</p> <p>Demonstrate awareness for the need to improve and attempt to improve.</p> <p>Select correct skill for the situation.</p>	Head	<p>Make choices about appropriate throws for different types of activity.</p> <p>Can identify areas of activities that need improvement e.g. power in throws to throw further.</p>
	Hand	<p>Can start and stop at speed, run in straight lines using a variety of speeds.</p> <p>Attempt a variety of jumps taking off and landing on different foot combinations e.g., 2 to 1, 1 to 2 etc.</p> <p>Handle and throw a variety of different objects and attempt to throw for distance.</p> <p>Copy and repeat basic movements for extended periods of time developing stamina.</p> <p>Demonstrate some core strength to hold a variety of shapes and position.</p> <p>Move a variety of objects quickly showing a range of techniques.</p> <p>Developed agility and coordination skills to competently take part in a range of activities.</p>	Hand	<p>Develop power, agility, coordination and balance over a variety of activities.</p> <p>Can throw and handle a variety of objects including quoits, beanbags, balls, hoops.</p> <p>Can negotiate obstacles showing increased control of body and limbs.</p> <p>Use agility in running games.</p> <p>Apply skills in a variety of activities.</p> <p>Practise to improve skills.</p>
	Heart	<p>Developed agility and coordination skills to competently take part in a range of activities.</p> <p>Participate as part of a team to compete in running relays</p>	Heart	<p>Discuss thoughts and feelings around physical challenges and what it means to be a team player.</p> <p>Work cooperatively to complete running, jumping and throwing tasks.</p> <p>Consider others when playing games to respect their space and boundaries.</p>

PE Skills Progression

PE	Year 1		Year 2	
Vocabulary: hit, catch, runs, wicket, bats, bowl, feed, throw, catch, underarm, overarm, field, hitter, bowler, umpire, posts, stumps	Head	<p>Able to identify when a point has been scored and keep count of score. Can choose where to send the ball to maximise chance to score. Can make choices where to stand in the field to restrict runs scored.</p>	Head	<p>Make choices about where to hit the ball. Make tactical decisions about where to position themselves in the field.</p>
	Hand	<p>Catch a medium sized ball thrown over a short distance. Intercept, retrieve and stop a beanbag and a medium-sized ball with some consistency. Track balls and other equipment sent to them, moving in line with the ball to collect it. Run between bases to score points. Retrieve and return a ball to a base. Use a range of sending skills to put ball into space. Able to self-feed ball to hit off hand and strike ball off cone. Work collaboratively to score runs showing encouragement and support.</p>	Hand	<p>Has developed hitting skills with a variety of bats. Practised bowling/feeding a ball to other players. Run in a game to score points. Attempted to play the role of wicket keeper or backstop. Makes attempts to catch balls coming towards player in games.</p>
	Heart	<p>Show awareness of teammates fielding positions to restrict runs in a simple game scenario.</p>	Heart	<p>Can work in small groups to field and bat. Display sportsmanship when competing against others.</p>

PE Skills Progression

Send and Return	Head	Identify space to send a ball into. Can describe how they worked with their partner to send and receive.	Head	Decide on and play with dominant hand. Develop tactics to outwit your opponent so they cannot return the ball.
	Hand	Able to send an object with increased confidence using hand or bat. Move towards a moving ball to return with hand or bat. Score points against opposition over a line/net. Select and apply skills to win points. Chase, stop and control balls and other objects such as beanbags and hoops. Track balls and other equipment sent to them, moving in line with the ball to collect or return.	Hand	Demonstrate basic sending skills in isolation and small games. Show agility to track the path of ball over a line/net and move towards it. Hit a ball using both hand and racquet with some consistency. Return a ball coming towards them using hand or racquet. Play in a modified game send and returning the ball over a line/net. Start a game using basic serving skills.
	Heart	Work with a partner to send and return an object and play in a simple rally. Play cooperatively in a game situation.	Heart	Has developed hitting skills with a variety of bats.
Attack, Defend, Compete	Head	Recognise rules and apply them in competitive and cooperative games. Make decisions about how to defend a target.	Head	Select and apply a small range of simple tactics. Begin to look for space to pass into or run to in order to receive. Select the more appropriate skill to move forwards to shoot.
	Hand	Begin to engage in competitive activities. Roll, slide or throw a beanbag or ball with accuracy. Bounce a medium sized ball to self and attempt to bounce to others. Attempt to intercept and catch a thrown ball.	Hand	Can send a ball using feet. Can receive a ball using feet. Link combinations of skills e.g. dribbling and passing with hands in isolation and combination. Can send a ball using hands. Can receive a ball using hands. Can play in a variety of positions in both defence and attack.
	Heart	Work in collaboration with others to attack and score points. Identify the things that they like about exercise both in and outside of school	Heart	Work with a partner and in small groups to develop skills. Show awareness of teammates and opponents in games.
Vocabulary: hit, collect, stop, net, throw, roll, strike, catch, bowl, feed, pick up, batter, hitter, forehand, backhand, court, serve, For Year 2 add: bounce, drop, badminton, tennis, volleyball, squash, shuttlecock, racquet, front, back, send, receive, feeder, tactics, compete, score, umpire, wide, deep, rotate.		Vocabulary: aim, attack, compete, controlling, cooperate, defend, direction, fluency, following, heart rate, kick, outwit, physical activity, pitch, play against, rebound, receive, scoring, send, speed, tactics.		

PE Skills Progression

Gymnastics Vocabulary: Balance, body tension, carry, control, extension, fast, hang, high, jump, rock, spin, turn, like, link, low, movement, muscles, music, pattern, relaxation, roll, sequence, shape, slow, speed, strength, timing, travel.	Head	Use words such as rolling, travelling, balancing, climbing Decide which supporting concepts and actions to add to their sequence	Head	Comment on aspects of own and others' performance.
	Hand	Safely move and carry basic gym equipment such as mats and benches. Recognise like actions and link them together. Perform simple gymnastic actions and shapes. Remember and perform a simple sequence using rolling, travelling, climbing, balancing and jumping. Make their body tense, relaxed, stretched and curled. Perform in unison and canon.	Hand	Perform with control and consistency basic actions at different speeds and on different levels. Create and perform a simple sequence. Show contrasts in gymnastics shapes and actions. Work to improve flexibility and strength. Attempt to use rhythm whilst performing a sequence. Use core strength to link gymnastic elements e.g. back support and half twist. Remember and repeat sequences.
	Heart	Move on, off and over object with confidence. Communicate with a partner to create short sequence.	Heart	Reflect on own performance and use scoring system to judge performance. Develop character and maturity to work in close proximity with others.
Dance Vocabulary: beat, curl, dance, fast, feet, high, low, music, rhythm, step, stretch, swing, turn, twist, slow, compose, choose, select, emotions, canon, rhyme, theme, character, round, respond. For Year 2 add: direction, huddle, group, mood, feeling, musicality, respond, galloping, flying, jumping	Head	Confident to explore space within their dances and movements. Recognise that dances can have themes and stories.	Head	Select movements that show a clear understanding of the theme/ story/ idea of the dance Show confidence to perform in front of others.
	Hand	Perform basic body actions along with music. Use different parts of the body, combine arm and leg actions. Perform with an awareness of body shape required. Remember and repeat simple movement patterns. Move with control and show spatial awareness. With help, compose a basic movement phrase.	Hand	Show some sense of dynamic, expressive and rhythmic qualities in their own dance. Use different parts of the body in isolation and combination. Perform with control and balance and demonstrating coordination. Explore and use basic choreography including levels, speed changes, unison and canon. Move with imagination responding the music. Perform with expression.
	Heart	Work with a partner. Engage with the class to perform marching sequence and canon.	Heart	Attempt to work as part of a group to perform a dance Able to comment on ideas and emotions and how they can be portrayed through dance

PE Skills Progression



Key stage 1 Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to: ☐ master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities ☐ participate in team games, developing simple tactics for attacking and defending ☐ perform dances using simple movement patterns.