

Hudson Road Primary School

Physical Education

Progression of Knowledge, Vocabulary and Skills Document



	<u>Early Years</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<p><u>Unit of Study One</u> Autumn</p> <p>Physical Development using Early Years Curriculum (Hall time)</p>	Physical Development using Early Years Curriculum (Hall time)	<p>Educational Gymnastics</p> <p>Games</p>	<p>Educational Gymnastics</p> <p>Games</p>	<p>Educational Gymnastics</p> <p>Games</p>	<p>Educational Gymnastics</p> <p>Swimming or Games</p>	<p>Educational Gymnastics</p> <p>Games</p>	<p>Educational Gymnastics</p> <p>Games</p>
<p><u>Unit of Study Two</u> Spring</p> <p>Physical Development using Early Years Curriculum (Hall time)</p>	Physical Development using Early Years Curriculum (Hall time)	<p>Dance</p> <p>Educational Gymnastics</p>	<p>Dance</p> <p>Educational Gymnastics</p>	<p>Dance</p> <p>Educational Gymnastics</p>	<p>Educational Gymnastics</p> <p>Swimming or Games</p>	<p>Dance</p> <p>Educational Gymnastics</p>	<p>Dance</p> <p>Educational Gymnastics</p>
<p><u>Unit of Study Three</u> Summer</p> <p>Physical Development using Early Years Curriculum (Hall time)</p>	Physical Development using Early Years Curriculum (Hall time)	<p>Athletics</p> <p>Games</p> <p>OAA</p>	<p>Athletics</p> <p>Games</p> <p>OAA</p>	<p>Athletics</p> <p>Games</p> <p>OAA</p>	<p>Athletics</p> <p>Swimming or Games</p>	<p>Athletics</p> <p>Games</p> <p>OAA</p>	<p>Athletics</p> <p>Games</p> <p>OAA</p>

Games

	EYFS	Year 1	Year 2
Knowledge	To understand how to move confidently in a range of ways, safely negotiating space.	To understand the techniques of how to catch a ball. To understand the techniques of how to throw a ball. I can explain why running and playing games is good for me. I can find my heart and feel when it beats faster.	To be able to understand why we have rules during games. I am beginning to anticipate what I will feel like after playing games. I can say whether my heart is beating fast or slow, whether my breathing is normal or puffed, and whether I feel hot, warm or cool. I can talk about success. I can score and keep the rules of the games.
Skills Progression	EYFS: (Physical Development – Moving and Handling) Basic skills: I can throw and catch a ball. I can take part in team games.	I can throw underarm. I can throw over arm. I can throw & catch with both hands. I can throw in different ways. I can participate in team games. I recognise space in games and use it to my advantage, planning where to stand to make it difficult for opponents. I can use skills in different ways in different games, and try to win by changing the way I use skills in response to my opponent's actions.	I can use basic movements such as coordination and agility in team games. I can develop simple tactics to attacking and defending. I can perform a range of rolling, throwing, striking, kicking, catching and gathering skills, with control. I make simple decisions about when and where to run in running, chasing and avoiding games, and show a good awareness of others.
Vocabulary	Ball Throw Catch Game Team	Defence Tactics Underarm Overarm Release Attack	Co-ordination Agility Awareness Advantage Pulse / heart rate

Games				
	Year 3	Year 4	Year 5	Year 6
Knowledge	<p>To develop an understanding of rules to defend effectively in a game.</p> <p>I can enjoy competing with my peers in directional games.</p> <p>I can developed an understanding of how to improve in different games.</p> <p>I can talk about how my body works when warming up and playing games.</p>	<p>To understand the techniques needed when catching a ball in a variety of ways.</p> <p>I can understand how to evaluate and recognise my own success.</p> <p>In games I understand rules and points of a simple game and play fairly.</p> <p>In games I can show a friend how to warm up their bodies.</p> <p>I can watch and describe my friend's performances and make suggestions of what to improve.</p>	<p>In games I understand rules and points of a simple game and play fairly.</p> <p>I am beginning to design warm up activities related to the game.</p> <p>I can watch and describe my friend's performances and make suggestions of what to improve.</p> <p>I can warm up and cool down on my own using stretches that tone my body and help me perform.</p>	<p>To be able to use a variety of skills in different games.</p> <p>I can make decisions in attacking and defending positions.</p> <p>I can use tactics for bowlers and fielders to work together.</p> <p>I can work co-operatively with a partner, applying rules consistently and fairly.</p> <p>I can recognise my own and others strengths and weaknesses in a game and suggest improvements.</p>
Skills Progression	<p>I can send and receive objects with more control and confidence.</p> <p>I can use basic skills in a small game with my friends.</p> <p>I can make choices of where to move with and without a ball.</p> <p>I can play competitive games, modified where appropriate.</p>	<p>In games I am developing throwing and catching techniques to keep possession of a ball with others.</p> <p>In games I am starting to use a range of skills – throwing, catching, intercepting and stopping a ball with some control.</p> <p>In striking and fielding games I can strike a ball into a space to score points.</p> <p>In games I can keep a game going using a range of throwing, catching hitting and fielding skills.</p>	<p>In games I can use throwing and catching techniques to keep possession of a ball with others.</p> <p>In games I can use a range of skills – throwing, catching, intercepting and stopping a ball with some control.</p> <p>In games I can keep a game going using a range of throwing, catching hitting and fielding skills.</p> <p>In games I try to make it difficult for my opponent by sending a ball at varying speeds and directions.</p>	<p>I can use a selection of techniques to pass dribble and shoot.</p> <p>I can strike a bowled ball with growing consistency showing a range of shots.</p> <p>I can bowl underarm and overarm with increasing accuracy.</p> <p>I can use marking, tackling and interception to improve defence.</p> <p>I can play competitive games, modified where appropriate.</p>
Vocabulary	<p>Opposition</p> <p>Control</p> <p>Possession</p> <p>Confidence</p> <p>Competition / competing</p>	<p>Intercepting</p> <p>Fielding</p> <p>Striking</p> <p>Technique</p>	<p>Forehand</p> <p>Backhand</p> <p>Defending</p> <p>Attacking</p> <p>Dribble</p> <p>Co-ordination (hand eye)</p>	<p>Accuracy</p> <p>Cooperation</p> <p>Consistency</p> <p>Strength and weaknesses</p>

Gymnastics

	EYFS	Year 1	Year 2
Knowledge	To understand that we can make our bodies change into different shapes.	To understand that we need to use our core strength to balance effectively. I can carry and place appropriate apparatus safely, with guidance. I can watch others' movements carefully and describe what they have done. I can copy what I see and say why it is good.	To understand that we can link different movements together to create a sequence. I can devise, repeat and perform a short sequence in which there is a clear beginning, middle and end. I can explore ideas, moods and feelings by improvising, and by experimenting with actions, dynamics, directions, levels and a growing range of possible movements.
Skills Progression	EYFS (Physical Development – Moving and Handling) Basic skills: I can travel around, under, over and through balancing and climbing equipment. I can balance on different parts of my body. Extension: I can jump off apparatus and land appropriately.	I can manage space safely. I perform basic gymnastic actions, including travelling, rolling, jumping and climbing, and stay still when required. I can copy simple movement patterns from other children and explore the movement. I can copy and explore basic body actions demonstrated by the teacher. I can link and repeat basic gymnastic actions and perform movement phrases with control and accuracy.	I can work on my own and with a partner. I can create simple repeating movements. I can plan and perform a sequence of movements. I can perform a range of rolling, travelling and jumping movements. I can adapt the sequence to include apparatus or a partner. I can use different combinations of floor, mats and apparatus, showing control, accuracy and fluency.
Vocabulary	Balance Equipment Shapes Roll Jump	Sequence Repeat Patterns Control Perform	Combination Accuracy Travelling Movements Apparatus

Gymnastics

	Year 3	Year 4	Year 5	Year 6
Knowledge	<p>To understand how to safely use apparatus.</p> <p>I can explain the differences between 2 sequences.</p> <p>I know when my body is warm and stretched ready for gymnastics.</p> <p>I know why strength and suppleness are important in gymnastics.</p>	<p>To be able to comment on skills and techniques applied own and others' work and use this understanding to improve performance.</p> <p>I know how to describe what a good sequence looks like.</p>	<p>To understand how to transition between different movements.</p> <p>I can suggest improvements to speed, direction and level used in a sequence.</p> <p>I can say which parts of a sequence were performed clearly and fluently.</p>	<p>I can make judgements on performance and offer suggestions for improvement.</p> <p>I can use the correct vocabulary to evaluate a performance.</p> <p>I know what should be included in a warm-up for gymnastics.</p>
Skills Progression	<p>I can jump, balance, roll, turn and take weight on my hands.</p> <p>I can transfer weight smoothly from one part of my body to another.</p> <p>I can plan and perform a sequence with a beginning, middle and end.</p> <p>I can develop ways to mount and dismount apparatus.</p> <p>I can explore and develop new actions with a partner or in a small group.</p>	<p>I can perform gymnastics actions showing changes in speed, level and direction.</p> <p>I can perform gymnastics actions at the same time as my partner.</p> <p>I can perform stretches that will increase my flexibility for gymnastics.</p> <p>I can lead a small group for a warm up/cool down.</p>	<p>I can perform shapes and balances with good body tension and extension.</p> <p>I can show differences in speed, level and direction.</p> <p>I can change my sequence to include a partner or a small group.</p> <p>I can take responsibility for my own warm-up</p>	<p>I can perform difficult combinations of skills with control.</p> <p>I can work with a partner or in a small group to improve our skills.</p> <p>I can make a longer sequence and perform it clearly.</p>
Vocabulary	<p>Criteria</p> <p>Evaluate</p> <p>Combination</p> <p>Control</p>	<p>Techniques</p> <p>Flexibility</p> <p>Performance</p>	<p>Transitions</p> <p>Balance</p> <p>Flexibility</p> <p>Timing</p>	<p>Secure knowledge of all previously introduced terms.</p>

Dance / Movement

	EYFS	Year 1	Year 2
Knowledge	To understand that music can make our bodies move.	<p>To be able to link movements to music.</p> <p>I can use simple dance vocabulary to describe movement.</p> <p>I can talk about dance, linking movement to moods, ideas and feelings.</p> <p>I can watch others' movements carefully and describe what they have done.</p> <p>I can copy what I see and say why it is good.</p>	<p>To be able to change their bodies to respond to music i.e. speed and direction.</p> <p>I can talk about different stimuli as the starting point for creating dance phrases and short dances.</p> <p>I can describe dance phrases and expressive qualities.</p> <p>I can show and describe how a dance makes me feel.</p> <p>I can choose one aspect of my sequence to improve, and say how to improve it.</p>
Skills Progression	<p>EYFS: (Being Imaginative)</p> <p>Basic skills: I can initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p> <p>Extension: I can represent my own ideas, thoughts and feelings through music and dance.</p>	<p>I can copy and explore basic body actions demonstrated by the teacher.</p> <p>I can copy simple movement patterns from other children and explore the movement.</p> <p>I can manage space safely.</p> <p>I make up and perform simple movement phases in response to simple tasks.</p> <p>I can choose and link skills and actions in short movement phases.</p>	<p>I can choose and link actions to make short dance phrases that express an idea, mood or feeling, and reflect rhythmic qualities.</p> <p>I can remember and repeat a short dance phrase, showing greater control, coordination and spatial awareness.</p> <p>I can perform dance phrases and short dances using rhythmic and dynamic qualities to express moods, ideas and feelings and show some sensitivity to the accompaniment.</p>
Vocabulary	<p>Dance</p> <p>Movement</p> <p>Music</p>	<p>Sequence</p> <p>Repeat</p> <p>Perform</p> <p>Patterns</p>	<p>Stimulus</p> <p>Express / expression</p> <p>Spatial awareness</p> <p>Rhythm</p> <p>Coordination</p> <p>Control</p>

Dance / Movement

	Year 3	Year 4	Year 5	Year 6
Knowledge	<p>To understand that a performance has a beginning, middle and end.</p> <p>I can describe what makes a good dance phrase.</p> <p>I can tell you why I need to warm up and cool down for dance.</p>	<p>To understand that we can use movements to represent an idea.</p> <p>In dance I can describe dance movements and suggest how dances and performances can be improved.</p> <p>I can lead a small group for a warm up/cool down.</p>	<p>To understand the different elements that need to be incorporated to create a dance.</p> <p>I can describe, give reasons for and evaluate mine and others' dance.</p> <p>I can warm up and cool down on my own using stretches that tone my body and help me perform for dance.</p> <p>I can say which parts of a sequence were performed clearly and fluently.</p>	<p>To understand that you can incorporate different speeds and movements within a dance.</p> <p>I can make judgements on performance and offer suggestions for improvement.</p> <p>I can use the correct words to evaluate a performance.</p> <p>I can tell you why I need to warm up and cool down for dance.</p>
Skills Progression	<p>I can explore and develop new actions with a partner or in a small group.</p> <p>I can use a wide range of imaginative movements when exploring an idea.</p> <p>I link actions and make dance phases.</p> <p>I can practice and repeat my dance phase.</p>	<p>In dance I can explore character and story through movement.</p> <p>In dance I can remember, practice and join together longer dance phrases.</p> <p>In dance I can change space and speed, when I move on my own or with a partner/group</p>	<p>I can explore and choose movement to create dance phases.</p> <p>I can perform movement patterns for different dance styles.</p> <p>I can compose, develop and change movement to make longer dance phrases.</p>	<p>I can choose my own music and style. I can develop sequences in a specific style.</p> <p>I can use a wide range of imaginative movements when exploring an idea.</p> <p>I understand the importance of actions, space, dynamics and relationships when creating a dance.</p> <p>I can select motifs for my dance idea.</p>
Vocabulary	<p>Choreograph</p> <p>Unison</p> <p>Repetition</p> <p>Partner</p> <p>Structure</p>	<p>Phases</p> <p>Pace</p> <p>Representation</p> <p>Dynamic</p>	<p>Pace</p> <p>Timing</p> <p>Interpretation</p> <p>Improvisation</p> <p>Reaction</p>	<p>Motifs</p>

Athletics

	EYFS	Year 1	Year 2
Knowledge	I am learning to understand how and why it is important to stay safe with our bodies.	<p>To understand that we can change the speed that our bodies move.</p> <p>I can copy what I see and say why it is good.</p> <p>I can explain why running and playing games is good for me.</p> <p>I can describe what it feels like when I breathe faster during exercise.</p> <p>I can watch others' movements carefully and describe what they have done.</p>	<p>To understand the correct starting and finishing positions needed to jump accurately.</p> <p>I can copy actions and ideas, and use the information I collect to improve my skills</p>
Skills Progression	<p>EYFS: (Physical Development – Moving and Handling)</p> <p>Basic skills: I can run skilfully, negotiating space</p>	<p>I can master running in a direction.</p> <p>I can master jumping.</p> <p>I can copy and explore basic body actions demonstrated by the teacher.</p> <p>I understand the concept of aiming when throwing.</p>	<p>I can master running and jumping in isolation and combination.</p> <p>I can use these techniques in a range of activities.</p> <p>I make simple decisions about when and where to run in running, chasing and avoiding games, and show a good awareness of others.</p> <p>I can warm up and cool down for physical activity.</p>
Vocabulary	<p>Run</p> <p>Space</p> <p>Safely</p>	<p>Speed</p> <p>Direction</p> <p>Release</p>	<p>Co-ordination</p> <p>Agility</p> <p>Awareness</p> <p>Advantage</p> <p>Pulse / heart rate</p>

Athletics

	Year 3	Year 4	Year 5	Year 6
Knowledge	<p>To understand the correct starting/finishing positions needed to run a relay.</p> <p>I know how to monitor my heart beat and breathing during activity.</p> <p>I know what a good throw looks like.</p> <p>I know what a good jump looks like.</p>	<p>To understand how to transition between different techniques when running, jumping and catching.</p> <p>I can talk about a good athletic performance.</p> <p>I can monitor my heart beat and breathing during activity.</p>	<p>To combine a variety of skills to work within a team.</p> <p>I can talk about a good athletic performance.</p> <p>I can monitor my heart beat and breathing during activity</p>	<p>To understand the different techniques needed to perform different skills.</p> <p>I can identify a good athletic performance and say why.</p> <p>I know how stamina and power help me to perform well.</p>
Skills Progression	<p>I know the difference between sprinting and running.</p> <p>I can take part in a relay, remembering when to run and what to do.</p> <p>I am learning a range of throwing techniques.</p> <p>I am learning to perform a range of jumps.</p> <p>I can throw into a target area.</p>	<p>I can run, jump and catch in isolation and in combination.</p> <p>I can demonstrate the difference between sprinting and running.</p> <p>I can use a range of throwing techniques.</p> <p>I can perform a range of jumps.</p> <p>I can throw into a target area with increasing accuracy and power.</p>	<p>I can use a variety of skills to take part in competitive games.</p> <p>I can demonstrate the difference between sprinting and running for sustained periods.</p> <p>I can use a range of throwing techniques.</p> <p>I can perform a range of jumps with a consistent technique.</p> <p>I can throw into a target area with accuracy and power.</p>	<p>I can demonstrate stamina.</p> <p>I can link together actions so that they flow in running, jumping and throwing activities.</p> <p>I show control at take off in jumping activities.</p> <p>I show accuracy and good technique when throwing for distance.</p> <p>I can choose the best pace for a running event so I can improve my personal target.</p>
Vocabulary	<p>Team work</p> <p>Relay</p> <p>Confidence</p> <p>Competition / competing</p> <p>Sprinting</p> <p>Jogging</p>	<p>Combination</p> <p>Transition</p> <p>Technique</p>	<p>Pace</p> <p>Accuracy</p> <p>Communication</p> <p>Co-ordination (hand eye)</p>	<p>Accuracy</p> <p>Cooperation</p> <p>Consistency</p> <p>Strength and weaknesses</p>

Swimming		
	Year 3	Year 4
Knowledge		
Skills Progression	<p>I can swim competently, confidently and proficiently over a distance of at least 25 meters.</p> <p>I can use a range of strokes, effectively (for example, front crawl, backstroke and breast-stroke.)</p> <p>I can perform safe self -rescue in different water -based situations.</p>	<p>I can swim competently, confidently and proficiently over a distance of at least 25 meters.</p> <p>I can use a range of strokes, effectively (for example, front crawl, backstroke and breast-stroke.)</p> <p>I can perform safe self -rescue in different water -based situations.</p>
Vocabulary	<p>Freestyle</p> <p>Backstroke</p> <p>Front crawl</p> <p>Safety</p> <p>Distance</p>	<p>Freestyle</p> <p>Backstroke</p> <p>Front crawl</p> <p>Safety</p> <p>Distance</p>